



**TASHKENT
INTERNATIONAL
SCHOOL**

Secondary School Parent Handbook

An International Baccalaureate World School accredited by
the Council of International Schools and the New England Association of Schools and Colleges.



Contents

Introduction and Welcome from the Principal	4
School Guiding Statements	5
School Description	5
Vision	5
Mission	5
Beliefs	5
International Mindedness	5
The International Baccalaureate Learner Profile	6
Contact and Communication Guide	7
School Office Contact Details	7
Secondary Office Staff	7
School-to-Home Communication	7
Contact Information for Families	7
Parent Contact Lists	7
How to Contact the School	8
Secondary Teachers' Email Addresses	9
Who Does What in the Secondary School?	11
Subject/Specialist Teachers	12
Homeroom Teachers	12
Grade Level Coordinators (GLC)	12
Subject Area Coordinators (SAC)	13
Programme Coordinators - Middle Years (MYP) and Diploma (DP)	13
Counseling	13
Learning Support	14
School Leadership - Assistant Principal and Principal	14
School Leadership - Director	14
Administration - Finance Manager and Finance consultant	14
Student Withdrawal	15
Medical Emergency or Student Injury	16
TIS Medical Procedures	16
Important Notes on Medical Care	16
TIS Peanut Aware Protocol	16
Guardianship	19
Secondary Programmes Overview	20
The IB Middle Years Programme (MYP)	20
The IB Diploma Programme (DP)	21
Additional Secondary Programme Components	22
Homeroom and Personal/Social/Emotional Learning (PSEL)	23
Week Without Walls (WWW)	23
Academic Expectations	24

TIS Diploma	24
Tashkent International School Graduation Requirements (TIS Diploma Requirements)	24
The IB Diploma Programme Requirements in Grades 11 and 12	24
IB Courses Option	25
Readmission after the Senior Year	25
Attendance – Absences Impact Learning	26
Lateness – Lateness Impacts Learning	26
Excessive Lateness and Absence	26
Extended Holidays during Term Time	27
Academic Honesty	27
Approaches to Learning (ATL)	28
Probation	28
Making up Credit for Failed Courses	28
Progression to Grade 11 (for IB Diploma Programme)	29
Homework and Assignments	29
Digital Citizenship	31
Behavioral Expectations	33
Student Rights and Responsibilities	33
Behaviour and Discipline	33
Hierarchy of Actions and Follow Up	33
Student Code of Conduct	33
Behavior Probation	34
Student Dress Code	34
Mobile Phones, Personal Devices and Laptops etc.	34
Alcohol, Drugs, Dangerous Substances and Items	35
TIS Approach to Bullying	35
Assessment	37
What is Assessment?	37
TIS Assessment Philosophy	37
Principles of Design for Assessment Tasks	37
MYP Assessment (grades 6-10)	38
MYP Subject Specific Criteria	39
DP Assessment (grades 11-12)	39
Reporting Student Performance	40
Purposes of Reporting	40
MYP Reporting (grades 6-10)	40
DP Reporting (grades 11 and 12)	41
Grading	41
IB General Assessment Descriptors	42
Parent-Teacher-Student Conferences	42
Academic Awards – Celebrating Student Achievement	43
Student-led Conferences	42
Supporting Students	43
English for Academic Purposes (EAP)	44

Learning Support	44
Guidance and Counseling	44
Secondary Student Support Team	45
Students' Daily Life	46
The School Day	46
Campus Open Times	46
Use of School Facilities	47
Supply list	48
BYOD – Bring Your Own Device in GRADE 11 and 12	48
Lost and Found	49
Visitors to TIS	49
Co-Curricular Activities	50
After-School Activities (ASA)	50
Performing Arts	50
Music Lessons	50
Attendance	50
Sport	51
Student Councils	51
Parental Involvement	53
Support the Developmental Needs of Your Child	53
Establish a Family Culture of Learning	53
Stay Connected with School	53
And Finally...	54

INTRODUCTION AND WELCOME FROM THE PRINCIPAL



Tashkent International School (TIS) in the heart of Central Asia is a wonderful, warm community school. Our secondary school faculty members come from widely diverse locations and bring with them a wealth of knowledge and experience of the best educational practices from all around the world. Together with our student body, consisting of around 487 students from more than 41 different nations, the TIS staff and students create what is truly an 'international' school.

Tashkent International School is a co-educational early-childhood-through-grade-12 school located in Tashkent, Uzbekistan. The school has one campus that houses the Early Learning Center (preschool), an elementary school (kindergarten to grade 5) and a secondary school (grades 6 to 12). The secondary school has more than 269 students representing more than 30 different nationalities. Accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC), TIS is an International Baccalaureate Continuum World School, authorized for the Primary Years Programme, the Middle Years Programme, and the IB Diploma Programme. TIS is committed to helping students become internationally-minded, think creatively, reason critically and communicate effectively. TIS helps students reach their full potential by offering a challenging and age-appropriate international curriculum grounded in elements of best practice from around the world.

The aim of our school is to create a stimulating learning environment that promotes energy, thinking, creativity and communication in our students as they discover their own individual potential, the potential of others, and the world in which they live.

It gives me great pleasure to welcome you in our school; I hope that you and your child will be very happy here.

A handwritten signature in black ink, appearing to read 'AK', written in a cursive style.

Angelika Küster
Secondary Principal

SCHOOL GUIDING STATEMENTS

SCHOOL DESCRIPTION

Tashkent International School, an International Baccalaureate (IB) World School, is a not-for-profit, independent, co-educational day school governed by a board of directors elected and appointed from the parent community. Established in 1994, TIS serves the needs of an expanding international population, including children of expatriate business people and children from the diplomatic communities. TIS is the only authorized school in Uzbekistan which offers three IB programmes – Primary Years, Middle Years and Diploma Programme.

VISION

To be an exemplary international school learning community

MISSION

Tashkent International School educates students to be internationally-minded, think creatively, reason critically and communicate effectively.

BELIEFS

As Tashkent International School is an IB World School, accredited by the Council of International Schools and the New England Association of Schools and Colleges, the School will adopt their respective beliefs and standards.

INTERNATIONAL MINDEDNESS

Our school understands international-mindedness to comprise a continuum of learning from awareness of the self towards awareness of others and the world leading to a respect for the diversity of the culture and life within it. The development of an international mindset equips our students with the capacity to make positive changes in the world we share.

International mindedness at TIS is a set of skills, behaviours and attitudes which enable us to understand different people and cultures and embrace diversity. These attributes, coupled with critical thinking about the world, enable TIS students to demonstrate their engagement and empathy with global issues, the environment and communities.

TIS believes that international mindedness begins locally: it is reflected by what is taught in our classrooms and by the way we treat each other as parts of a multiethnic, multicultural, and multinational community. We will promote the concepts of international mindedness through our curriculum and foster within students an understanding of global issues and an appreciation of ethnic, cultural, and natural diversity.

The following paragraph describes what TIS believes an internationally minded person would look like and how he or she would think and behave:

Internationally minded individuals are self-aware, aware of others and seek to engage with global issues. They are open-minded and flexible in their thinking. They are receptive to practices, beliefs and systems of thinking other than their own and value diversity and difference. They speak (or are learning to speak) more than one language and are prepared to take risks by communicating through cultural, ethnic, geographical and language differences. They are caring, supportive and empathetic towards others. Internationally minded individuals show curiosity and interest in the world and are equipped with the skills, capacity and willingness to make positive changes in the world.

THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The aim of all IB programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

Inquirers	I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning and this love of learning will be sustained throughout my life.
Knowledgeable	I explore concepts, ideas and issues that have local and global significance. In so doing, I acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	I understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. I work effectively and willingly in collaboration with others.
Principled	I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. I take responsibility for my own actions and the consequences that accompany them.
Open-minded	I understand and appreciate my own cultures and personal histories, and am open to the perspectives, values and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
Caring	I show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	I approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. I am brave and articulate in defending my beliefs.
Balanced	I understand the importance of intellectual, physical and emotional balance to achieve personal well-being for myself and others.
Reflective	I give thoughtful consideration to my own learning and experience. I am able to assess and understand my strengths and limitations in order to support my learning and personal development.

CONTACT AND COMMUNICATION GUIDE

SCHOOL OFFICE CONTACT DETAILS

Telephone: (998 71) 291 9670/71/72/67

E-mail: office@tashschool.org

SECONDARY OFFICE STAFF

- Izabella Ter-Aganova–Office Manager and Registrar – admissions@tashschool.org
Telephone: +998 (71) 291 9672, +99890 9773088 (telegram/whatsapp)
- Alyona Kevkhayants - Secondary Administrative Assistant - secassistant@tashschool.org
Telephone: +998 (71) 291 9667
- Yuliya Kartashova – Executive Assistant to the Director – execassistant@tashschool.org
Telephone: +998 (71) 291 1739
- Vera Tin – Receptionist/Translator – reception@tashschool.org
Telephone: +998 (71) 291 9670

Parents are expected to notify the school if their child is absent, late to school, or needs to be dismissed early. Please contact the school office after 8:15 a.m. Parents should call Mrs. Alyona Kevkhayants on the following telephone number: +998 (71) 291-96-67 or email to secassistant@tashschool.org.

SCHOOL-TO-HOME COMMUNICATION

TIS publishes a newsletter once every two weeks on Thursdays, which includes information about the Secondary school. The *Weekly News* is sent to your email account. Important school events are posted on the calendar which can be found on the TIS website: www.tashschool.org.

If the secondary school wishes to communicate in the form of a letter, the letter will be either sent home with the child or emailed to your account.

Most teachers will email parents directly when there is information to share.

CONTACT INFORMATION FOR FAMILIES

Please keep the school updated with your email address, home and mobile phone numbers and your emergency contact phone numbers. In the event of an emergency we need to be in touch with the parent or designated guardian as quickly as possible.

If parent contact information changes, including home telephone, home address, parents' emails, office and mobile phone numbers, please contact the school office at once, so we can update our family contact database.

PARENT CONTACT LISTS

To facilitate communication among parents in each grade level, a parent contact list will be generated within the first month of each semester. TIS will provide a list of all students in your child's grade, their homeroom, parents' names and each parent's email address. Parents will have the option to not share their contact information.

HOW TO CONTACT THE SCHOOL

The following set of guidelines is based on the understanding that whenever a question, issue or problem arises, the best person to contact is the person directly involved. For example, if you are concerned about something that has happened in a specific lesson, you should first contact the specific teacher of that subject. This will allow you to:

- gain first-hand information;
- acquire a complete understanding of the situation;
- communicate important information;
- achieve a timely response; and
- support the concept of open communication to maintain optimal support for your child's learning and well-being.

The most effective method of contact is through email. Teachers aim to reply to parent emails quickly. Alternatively, you can contact the school office who will assist you in contacting a teacher.

SECONDARY FACULTY EMAIL ADDRESSES

Teacher / staff member	Department / Responsibility	Email address
Kuster, Angelika	Principal	secprincipal@tashschool.org
Jackson, Robert	Assistant Principal	robertj@tashschool.org
Adelia Gulyamova	Russian Language and Literature	adeliag@tashschool.org
Azimova, Lyubov	Russian Language Acquisition	lyubova@tashschool.org
Becker, Carrie	English Language and Literature/ Grade 9 Coordinator	carrieb@tashschool.org+
Becker, Scot	Individuals and Societies/Core	scotb@tashschool.org
Betrand-Bourget, Julie	Chemistry (Subject Area Coordinator)	julieb@tashschool.org
Chaplin, Kirsten	Arts: Drama/Theatre (Subject Area Coordinator)	kirstenc@tashschool.org
Choi, Eunjung	Korean Language and Literature	eunjungc@tashschool.org
Connolly, Jennifer	Science	jenniferc@tashschool.org
Currey, Brian	Individuals and Societies/Economics/Grade 12 Coordinator	brianc@tashschool.org
Davies, Laura	Biology	laurad@tashschool.org
Doel, Shannon	Mathematics/Learning Support/Grade 7 Coordinator	shannond@tashschool.org
Folio, Nicolas	French (Subject Area Coordinator)	nicolasf@tashschool.org
Francis, Holly	English Language Acquisition/English Language and Literature	hollyf@tashschool.org
Garrott, Elizabeth	Visual Art/Drama	elizabethg@tashschool.org
Jason Schmidt	English Language and Literature	jasons@tashschool.org
Henry, Kate	Technology Integration /Design	kateh@tashschool.org
Hughes, Mark	Individuals and Societies / Grade 6 Coordinator	markh@tashschool.org-

Ibrahim,Ahmed	Physical and Health Education	ahmedi@tashschool.org
Johnson, Daniel	English Language and Literature (Subject Area Coordinator)	danielj@tashschool.org
Kasimova, Grace	Mathematics	gracek@tashschool.org
Kleijer, Ronald	Visual Art	ronald@tashschool.org
Leung, Tip Wan	Secondary Learning Support	tipwanl@tashschool.org
Levysohn-Silva, Christina	Science/ Grade 8 Coordinator	christinal@tashschool.org
Lopez, Melissa	Physics/ Grade 11 Coordinator/Secondary School Counselor	melissal@tashschool.org
Mehan, Shalini	Mathematics	shalini@tashschool.org
Mortelette,Jeff	Diploma Programme Coordinator/Core	jeffm@tashschool.org
Odendaal, Guime	Music	guimeo@tashschool.org
Patel, Malina	Drama/TOK	malinap@tashschool.org
Reynolds, Alexandra	Design	alexandrar@tashschool.org
Robinson, David	Design	davidr@tashschool.org
Ross, Alexander	History / College Counselor	alex_r@tashschool.org
Rudak, Lyudmila	Russian Language Acquisition	lyudmilar@tashschool.org
Shipman, Kelsey	English Language Acquisition/English Language and Literature	kelseys@tashschool.org
Shodieva, Lobar	French Language Acquisition	lobars@tashschool.org
Shumlyanskaya, Tatiana	Russian Language Acquisition	tatyanas@tashschool.org
Sproston, Annie	Mathematics (Subject Area Coordinator)	annies@tashschool.org
Tate, Robert	Physical and Health Education/Grade 10 Coordinator (Subject Area Coordinator)	robertt@tashschool.org
Taupeaafe, Sione	Physical and Health Education	sionet@tashschool.org
Tobin, Brendan	Athletics Director & Activities Coordinator	adac@tashschool.org

Tobin, Sharna	Individuals and Societies / MYP Coordinator	sharnat@tashschool.org
Toma, Anca	English Language Acquisition / ELL Coordinator (Subject Area Coordinator)	ancat@tashshool.org
Waterworth, Susan	Secondary School Librarian	seclibrarian@tashschool.org
Wright, Matthew	Individuals and Societies / Geography (Subject Area Coordinator)	mattheww@tashschool.org
Yakubova, Nazokat	Biology	nazokat@tashschool.org

WHO DOES WHAT IN THE SECONDARY SCHOOL?

SUBJECT/SPECIALIST TEACHERS

Subject teachers teach the specific lessons to students on a daily basis. Teachers are organized into departments depending on the subject they teach. There are also several specialist teachers: English language learning, learning support and counseling, for example.

If parents have a question or concern about their child's experience in a particular class, they should contact the subject teacher directly. Listed below are some issues that parents might address with a subject teacher(s):

- subject, course or curriculum information;
- assessment and grading;
- homework;
- project or assignment requirements;
- student progress and performance; and
- teaching or classroom incidents.

HOMEROOM TEACHERS

Homeroom teachers are responsible for a small group of students with whom they meet every morning to take attendance and assist with general day-to-day organization and issues. HR teachers also teach the PSEL program to the same students. (For details about this program, see the Secondary Programmes Overview section, below). Homeroom teachers devote time and energy into getting to know their students well: how they learn, what makes them tick, who their friends are, their interests, strengths and areas of weakness, etc.

Parents are encouraged to make contact with their child's homeroom teacher to discuss:

- low-level concerns relating to academic study and progress;
- friendship problems;
- transition into and out of TIS; and
- stress and anxiety issues, etc.

If you wish to know your child's homeroom teacher, please contact the school office.

GRADE LEVEL COORDINATORS (GLC)

The GLCs lead a team of homeroom teachers at a particular grade level. The GLC and team are responsible for the social and emotional well-being of students in a particular grade. More serious disciplinary matters are dealt with by GLCs. Student lateness, attendance and academic progress are monitored and followed up by the GLC. GLCs plan and coordinate the PSEL program.

If parents have a question or concern about their child's general well-being or if there are patterns of academic concerns across several subjects, they should first contact their child's Grade Level Coordinator. The following are examples of issues that should be addressed directly with the GLC:

- student behavior;
- classroom and school relationships;
- questions about general day-to-day routines and expectations;
- patterns of concerns across subjects; and/or
- transitioning (to or from TIS).

The Grade Level Coordinators are as follows:

- Grade 6: Mark Hughes
- Grade 7: Shannon Doel
- Grade 8: Christina Levysson-Silva
- Grade 9: Carrie Becker

- Grade 10: Robert Tate
- Grade 11: Melissa Lopez
- Grade 12: Brian Currey

SUBJECT AREA COORDINATORS (SAC)

The SACs lead a department team of subject specific teachers. The SAC is responsible for all matters relating to curriculum, lesson planning and delivery, department resources and assessments as well as the placement of students into appropriate groupings according to the subject.

If parents have a particular question or concern about an issue related to curriculum and/or programming, they should first contact the appropriate Subject Area Coordinator. The following issues should be addressed directly with the SAC:

- department aims and objectives;
- course offerings within the department;
- curriculum scope and sequence (what knowledge and skills does my son/daughter learn and when?); and
- prerequisites for placement (e.g. placement in mathematics levels, placement in English A or B classes, placement in languages classes, etc.).

The Subject Area Coordinators are as follows:

- Arts: Kirsten Chaplin
- Design: Alexandra Reynolds
- English, Korean and Russian Language and Literature: Daniel Johnson
- English, French and Russian Language Acquisition: Nicolas Folio
- Individuals and Societies: Matthew Wright
- Mathematics: Annie Sproston
- Physical and Health Education: Rob Tate
- Sciences: Julie Bertrand-Bourget

PROGRAMME COORDINATORS - MIDDLE YEARS (MYP) AND DIPLOMA (DP)

The programme coordinators oversee the implementation of the MYP and DP curriculum in the secondary school. They work closely with the SACs to ensure the effective delivery of the programme and that all requirements are met.

Parents may contact one of the following coordinators if they have any questions about subject selection, programme requirements, and/or programme coordination.

- Middle Years Programme (MYP) Coordinator (grades 6-10): Sharna Tobin (sharnat@tashschool.org)
- Diploma Programme: Jeff Mortelette (dpcoord@tashschool.org)
- Athletics Director & Activities Coordinator (ADAC): Brendan Tobin (adac@tashschool.org)
- Creativity, Activity and Service (CAS) Coordinator: Jeff Mortelette (dpcoord@tashschool.org)

COUNSELING

The secondary counselor is Melissa Lopez. Parents may contact Melissa if they feel their child would benefit from counseling and/or social and emotional support or if there are circumstances that may affect the emotional well-being of their child during the school day. Melissa's email is melissal@tashschool.org

The college counselor is Alex Ross. Parents may contact Alex to acquire information related to careers and to discuss the college/university admissions process. Alex's email is alex_r@tashschool.org

LEARNING SUPPORT

The secondary learning specialist and learning support teacher is Tip Wan Leung. Parents may contact Tip Wan to discuss specific concerns about their child's learning (such as dyslexia or ADHD, etc.) or if there are concerns that there may be a learning issue that requires further investigation. Tip Wan's email is tipwan@tashschool.org.

SCHOOL LEADERSHIP - ASSISTANT PRINCIPAL AND PRINCIPAL

If more information is required or if a situation is not resolved with a teacher, subject area coordinator, grade level coordinator, counselor or programme coordinator, parents are encouraged to contact the **assistant principal** or **principal**.

In addition to the above, you may wish to consult the principals directly on matters related to:

- broad issues involving the secondary school (e.g. school culture, homework guidelines, etc.);
- timetable or rooming issues;
- behavior or morale, communication and information related to the operation of the school;
- school communication;
- discipline;
- curriculum and programme coordination;
- reporting on student performance;
- school trips; and/or
- secondary school facilities.

The secondary principal is Angelika Kuster. Her email address is secprincipal@tashschool.org

The secondary assistant principal is Robert Jackson. His email is secasstprincipal@tashschool.org

SCHOOL LEADERSHIP - DIRECTOR

If more information is required or the concern remains unresolved, parents may wish to contact the director, with the knowledge of the principal.

In addition to the above, parents may wish to consult the director directly on matters related to:

- community/school communication and relations;
- whole-school issues such as security and application of school policies;
- school communications;
- strategic planning;
- financial policy and oversight; and/or
- long-term planning, including development of facilities and the school environment.

The director of TIS is **William Kralovec**. His email address is director@tashschool.org

ADMINISTRATION - FINANCE DIRECTOR

If parents have questions related to accounts and finances such as school fee issues, payments, refunds, etc., they may contact the chief accountant, Feruza Abdullina. Her email address is financedirector@tashschool.org

You can also contact our Finance Consultant, Mukhtor Kutlimuratov. His e-mail address is financeconsultant@tashschool.org. His phone number is +998 (90) 0080867.

STUDENT WITHDRAWAL

If parents plan to withdraw their child(ren) from TIS, please contact Isabella Ter-Aganova, the registrar, in the school office. Her email address is: admissions@tashschool.org

The office staff will arrange:

- an official TIS leaving certificate;
- copies of TIS reports;
- transcripts (grades 9-12);
- withdrawal forms; and
- letters of recommendation and student references.

Please follow the procedure below in order to acquire the above-mentioned documentation:

- Prior to withdrawal, parents should inform the school office that their son/daughter is withdrawing from school, specifying the last day of school.
- The student should pick up a Check-Out Form from the school office.
- The Check-Out Form will be signed by all teachers indicating that all books and materials have been returned.
- The principal signs the Check-Out Form at the end of the clearance process.
- Only after the Check-Out Form has been completed, yearbooks, leaving certificates, reports and transcripts will be released.
- If a student requires assistance with admissions testing, references or recommendations for a new school, parents may contact the principal or the school office to make arrangements. Please allow at least 10 working days for the letters and references to be completed.

MEDICAL EMERGENCY OR STUDENT INJURY

TIS MEDICAL PROCEDURES

Accidents/Illness are grouped into three categories at TIS and handled as follows:

1. MINOR: Minor fall, scrape, cut, sprain or tummy-ache/headache:
 - a. Students are taken directly to the TIS Health Unit for immediate first aid administered by the school nurses.
 - b. Parents will be contacted for permission to administer Paracetamol, if needed
 - c. After treatment the child returns to classes.
 - d. Parents informed of treatment by email.

2. MAJOR: Injury requiring more than basic first aid / tummy/headache that does not resolve / fever:
 - a. Students are taken directly to the TIS Health Unit for immediate assessment.
 - b. Principal is informed and confirms need for outside care.
 - c. Parents are contacted to collect the child.
 - d. Parents collect the child and take to a preferred medical provider.
 - e. Parents are responsible for all medical treatment costs.
 - f. If injury, an accident form is completed by the supervising teacher or office staff.

3. EMERGENCY: Serious Injury or illness requiring emergency medical treatment:
 - a. Senior Leadership Staff and school nurses are informed.
 - b. Parents are contacted to meet the student and staff at the school or Health Unit. Communication channel maintained until arrival.
 - c. Student is stabilized and transported to medical facility as follows:
 - i. Foreign students - taken to Tashkent International Clinic (TIC)
 - ii. Uzbek students - taken to Hospital #16 by ambulance

NOTE: TIC is not established nor licensed to treat Uzbek nationals.
 - d. A school nurse will remain with the student until parents arrive.
 - e. Parents are responsible for medical treatment costs.
 - f. Accident form completed by the supervising teacher or office staff.

IMPORTANT NOTES ON MEDICAL CARE

- Up-to-date medical information (including medical treatment facility preferences) must be kept on record for each and every student.
- Up-to-date and insurance coverage should be held by all families for their students.
- If parents prefer another medical facility in case of emergency, they must inform the School Nurse - Ms. Saira Gardner secnurse@tashschool.org - to ensure that this preference is noted in the child's records.
- The same procedures will be followed outside school office hours or during a weekend event, with treatment for minor issues given by activity leaders rather than office staff.

TIS PEANUT AWARE PROTOCOL

TIS Vision & Philosophy:

1. Our vision is to be an exemplary international school learning community.
2. TIS believes that all students should be included in the regular life of our learning community despite academic, emotional, language or physical differences.
3. TIS has the responsibility to protect each student.

With these three points in mind, the establishment of a proactive protocol for safeguarding children with food allergies or severe medical concerns must reflect our aim to be a protective, inclusive community.

There is at least one student who attends TIS with severe, life-threatening peanut allergy. We have a Peanut Aware protocol in place to keep this student as safe as possible while at school.

The most important step in keeping this student safe and healthy is to educate all staff, parents and students to be aware of the foods which contain peanuts/peanut products and that bringing, sharing and eating peanut products at TIS should be avoided.

To make sure that TIS is Peanut Aware, signs will be posted around school to remind staff, students, visitors and parents of this protocol.

Peanut Aware Definition:

Being Peanut Aware at TIS means the School makes every effort to create an environment within our immediate community in which:

- the amount of peanuts and peanut products is limited as much as possible, and
- the location of peanuts and peanut product consumption is limited and monitored.

Are peanut products allowed in school?

- Yes, if necessary but only in designated Peanut Zones. The more we minimize the risk of accidental exposure, the better off all students will be.

If you have any questions, or if your child has an allergy which poses a risk to his/her health and safety, please contact the Tashkent International School office.

Peanut Aware Protocol:

This protocol is divided into five areas of commitment taken by TIS: Awareness, Education, Prevention, Preparedness and Response.

1. TIS commits to Severe Allergy Awareness

- Through repeated and regular communication -- all teachers, parents, outside instructors, campus guests and students are made aware that there is at least one person on campus who could die if peanuts or food containing peanut products enter their body by ingestion or through mucous membranes, whether intentionally or by accident.
- TIS will ask parents to help keep all of our students safe and to reduce the chance or possibility of such an occurrence at our school.
- This Peanut Aware Protocol will be shared with parents and included in handbooks.
- Peanut Aware posters will be prepared in multiple languages and posted at the entrance gate, in public areas, in newsletters and by email.
- Posters and newsletters will explain cross-contamination issues: A serious allergic reaction can occur from contact with even a microscopic amount of the offending food. For example, a knife used to cut peanut brownies, wiped off and then used to cut fruit, can cause a reaction in a child who eats that fruit or has contact with any residue left on the utensil.
- Even with every effort being made, please be aware, however, that TIS cannot guarantee that items brought into the school have been prepared in a peanut-free facility. Therefore, parents should educate and guide their children about eating any shared food.

2. TIS commits to Severe Allergy Education/Training

- A school-wide program to educate students about food allergies is implemented;
- Annual staff education and training is provided;
- Regular food providers are provided annual education and response training;
- Training needed to maintain the Peanut Aware environment is offered to all parents including
- training in reading ingredient labels on every package.

3. TIS commits to Peanut Allergy Prevention

- Any food brought to share or distribute cannot contain any peanut ingredients, including peanut oils or peanut flour.
- TIS strongly discourages parents, students and staff from bringing or sending in any peanut products to school for individual consumption. Community members are asked to consider peanut alternatives for individual lunches and snacks.
- No peanut product foods will be sold in any school lunch, at extracurricular events or at other school-wide activities.
- Bringing and/or consuming peanuts and peanut products in any classroom is highly discouraged. The school will request students to voluntarily avoid this.
- Students will be encouraged not to share their food or beverages with one another.
- *In the class of a student with severe peanut allergy:*

i. Parents of this grade will be notified.

ii. The class teacher, administration and parents of life-threatening peanut allergy affected students will endeavor to make the classroom peanut free through voluntary cooperation of member parents/students.

iii. If another child in the class brings a peanut-based food for a snack, s/he will be seated at an identified table,

monitored carefully and precautions undertaken to ensure that the table, child and any other touched surfaces

are completely washed afterwards.

iv. Any foods sent in for lunch, snack, or any class event should be carefully checked to make sure they are peanut free. This extends to field trips, school events, ASAs and summer ASAs.

a. *In all eating areas:*

i. **Peanut Zone** tables will be designated;

ii. **Peanut Zone** tables will be identified and labeled with a readily recognizable image;

iii. Snacks and lunches containing peanuts or peanut products will be consumed at identified **Peanut Zone** tables;

iv. **Peanut Zone** tables will be washed with soap and water after each group finishes eating.

v. Students will be asked to not share food or beverages with others;

vi. Community members will be instructed and encouraged to wash their hands and faces after meals and snacks after eating in a **Peanut Zone**.

h. For campus events involving outsiders

i. The **Peanut Aware** protocol will be explained and external providers will be instructed to avoid all peanut products.

ii. Any area in which peanut product foods must be brought as part of a cultural sharing will be clearly labeled '**Peanut Zone**'.

iii. The parents of the student with peanut allergy will be reminded that a higher risk of peanut products on campus is inherent.

iv. Washing of all surfaces after the event will be enforced.

4. TIS commits to **Peanut Allergy Emergency Preparedness**

- The protocol for responding to an emergency peanut allergy will be included in the Emergency Response Manual and all staff trained in the protocol annually.
- All staff will be trained annually to recognize and respond to a severe allergic reaction using trainer epipens.
- The community will be made aware of the location of Epipens and Emergency Response actions through training, handbooks and signs.
- Areas where epipens are stored will be clearly labelled.

- Parents/guardians of the student with the peanut allergy will maintain responsibility for supplying appropriate
- Epipens and re-supplying in date Epipens.

5. TIS commits to **Peanut Allergy Emergency Response**

Severe Peanut Allergic Reaction : Emergency Response Procedures

1. Retrieve Epipen

- If a child is *immobile* and *near* office - retrieve Epipen or send someone to retrieve Epipen.
- If the child is *mobile / ambulatory* and *near the station*, walk with the child to the nearest Epipen station.
- If you are *far* from the office - carry the child to the nearest Epipen location.

2. Administer Epipen:

- Cap off
- Jab firmly in thigh muscle through clothing - listen for click
- Hold for 10 seconds
- Remove Epipen
- Massage thigh for 10 seconds

3. Contact clinic: 71 291-0142 or 71 291-0726 (for local student call ambulance - 103)

4. Contact parent

5. Transport child to clinic/hospital as rapidly as possible

Note:

Epipens for the child are stored in:

- Secondary Office
- Elementary Office
- TIS Health Unit

Additional Epipens will be available in:

- Summer Kitchen
- Gym
- *ELC*
- *House*
- *Art & Design*

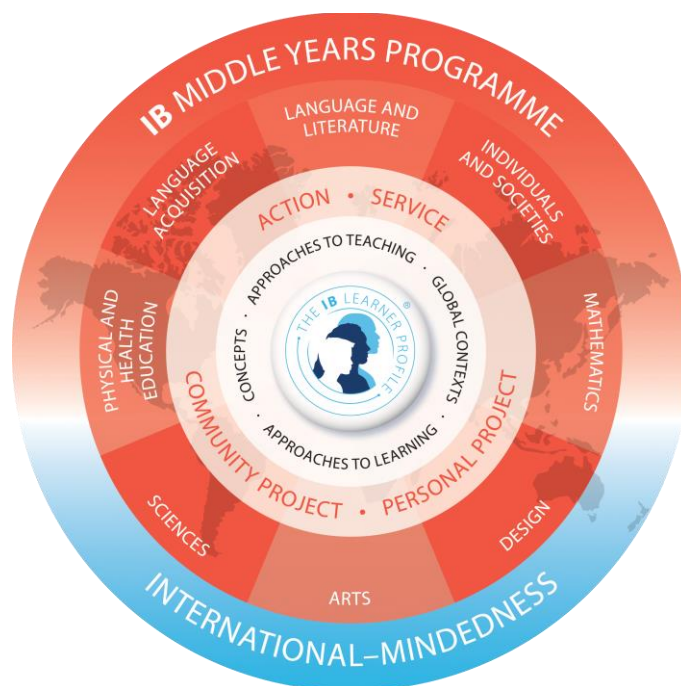
GUARDIANSHIP

It is important that the school is able to contact parents, or other designated responsible adults, at all times. In the event that a student will not be residing with his/her parent/s at any time during the school year, it is a requirement that the parent/s inform the school of this arrangement in writing in advance. This written notification of guardianship should include contact details of at least one adult who can act in loco parentis in the event of an emergency or any other situation that would normally require the school to make contact with a parent. This information should be provided to the school office.

SECONDARY PROGRAMMES OVERVIEW

THE IB MIDDLE YEARS PROGRAMME (MYP)

The MYP has eight subject groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, The Sciences, Mathematics, The Arts, Physical Education, and Design. All students study all subject areas throughout the years of the programme (Grades 6-10)



Middle Years Programme Model

Students in grades 6-10 will be enrolled in the IB Middle Years Programme. The MYP is designed to help students meet the challenges of adolescence and the changing demands of the 21st Century. Each year students will have classes in the eight subject areas as seen in the diagram.

The eight MYP subject areas are connected through six Global Contexts. These contexts encourage students to become increasingly aware of the connections between subject content and the real world, rather than thinking of subjects as isolated areas unrelated to each other and to the real world. The Global Contexts are common to all MYP schools and are at the heart of inquiry and active learning. They bring together the varied subject content and enable the teaching and learning to focus on attitudes, values and skills.

The six **Global Contexts** are listed below:

Fairness and Development - *Students will explore:*

- rights and responsibilities,
- the relationship between communities,

- sharing finite resources with other people and with other living things,
- access to equal opportunities, peace and conflict resolution.

Identities and Relationships - *Students will explore:*

- identity, beliefs and values,
- personal, physical, mental, social and spiritual health,
- human relationships including families, friends, communities and cultures,
- what it means to be human.

Orientation in Space and Time - *Students will explore:*

- personal histories, homes and journeys,
- turning points in humankind, discoveries, explorations and migrations of humankind,
- the relationships between, and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

Globalization and Sustainability - *Students will explore:*

- the interconnectedness of human-made systems and communities,
- the relationship between local and global processes,
- how local experiences mediate the global,
- the opportunities and tensions provided by world interconnectedness,
- the impact of decision-making on humankind and the environment.

Scientific and Technical Innovation - *Students will explore:*

- the natural world and its laws,
- the interaction between people and the natural world,
- how humans use their understanding of scientific principles,
- the impact of scientific and technological advances on communities and environments,
- the impact of environments, on human activity,
- how humans adapt environments to their needs.

Personal and Cultural Expression - *Students will explore:*

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values,
- the ways in which we reflect on, extend and enjoy our creativity,
- our appreciation of the aesthetic.

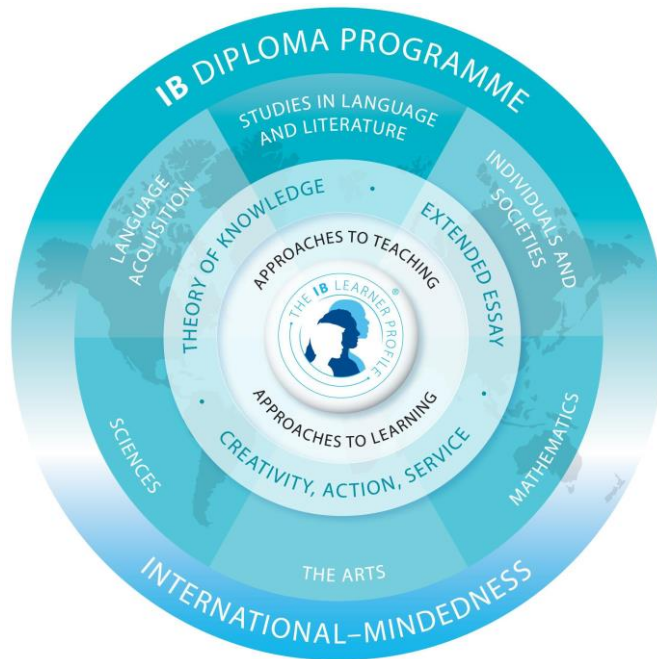
Through the Global Contexts and subject groups, the MYP presents knowledge as an integrated whole, emphasizing acquiring skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader, more complex global issues.

In the final year of this programme (Grade 10), students are required to complete a Personal Project – a significant, independent body of work produced over an extended period. It is the product of the student's own initiative and creativity and the application of skills. Students are encouraged to follow their own interests and choose a subject / focus that they want to work on.

Taken as a whole, the MYP curriculum provides a balanced education that will equip young people for effective participation in the modern world.

THE IB DIPLOMA PROGRAMME (DP)

IB Diploma Programme students (grades 11-12) study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.



Diploma Programme Model

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding:

The Extended Essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of Knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Activity, Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Over the course of the two-year programme, students study six subjects chosen from the six subject groups, complete an Extended Essay, follow a Theory of Knowledge course (TOK), and participate in Creativity, Activity, Service (CAS). Normally three of the six subjects are studied at higher level (courses representing 240 teaching hours). The remaining three subjects are studied at standard level (courses representing 150 teaching hours).

If a student completes the requirements above, and meets the requirements to pass the subject specific exams and internal assessments, then the student is awarded an IB Diploma by the International Baccalaureate Organization.

ADDITIONAL SECONDARY PROGRAMME COMPONENTS

Homeroom and Personal/Social/Emotional Learning (PSEL)

Each week, students meet with their homeroom teachers for the PSEL Program. This is a course of study that covers topics relating to the students' emotional health and social well-being. Homeroom teachers work in collaboration with the grade level coordinators to plan and deliver this program which covers four main learning areas:

- self-awareness and self-management
- social awareness and interpersonal skills
- safe, responsible and ethical decision-making

Week Without Walls (WWW)

The Week Without Walls program (WWW) is designed to extend the TIS curriculum to an interesting and unfamiliar outdoor/cultural setting in Uzbekistan. WWW is a requirement, which means that all secondary students in grades 6-10 are expected to participate. Typically, WWW trips are four or five-day overnight or residential trips which occur in September for Grades 6, 7, 8 and April for Grades 9 &10. Grade 11 students conduct fieldwork (a Group 4 Science Project) in order to gather data for their IB coursework in individuals and societies and science courses during the Week Without Walls week.

Grade 11 students also participate in an IB Induction early in the school year which also includes an overnight trip.

ACADEMIC EXPECTATIONS

TIS DIPLOMA

Students who are enrolled in grades 9-12 at TIS will graduate with the TIS Diploma if all requirements set forth by TIS are met. This is a qualification that recognizes successful completion of the high school program at TIS. The requirements of this program are outlined below. When students enter grade 11 they will be enrolled in the International Baccalaureate Diploma Programme. Students who are successful in the Diploma Programme will leave TIS with two diplomas—the IB Diploma and the TIS Diploma. Each of these diploma programs has different requirements to pass. These are outlined below:

TASHKENT INTERNATIONAL SCHOOL GRADUATION REQUIREMENTS (TIS DIPLOMA REQUIREMENTS)

Credit Requirements for Grades 9-12

The credit requirement for receiving a TIS Diploma from Tashkent International School shall be the successful completion of 24 year-long credits including:

English	4 year-long credits (1 year for each grade level, 9 through 12)
Mathematics	4 year-long credits
Science	4 year-long credits
Social Studies (I&S)	4 year-long credits
Second Language	4 year-long credits
Specials / Electives	4 year-long credits in physical education or academic elective subjects

Satisfactory completion of CAS which includes reflective learning in a balance of pre-approved Creativity, Activity and Service components for three to four hours each week over two years is a graduation requirement for all TIS students. Semester credits will be accepted for transfer students.

Conditions for TIS Graduation and the TIS Diploma at the end of Grade 12

1. The candidate has met all of the credit requirements shown above.
2. The candidate has been enrolled in six Diploma Programme subjects.
3. All assessed components for each of the subjects in which the candidate has been enrolled at TIS must be completed in order to qualify for the award of the TIS Diploma.
4. All agreed TIS CAS requirements have been met.
5. At least 18 points have been gained in all DP subjects on the final report.
6. There is no grade of 1 in any subject on end of course reports.
7. The candidate has conducted all work in an ethical manner. There has been no plagiarism or malpractice of any sort as defined by the IB Ethical Guidelines or the TIS Academic Honesty policy.

THE IB DIPLOMA PROGRAMME REQUIREMENTS IN GRADES 11 AND 12

The IB Diploma Programme is very demanding and academically rigorous. Consequently, students must demonstrate academic ability and possess strong work habits in order to be placed in the programme.

IB Diploma candidates at TIS typically study three subjects at the higher level (HL) and the remaining three subjects at the standard level (SL). Some students may elect to do four subjects at the higher level. Subjects chosen for higher level should be subjects that the student is strongest at and most likely to study in university. Higher-level subjects are designed for 240 hours of class time while standard-level subjects are designed for 150 hours of class time.

To earn the full IB Diploma, students must meet requirements set by the IB including the following:

- satisfactory completion of TOK and a TOK final grade of at least D;
- satisfactory achievement on the 4,000 word Extended Essay with a grade of at least D;

- satisfactory completion of CAS, including demonstrated reflective learning in a balance of pre-approved Creativity, Action and Service activities;
- submission of all coursework for internal and external assessment by the IB;
- a total of at least 24 IB points derived by adding together all the grades from Group 1-6 subjects;
- a minimum of 12 IB points after IB exams in all higher level subjects combined;
- a minimum of nine IB points after IB exams in all standard level subjects combined; and
- the candidate has conducted all work in an ethical manner. There has been no plagiarism or malpractice of any sort as defined by the IB Ethical Guidelines.

More details of these requirements can be obtained from the IB Diploma Programme Coordinator, Jeff Mortelette, at dpcoord@tashschool.org. Many universities give credit for HL subjects (provided the grade is high enough) and some may also give credit for SL subjects. For more information about university credit you can contact Alex Ross, the college counselor, at alex_r@tashschool.org.

The secondary principal, grade 10 GLC and the DP coordinator consider the following factors in order to make a decision about a student's placement into the Diploma Programme:

- achievement levels indicated by grade 10 reports (see note below);
- approaches to learning/work habits/effort - ATL Indicators on grade 10 reports;
- successful completion of the MYP Personal Project
- level of English proficiency;
- teacher comments and recommendations; and
- performance on standardized tests - MAP, PSAT, etc.

Note: Typically students who wish to study Diploma Programme subjects at the higher level are required to earn MYP grades of at least five in the equivalent subjects they wish to take at the higher level. For standard level subjects, students should be earning MYP grades of at least four in their equivalent grade 10 classes. In circumstances where a student does not meet this expectation, teacher recommendation will be sought and a decision whether to admit a student will be made by the secondary principal. If there are concerns about a student's ability to be successful in a subject or the full diploma, a student may be admitted on a provisional basis.

Admission to DP Mathematics courses is based on students' performance in the MYP mathematics programme, MAP scores and a specific admission test taken in April. The school then places students according to the best fit for their ability, aptitude and circumstances.

IB COURSES OPTION

The IB Diploma may not meet the educational needs of all of our students in grades 11-12. As an alternative, students may take individual IB courses with the aim to earn a qualification for each subject. Students who are enrolled in these individual programs also do not have to complete some of the extra requirements of the IB Diploma Programme (the Extended Essay and the Theory of Knowledge course, for example). In order to earn a certificate in the individual diploma courses, a student must complete the requirements of a subject at the standard level and take the final examination. Students who are enrolled in this program at TIS will also need to meet the requirements for earning a TIS Diploma. (See the TIS Diploma Requirements and Board Policy 5.15)

Good subject scores on individual IB courses will provide students with an opportunity for admission into competitive colleges/universities around the world including Europe and North America. Many North American colleges and universities award college/university credit for successful completion of IB courses.

READMISSION AFTER THE SENIOR YEAR

In general, students who have not passed a course or courses as grade 12 students will not be readmitted. Students who have graduated will not be readmitted to TIS.

ATTENDANCE – ABSENCES IMPACT LEARNING

When a student is absent from school, even when he/she makes up homework and tests, only part of the learning process proceeds normally. When students are absent, they miss:

- the interaction which goes on in classroom discussions;
- the learning which comes through classroom activities;
- the possibility to ask questions to clarify homework, presentations, activities and discussions;
- ongoing small-group work and projects;
- the opportunity to take out books and materials needed for research; and
- the opportunity to use the school's technological tools for research.

Regular attendance is important for students to obtain maximum benefit from the educational program. Whenever a student must be absent, parents are expected to notify the school office of the reason for absence. **Absences must be excused by the school in order for the students to be eligible to receive credit for the schoolwork missed.** Every effort will continue to be made to support the needs of students who miss school due to an illness, an emergency or a situation beyond the family's control. Students are expected to make up work missed due to absence. Please note that the school does not excuse absences due to extended holidays.

LATENESS – LATENESS IMPACTS LEARNING

When students arrive late to school they:

- miss important announcements communicated in homeroom;
- miss the opportunity to get organized and prepared for the school day;
- miss part of their academics during their first lesson;
- interrupt the first lesson when entering the classroom late;
- require special attention and take the time of teachers and the administrative staff that could be used more productively elsewhere; and
- develop patterns of behavior and habits that are undesirable in school and later in work.

Almost all late arrivals are avoidable. Students are expected to be on time to school in the morning and to every class. When a student arrives late to school but still arrives in time for homeroom, he/she should report directly to the homeroom teacher who will mark him/her as present. If a student arrives after 8:35 a.m., he/she should report to the school office to sign in before proceeding to class.

EXCESSIVE LATENESS AND ABSENCE

When a student is excessively late or absent, the matter will be investigated by the grade level coordinator and a parent meeting will be held. If a student accrues 10 or more absences per semester, the school reserves the right to review the student's situation and may recommend disciplinary procedures or non-awarding of course credit.

When the secondary school considers a student's lateness and/or absence to be excessive, the following consequences may be applied:

- not qualify for Principal's and Director's Honor Roll awards
- lose the privilege of representing the school (sport teams / arts productions MUN, etc.);
- lose the privilege of participating in after-school activities; and/or
- lose the privilege of attending special school functions (dances, games nights, etc.)

Note: TIS may inform colleges/universities to which the student has applied, or will apply, of a grade 11 or 12 student's excessive absences.

Students in Grade 9, 10, 11 and 12 **may not be eligible for course credit** if their absence rate exceeds 10% for a course. This equates to a maximum of 10 missed classes per semester.

EXTENDED HOLIDAYS DURING TERM TIME

The school recognizes the potential educational value of family or personal trips outside of Uzbekistan; however, through this handbook the school has emphasized the importance and correlation of regular daily attendance to continued academic development.

- We ask that when you plan trips outside Uzbekistan, you schedule your flights to avoid having your child miss school days.
- Please note that teachers will not be required to make special arrangements for students who miss school because of planned holidays. This includes administering assessments on a different date and putting together homework packets.
- Missed school days for extended holidays, will not be counted as excused absences, unless there are exceptional circumstances. This includes students who depart early or arrive back to school late before or after TIS holidays.

If you must travel with your children during term time, please contact the principal as soon as possible to discuss the situation. Please note that the school does not excuse absences due to extended holidays. Students who miss school days due to school field trips are recorded as present for those days.

ACADEMIC HONESTY

The IB defines plagiarism as: “the representation of the ideas or work of another person as the student’s own” page 127, *Principles into Practice*, MYP 2014.

Conducting work in an academically honest way includes:

1. Students completing and handing in their own work – not copying or letting others copy work.
2. Using own words – not using the words of others from the Internet, friends, tutors, electronic dictionaries or translation websites.
3. Using the correct manner of note taking/making in order to research information.
4. Carefully citing sources and giving credit to authors (including pictures).
5. Being sure to keep eyes on own paper during tests and not assist others in any way, nor use any other dishonest means of assistance during a test such as a mobile device, etc.
6. Being sure not to employ deception – giving false excuses for missing a deadline or falsely claiming to have submitted work, for example.
7. Avoiding translating work from one language to another (using Google Translate or other) and submitting the translation as own work.

Following up in cases of Academic Dishonesty

If a teacher or another member of staff suspects a student may have behaved in an academically dishonest way there will be an investigation. If the investigation concludes that the student behaved in a way that is academically dishonest, the matter will be referred to the relevant principal for appropriate follow up and action to be taken. Consequences will vary depending on the circumstances including:

- the age and grade level of the student
- any previous incidences of academic dishonesty involving the student
- nature of the academic dishonesty

As a general rule, the student will receive no grades for the task in question. In addition, there may be a parent meeting and in all cases, relevant documentation will be kept in the student’s file for future reference. The teacher will decide if the student can re-submit the assignment and receive grades and/or feedback. This may or may not be possible, depending on the type of assignment.

Repeated offenses could result in suspension, non-eligibility for the TIS Diploma and even expulsion.

Please note: When students allow other students to access their work, they are facilitating potential plagiarism. This is also academically dishonest behavior. In these circumstances, both students may face disciplinary consequences.

APPROACHES TO LEARNING (ATL)

At TIS we monitor and assess student achievement closely. We hold students to high standards and expect all our students to work hard to meet these standards and achieve their potential. A fundamental aspect of student success is based on how effectively they approach their learning during school time and at home. For students in grades 6-10, Approaches to Learning (ATL) skills are reported on every quarter (see Assessment and Reporting section below).

When a student only reaches a level of ATL skills marked as 'beginning' or 'developing' on a report, the grade level coordinator (GLC) will apply the following course of action:

- construct an appropriate support plan with the grade level team;
- discuss concerns and set goals for improvement with the student;
- discuss concerns with the parents;
- place the student on an Improvement Plan or Academic Probation (see below) if no improvement has occurred;
- close monitoring of the student throughout.

If, during the review process, the student has demonstrated significant improvements in the ATL skills, parents will be notified and the student will be removed from the improvement plan. If there has not been a significant improvement, or if the situation has worsened, the GLC will involve the relevant principal in further follow up and support.

PROBATION

When there are serious, on-going concerns about a student's ATL skills, academic levels of achievement or behaviour, the student may be placed on probation. When a student is on probation, his/her continued enrollment at TIS is in question.

Before any student is placed on probation there will be a meeting with the grade level coordinator, principal, the student and parents.

Students on probation will have agreed specific requirements and targets which make clear what the required improvements are and a timeline in which to make these improvements. Strategies and support will be designed to help students successfully make the required improvements. If a student is unable to demonstrate the required improvement within the agreed timeframe, continued enrollment at TIS may be in question.

MAKING UP CREDIT FOR FAILED COURSES

Students in Grades 9 and 10 must earn grades of 2 or higher at the end of a course in order to pass a course. For students in Grade 11, the criteria for passing or failing will be decided following the IB guidelines. A student who fails a course Grades 9, 10 or 11 will be required to make up the credit for the failed course by the end of the Quarter in the following academic year. The Secondary Principal will consult with the teacher of the failed course and decide on the most appropriate method of making up the material and the means by which a credit can be earned from the options listed below:

- retakes of final exams
- re-submission of major summative assessment tasks
- Semester One grade in the following year used on a pass/fail basis for the previous year's course (on transcript only)
- course materials provided to the student in June followed by re-assessment in August
- student takes an equivalent online course

PROGRESSION TO GRADE 11 (FOR IB DIPLOMA PROGRAMME)

Any student in Grades 9 or 10 who has not demonstrated the ability to succeed in the Diploma Programme may not be re-admitted to the school unless the diploma coordinator and secondary principal recommend re-admission.

HOMEWORK AND ASSIGNMENTS

TIS students are expected to be able to work independently and to develop the personal responsibility to become self-motivated and disciplined learners. Students can expect homework on a regular, daily basis and are required to keep up to date with all assignments.

The purpose of homework is to:

- cover the curriculum in greater depth by reinforcing concepts introduced in class;
- practice and apply what is learned during the academic day to promote mastery in the necessary skills and concepts;
- promote the use of subject specific vocabulary; and
- establish effective study habits and help a student become more self-reliant.

Homework Planner

Each student is given a planner which provides students with a tool to organize their time and studies. Further, it serves as a channel of communication between teacher, student, and parent. It also provides important information about the secondary school. Students are encouraged to bring their planner to school every day and use it to help keep organized, especially with homework assignments. Students in grade 6, 7 and 8 will be asked to have their parents regularly sign their planner to ensure parents are aware of homework expectations and are partners in learning.

Homework Guidelines

The following time guidelines are approximate; it is expected that at each grade level the respective teachers work collaboratively to ensure that time spent by students on homework each day is not excessive.

Grade 6	Maximum of 60 minutes
Grade 7	Maximum of 70 minutes
Grade 8	Maximum of 80 minutes
Grade 9	Maximum of 90 minutes
Grade 10	Maximum of 100 minutes
Grade 11 & 12	Maximum of 3 hours

Special Notes

Actual time required to complete assignments will vary with each student's study habits, academic skills, English language level, and selected course load. Parents are encouraged to contact their child's teacher(s) if s/he is spending an inordinate amount of time doing homework or doing very little homework.

Diploma Programme courses require a significant amount of self-directed work outside of class for CAS, Extended Essay, internal assessment, and revision for exams. Grade 11 and 12 students also have study time scheduled during the school day.

Taking Responsibility

Students are expected to submit their homework and assignments on time. Where there are times that a student is struggling to meet this expectation it is the student's responsibility to communicate this to the teacher. The student and teacher will work in partnership to resolve the problem and ensure the work is done.

The teacher may refer the student to their homeroom teacher or grade level coordinator for assistance with this.

If a student knows he/she is going to be absent at a time when an assignment or homework is due it is the student's responsibility to inform the teacher in advance and negotiate an extended deadline. At the teacher's discretion, an extension may be granted. The teacher will use his/her professional judgment for what is appropriate given the type of work and the circumstances. The school may request parental confirmation of the reason for missed/late work (such as doctor's note, etc.) before agreeing to an extended deadline.

If a student misses an assessed piece of work or a test due to illness or family emergency, the student will be allowed to make up the missed work according to a timeline agreed by the teacher. In some circumstances this may not be appropriate (formal exams or group project work, for example).

Students who miss assessed work due to unexcused reasons or extended holidays may not be allowed to make up the work. The teacher will refer such cases to the principal for a final decision.

Homework Responsibilities of Teachers:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning;
- Give clear instructions and make sure students understand the purpose of the homework;
- Ensure students are aware of the due date;
- Allow students time to record the homework in their planner;
- Give feedback and/or correct homework if appropriate;
- Communicate with other teachers to ensure the workload is manageable; and
- Involve parents and contact them if a pattern of late or incomplete homework develops.

Homework Responsibilities of Parents:

- Set a regular, uninterrupted study time each day;
- Establish a quiet, well-lit study area;
- Monitor student's organization and daily list of assignments in their diary;
- Help your child work to find the answer;
- Be supportive when your child gets frustrated with difficult assignments;
- Contact teachers to stay well informed about your child's learning; and
- Monitor the work that a tutor is doing with your child (if applicable) to ensure that your child is completing his/her own work.

Homework Responsibilities of Students:

- Write down assignments in the student planner;
- Be sure you fully understand all assignments; don't be afraid to ask questions before you leave the lesson if necessary;
- Submit homework on time;
- Set aside a regular time for studying;
- Work in a quiet, well-lit study area;
- Work on homework independently so that it reflects your own ability;
- Produce quality work;
- Make sure assignments are done according to the given instructions and completed on time; and
- Ensure all work completed at home is your own work – ask tutors to teach skills and provide feedback on work rather than assist with completing the task.

Consequences for Late or Non-Submission of Homework and Assignments:

Missing or late assignments will be recorded by the teacher and this information will be used when determining a student's approaches to learning levels. If the work was to be graded, the student will not receive a grade. The teacher will still collect the work and provide feedback. In addition to this:

- a teacher may decide to have the student complete missing work at lunchtime or after school;

- parents will be notified when homework or an assignment is missing or late;
- parents may be asked to come in for a meeting with the teacher; and
- if there is a recurring pattern of missed work in more than one subject, the grade level coordinator may call a parent meeting.

DIGITAL CITIZENSHIP

Vision of Educational Technology Use at TIS

Our goal at TIS is to empower students as independent, innovative, and ethical users of technology in support of academic rigor, creativity and lifelong inquiry. We believe that the effective use of technology is an educational imperative. It is not only a sophisticated and powerful tool for learning but also an essential workplace skill. Technology at TIS is an integral part of a rich and flexible learning environment that prepares students for college, career, and lifelong digital citizenship.

Technology Usage Policy

The creation of a large and varied technology environment demands that technology usage be conducted in legal and ethically appropriate ways. Thus it is the intention of Tashkent International School that all technology resources will be used in accordance with any and all school policies and procedures. Additionally, it is implied that all students and employees of the school will use the provided technology resources so as not to waste, damage, abuse, interfere with or cause harm to others. A detailed explanation of these policies can be found on the school website.

Violators of this policy will be dealt with in a manner comparable to situations requiring disciplinary and/or legal action.

Policy Statement:

The primary goal of the technology environment is to support the educational and instructional endeavours of students and employees of the school.

General

- The use of technology resources in the school is a privilege not a right and inappropriate use will result in cancellation of those privileges.
- Students are restricted from using software that has not been cleared by the Technology Department.
- Students are assigned a username and password. They are not to share this or attempt to log in to the system under a different name.
- Students need to take all reasonable care to avoid unauthorised access to their personal resources.
- Individuals identified as a security risk will have their accounts locked pending investigation.
- Use of any technology resource that reduces the efficiency of the system or hinders other members of the community will be considered a violation of this policy.
- Students must not attempt to modify or access technology resource settings or configurations.
- Cyber bullying will not be tolerated in any form; email, chats, document productions. Evidence will be collected to assist administration, accounts will be suspended and further action taken as needed.
- Each student is allocated a finite storage space for their files. Stored items need to be school related only.
- Students are not permitted to use devices belonging to other students at TIS for any reason

Privacy

- To maintain network integrity and to ensure the network is being used responsibly and appropriately, the Technology Department reserves the right to review files and network activity of students. To achieve this, the Technology Department has the facility to monitor or take control of any workstation on the school network.
- The shared resource folders are open access and students need to be aware that the information is public.
- Each student has a tashschool.org email address. This is to be used for school business only. Registering for non-school activities with your school email address will violate this policy.

Copyright

- As the school website is a public domain, published material needs to adhere to international copyright laws.
- Employees and students are not to purchase and install software onto workstations or the network.
- Employees and students are not to use or share pirated or illegal material on school resources.

Internet Use & Wi-Fi

- The intent of the school is to provide access to resources available via the internet with the understanding that faculty, staff and students will access and use information that is appropriate for his/her learning needs.
- During classes, teachers will monitor student access to the internet to ensure material accessed is appropriate.
- Attempts to bypass the school proxy will result in instant suspension of technology privileges.
- Bandwidth intensive software clients such as Skype, and chat programs are not to be accessed during school hours unless cleared with by the Technology Department.

BEHAVIORAL EXPECTATIONS

STUDENT RIGHTS AND RESPONSIBILITIES

Each student in our school has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee, or other adult in the school. A student has the right to know what the rules are, to appeal to higher authority when he/she feels unfairly treated, or when he/she thinks that no objective hearing has been allowed.

With rights come responsibilities. The school supports the principle that no one has the right to interfere with other people, other people's property and other people's time. The school attempts to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

BEHAVIOUR AND DISCIPLINE

TIS has high expectations of all students in terms of their behavior, attitude and conduct. All students are expected to follow the school rules and code of conduct while on the school campus and when representing the school on field trips and excursions. Students who act in a manner that is not in accordance with the code of conduct or who breach school rules will face appropriate consequences. The school believes in respectful discipline and logical consequences for inappropriate behaviour.

HIERARCHY OF ACTIONS AND FOLLOW UP

The list below represents a hierarchy of possible actions and follow up for breaches of rules and codes of conduct. As a general rule, repeated incidents of unacceptable behaviour result in more severe consequences.

- reflection;
- student conference;
- counseling;
- warning;
- detention;
- parent contact – conferences, letters, emails;
- behavior or academic monitoring;
- academic or behaviour probation;
- removal of privileges;
- exclusion from school-sponsored trips and co-curricular activities;
- suspension or expulsion from school sports teams,
- internal suspension from school;
- external suspension from school and/or
- expulsion.

Actions taken for breaches of the code of conduct or school rules will always be respectful and logical in terms of dealing with the problematic behaviour.

STUDENT CODE OF CONDUCT

At all times a TIS student will be expected to behave in accordance with the TIS Mission. Students will model the IB Learner Profile attributes and respect themselves, others and the environment.

This means:

- **The TIS Mission:** at all times students will be 'internationally-minded,' strive to think creatively, solve problems and communicate effectively with others;
- **The IB Learner Profile:** in all lessons, on the playground and elsewhere around school, all students will model the attributes described by the IB Learner Profile;

- **Respecting yourself:** completing work on time, being academically honest, being organized and punctual to school and lessons, etc.;
- **Respecting others;** using language appropriately, following the school rules, following the dress code, following teachers' directions, including others, listening to other peoples' opinions and views, etc.; and
- **Respecting the environment:** avoiding littering, cleaning up after yourself, not damaging school property, do not chew chewing gum, etc.

BEHAVIOR PROBATION

Should a student demonstrate repeatedly that he or she is unable to follow the code of conduct and/or school rules, he or she may be placed on **Probation** which will have the following elements in place:

- statement referring to the inappropriate behavior(s);
- clear behavioral targets/goals to be achieved;
- strategies to achieve behavioral targets and goals;
- time period (duration of the contract);
- agreed consequences; and
- signatures of student, parent, grade level coordinator and/or principal.

If a student violates the probation agreements, the principal may recommend expulsion to the director. According to Board Policy, the director is empowered to expel students. Parents may appeal the director's decision to expel a student to the TIS Board if the student's parents feel that a fair and just process has not been upheld.

STUDENT DRESS CODE

TIS does not require students to wear a school uniform; however students are expected to dress in an appropriate and respectful manner. The following is taken from the school's dress code policy:

1. Tops and shirts need to be: loose fitting, not see-through, without inappropriate messages, and must cover all undergarments. Straps must be at least two to three fingers wide and midriffs must be covered.
2. Skirts or shorts must be culturally respectful and underwear should not be visible. Shorts and skirts should not be too short.
3. Students must wear footwear that enables quick exits for emergencies and safety around the school grounds. High heels are not allowed.
4. Certain classes will have specific safety requirements that may influence acceptable dress.

Teachers and administration have the final say on dress code issues; students will be removed from class if their clothing is considered inappropriate or disrespectful and may be sent home or given clothes to change into.

MOBILE PHONES, PERSONAL DEVICES AND LAPTOPS ETC.

TIS supports an 'appropriate use' culture for all technology. Students are taught and encouraged to understand what constitutes appropriate use of technology, including mobile phones, tablets and other devices, and to follow this in how they use their technology on a daily basis within and outside school.

Expectations

Students are allowed to bring mobile phones and devices to school. Devices can be used by students before school, during recess, at lunchtime and after school. However, students are not allowed to use mobile phones or other devices in class time unless the teacher has given permission. Students are also not allowed to use devices for any reason (including listening to music, etc.) during passing time between lessons. Similarly, devices are not to be used during After School Activities unless the activity supervisor gives permission.

If for any reason a student needs to make a phone call during the school day, the student should go to the school office to make the call rather than use their own phone. This allows the school to be aware of issues and assist accordingly. Students are not allowed to call parents to request permission to go home when they are unwell; this must be done by the school office.

Consequences

If a student uses a phone or mobile device inappropriately, it will be confiscated and given to the Grade Level Coordinator. Parents may be required to come to school to collect the phone if the concern is significant. If a student uses a phone or device in an academically dishonest way it will be followed up according to the Academic Integrity Policy (shown below).

Please note: students bring valuable items to school at their own risk. Accidental damage does occasionally occur; TIS can accept no responsibility for damage to or loss of valuable items that students choose to bring to school. For this reason, students are discouraged from bringing expensive devices to school.

ALCOHOL, DRUGS, DANGEROUS SUBSTANCES AND ITEMS

TIS has a strict zero tolerance policy and also provides alcohol and drug awareness education in the curriculum. Illegal drugs, alcohol and inappropriate substances are considered by TIS to be:

- Any controlled substance or dangerous drug as defined by either United States or local law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate;
- Any pharmaceutical without knowledge and permission of the parents;
- Any glue, aerosol paint, or any other chemical substance for inhalation;
- Any intoxicant, or mood-changing, mind-altering, or behavior altering drugs;
- Any tobacco, nicotine (including e-cigarettes and 'vape devices', alcohol or alcoholic beverage.

If a student is suspected to be in possession, or under the influence, of alcohol or any inappropriate substance whilst on campus or on school-sponsored trips, activities and events, it will be reported to the principal who will investigate. If students are found to be in possession, or under the influence, of any inappropriate substances, parents will be contacted and the student will face disciplinary consequences. These may include suspensions or expulsions from the school. Support, guidance and counseling will also be offered to any student in need of this due to addiction, dependence or poor decision-making.

Students are not allowed to bring any item that could be damaging to health or safety onto the TIS campus or any school sponsored trip, activity or event. Random bag checks may be conducted before students go on school trips.

TIS APPROACH TO BULLYING

Research has shown that building awareness of the consequences of bullying and involving all members of the school community is the most effective way of reducing bullying in schools.

A Definition of Bullying

Bullying is not the same thing as a disagreement or conflict between two people. Bullying is defined as "when a person has been exposed, repeatedly and over time, to negative actions on the part of one or more persons," (Olweus, 1991). Bullying can take several forms:

- Physical: pushing, shoving, hitting, kicking
- Verbal: name calling, teasing, laughing at, threatening
- Indirect: spreading rumors, excluding someone from a group
- Electronic (also known as Cyber-bullying): posting insults and spreading rumors on social networking sites or forums (e.g. Facebook), sending inappropriate, abusive or threatening text messages
- Property: taking or vandalizing the property belonging to another person, theft

Bullying is:

- systematic and ongoing rather than on and off;
- done by the more powerful over the less powerful rather than between equals;
- intended to be distressing and hurtful to the victim; and
- one-way rather than an exchange.

Anti-Bullying Code

1. TIS secondary students, parents, teachers and staff agree to join together to stamp out bullying at our school.
2. We believe that everybody should enjoy our school equally and feel safe and accepted.
3. Bullying will not be tolerated at the secondary school. It is not an acceptable part of growing up.
4. Students should support each other by reporting all instances of bullying to a teacher, grade level coordinator, counselor, or the principal.
5. Reports of bullying will be taken seriously and appropriate action will be taken.

Reporting Bullying

Students are encouraged to report bullying in any way that they feel comfortable. Tell a teacher, counselor, or parent. Ask a friend to report it.

Any incidents of bullying will be recorded. The grade level coordinator, counselor and/or principal will interview all concerned and record the incident. Disciplinary action plans will be used as appropriate and in consultation with all parties concerned.

Disciplinary Consequences for Bullying

Within the school, it is made clear that bullying will not be tolerated. In all cases, students will receive counseling and mediation, as appropriate. Parents of students involved in bullying will be contacted and the school works in partnership with parents to resolve bullying incidents.

The following actions can be taken for bullying incidents:

- official warnings;
- detention;
- exclusion from activities;
- behavior probation;
- suspension or expulsion from sports teams;
- suspension from school; and/or
- expulsion.

ASSESSMENT

WHAT IS ASSESSMENT?

Assessment is a feedback process dependent on a professional judgement of a body of evidence to modify instruction and promote self adjustment by a learner. Assessment is not a single set of actions, but an ongoing process.

The assessment process involves both gathering information and using that information as a means to improve teaching and student learning. It requires teachers to make expectations explicit and public, and to set appropriate criteria and high standards. , Assessment enables teachers to use the resulting information to document, explain, and heighten performance and helps us create a shared culture dedicated to continually improving the quality of teaching and learning.

TIS ASSESSMENT PHILOSOPHY

Assessment at TIS is designed to support and encourage effective teaching and learning. Specifically, assessment at TIS will;

- be informed by the requirements of the IB programmes;
- reflect the international mindedness of the programs by allowing assessments to be set in a variety of cultural and linguistic contexts;
- identify what students know, understand, can do and feel at different stages of the learning process;
- give students multiple opportunities to demonstrate progress against the intended learning as measured by the assessment criteria;
- place the learner in the center of the assessment process by involving the student in the process;
- allow students to take responsibility for their own learning;
- develop a student's ability to self-reflect and set targets for subsequent work; and
- be used to improve teaching and learning at the school.

With this in mind, assessment in all three programs must support and encourage effective teaching and learning. Specifically, assessment should;

- Identify what students know, understand, can do and feel at different stages of the learning process.
- Place the learner in the center of the assessment process by involving the student in the process, allowing them to take responsibility for their own learning and developing their ability to self-reflect, setting targets for subsequent work.
- Be used to improve teaching and learning at the school.
- Reflect international mindedness of the programmes by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Support the curricular and philosophical goals of the educational programmes.

PRINCIPLES OF DESIGN FOR ASSESSMENT TASKS

All assessment tasks at TIS should meet five characteristics of effective assessments:

- clear purpose
- clear learning targets
- sound design
- effectively communicated and
- involve students in the process.

See below for an explanation of each of these characteristics.

Clear purpose

- Students, teachers and parents are clear about why the assessment is being done and who the information is for. Is it summative (assessment done at the end of a learning unit) or formative (assessment done along the way, for learning purposes), for example?

Clear targets

- Students understand exactly what is being assessed and how.
- Students are aware of the intended learning at appropriate times in the learning process and the expectations in terms of assessment criteria.

Sound design

- Assessment methods and tasks match the learning objectives.
- Assessments are designed to take into account a variety of learning styles and needs (multiple intelligences, different abilities, cultural contexts, language levels, etc. I.e.: assessments are differentiated)
- Assessments are authentic*, challenging and engage student interests
**authentic* in this situation means the task can be seen to have a 'real-word' connection or purpose, a relevance beyond the classroom

Effective communication

- Assessment information (task expectations, rubrics, etc.) is shared with students prior to assessment tasks being completed.
- Assessment results are recorded and made clear to students and parents.
- Sensitive and constructive feedback is given as a basis for future learning. Feedback emphasizes strengths of performance and identifies weaknesses to be corrected.

Student involvement

- Students are encouraged to take responsibility for their learning.
- Opportunities for peer and self-assessment are planned for.
- Opportunities for students to reflect on their own learning are planned for.
- Student input into assessment task design is encouraged.

MYP ASSESSMENT (GRADES 6-10)

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the student's and parents' understanding of the objectives and assessment criteria;
- in the student's preparation for final assessment; and
- in the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities;
- investigations;
- organized debates;
- hands-on experimentation;
- performance;
- analysis; and
- reflection.

MYP Subject Specific Criteria

MYP assessment is based on subject specific criteria. Students need to become familiar with the criteria for each of the eight subject areas and their application within each task they are asked to complete. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. Below are subject-specific criteria for each subject group.

The Arts - (Visual Art, Music, Drama)

- A. Knowing and Understanding
- B. Developing Skills
- C. Thinking creatively
- D. Responding

Individuals and Society

- A. Knowing and understanding
- B. Investigating
- C. Thinking critically
- D. Communicating

Language Acquisition - (English, French, Russian)

- A. Listening
- B. Reading
- C. Speaking
- D. Writing

Physical Education and Health

- A. Knowing and understanding
- B. Planning for performance
- C. Applying and performing
- D. Reflecting and improving performance

Design

- A. Inquiring and analyzing
- B. Developing ideas
- C. Creating the solution
- D. Evaluating

Language and Literature - (English, Russian, Korean)

- A. Analyzing
- B. Organizing
- C. Producing text
- D. Using Language

Mathematics

- A. Knowing and understanding
- B. Investigating Patterns
- C. Communication
- D. Applying mathematics in real-life contexts

Sciences

- A. Knowing and understanding
- B. Inquiring and designing
- C. Processing and evaluating
- D. Reflecting on the impacts of Science

DP ASSESSMENT (GRADES 11-12)

The performance and progress of students who are completing the IB Diploma Programme is assessed through a variety of processes and mediums with an emphasis on what students know, understand and apply. IB Diploma Programme courses follow a demanding syllabus that combines internal assessments with end-of-the-course external examinations administered in May of a student's graduating year.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study;
- the development of critical-thinking and reflective skills;
- the development of research skills;
- the development of independent learning skills;
- the development of intercultural understanding; and
- a globally-recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information;
- evaluating and constructing arguments; and
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge;
- understanding key concepts; and
- applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

REPORTING STUDENT PERFORMANCE

The TIS reporting system reflects our approach to assessment. The reporting system is designed to provide:

- regular and substantive reporting on academic achievement and approaches to learning;
- a teacher's judgment of each student's performance based upon the collection and evaluation of sound evidence of learning and understanding;
- an understanding of a student's areas of strength and challenge for each subject; and
- opportunities for parents to meet with teachers to discuss their child's progress and performance.

PURPOSES OF REPORTING

1. Provide encouragement and comment on strengths
2. Highlight areas for potential improvement, set realistic targets to be achieved by the end of the next reporting period
3. Suggest specific strategies for achieving targets
4. Encourage ownership of goals and responsibility for learning
5. Provide summative grades for guidance about future career choices
6. Foster partnership in learning

MYP REPORTING (GRADES 6-10)

Students in the MYP receive four school reports per year:

- **Quarter One** (October) – includes reporting on Approaches to Learning (ATL) skills from all subject teachers and is followed by a three way conference with student, parent and teacher.
- **Semester One** (January) – includes reporting on Approaches to Learning (ATL) skills as well as criterion scores and MYP grades (1-7) for each subject. It is followed by a three way conference with student, parent and teacher.
- **Quarter Three** (April) – includes reporting on Approaches to Learning (ATL) skills, followed by a three way conference with student, parent and teacher.
- **Semester Two** (June) – includes reporting on Approaches to Learning (ATL) skills and final criterion scores and MYP grades (1-7) for each subject, and is followed by a student led conference with parents.

A summary of the above information is shown in the table below:

Report name	Date issued	ATL levels	Criteria scores	MYP grades	Three way conference	Student-led conference
Quarter 1	October	✓			✓	
Semester 1	January	✓	✓	✓	✓	
Quarter 3	April	✓			✓	
Semester 2	June	✓	✓	✓		✓

Approaches to Learning (ATL)

A fundamental aspect of student success is based on how effectively they approach their learning during school time, and at home. Approaches to Learning (ATL) skills fall under five broad categories: The five broad skill categories are:

- Communication
- Thinking
- Self-Management
- Collaboration
- Research

At TIS we assess and report on a selection of specific ATL skills which are listed below. On all reports, teachers record a level for each ATL skill as follows:

Beginning	Students are familiar with the skill, and can identify it being used.
Developing	Students emulate others who use the skill and use the skill with scaffolding and guidance.
Consolidating	Students independently employ the skill with confidence.
Extending	Students can accurately evaluate how effectively they are using the skill and/or show others how to use the skill.

DP REPORTING (GRADES 11 AND 12)

Students in the Diploma Programme receive four reports per year:

- **Quarter One** (October)
- **Semester One** (December/January)
- **Quarter Three** (March/April)
- **Semester Two** (May/June)

All grade 11 and 12 reports contain DP grades (1-7). CAS, TOK and the college counselor also add grades and comments on reports as appropriate at certain points during the year. Grade 11 semester one and two reports also contain semester exam grades. Grade 12 quarter three reports contain Mock Exam results for subjects that conduct formal examinations.

GRADING

When reporting on student performance, teachers at TIS use the IB 1-7 grading scale with 7 being 'excellent' and 1 being 'very poor.' Achievement grades are recorded by teachers and reported to parents at several points during the school year. Please note that a grade of 1 is considered a "failing grade" in all subjects. A grade of 2 or lower in a Diploma Programme Higher Level class is also a failing grade.

IB GENERAL ASSESSMENT DESCRIPTORS

Below is a table of general achievement grade descriptors published by the International Baccalaureate for the MYP. These descriptors define levels of achievement for all MYP subjects and serve as a guide for students, parents and teachers. DP assessment descriptors are individual to each subject and can be found on the IB website: www.ibo.org

GRADE	DESCRIPTOR
7 (excellent)	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6 (very good)	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5 (good)	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4 (satisfactory)	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3 (mediocre)	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2 (poor)	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1 (very poor)	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

PARENT-TEACHER-STUDENT CONFERENCES

The secondary school holds two conferences per academic year, one in November and the other in February. These conferences provide a formal opportunity for parents to meet their child's teacher to discuss the child's academic achievement and progress. These meetings are very valuable to a student's learning. Research clearly shows that students perform better in school when their parents take an active interest in their learning. As such, TIS strongly encourages all parents to attend all conference opportunities and for the students themselves to be present.

STUDENT-LED CONFERENCES

These conferences are different in nature to parent-teacher-student conferences in that the conference is led by the student, not the teacher. The conference is designed as a reflection and a celebration of learning during

the year, using the student's personal MYP portfolio as the focus of discussion. Student-led conferences are held in May for all students in grades 6-10 (not DP students).

ACADEMIC AWARDS – CELEBRATING STUDENT ACHIEVEMENT

Academic awards are presented twice each year following the semester reports. These awards are presented at the Secondary Awards Assembly to which parents of those students receiving awards are invited. During the assembly students are recognized for their success and achievements in academic subjects and their effort, or, approaches to learning. Special awards are also given from time to time (ECIS Award for International Understanding, CAS, etc.)

There are three types of academic awards that can be achieved by students:

- **The Principal's Honor Roll Award.** For students who achieve an average of 6.0 with no grade lower than a 4.
- **The Director's Honor Roll Award.** For students who achieve an average grade of 6.7 or above.

Note: For all awards, students need to be in 'good standing' at the school. This means there are no concerns about attendance, punctuality, academics, or behavior. The school reserves the right not to award a student in certain circumstances, even if they meet the above grading criteria.

SUPPORTING STUDENTS

Tashkent International School will serve all children who can benefit from and participate in the programme, given the resources available, knowing that English language learners and those with learning differences contribute positively to our learning community. The school provides a range of services which provide additional academic support to students who need it. Academic English language support is available for those students who are non-native speakers of English or who require academic and social support to develop English language fluency. Students who are in need of learning support due to a specific or diagnosed learning difficulty are supported by our learning support teachers. Students who experience social and emotional difficulty are served by a qualified counselor.

The work to support students at TIS is based upon the following principles:

- we are committed to know our students as individuals;
- we respect confidentiality;
- we work as a team in order to meet the needs of our students;
- we see parents as our partners;
- we view diversity as a strength;
- we work to develop students' understanding of their own learning profile and promote their ability to self-advocate;
- we believe that students learn best with their peers in a general classroom environment; and
- we differentiate instruction in order to provide all students with access to the curriculum.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

EAP addresses the needs of students from non-English speaking backgrounds who are still in the process of developing academic English language skills. The goal of the EAP program is to facilitate English language learning so that as soon as possible these students can operate independently within their general classroom at a level that reflects their age and ability.

LEARNING SUPPORT

The Learning Support Department offers a variety of support for students who have academic difficulties. Students receive the majority of their education within the general class; curriculum support and more intensive small group classes are offered where necessary and available. Services may be direct or indirect. **Direct services** may include small group, in-class support, placement in a support class, and homework assistance. **Indirect services** may involve collaborating and consulting with subject/class teachers for planning and implementing of instruction, parent and staff in-services and liaising with the community.

GUIDANCE AND COUNSELING

TIS offers counseling services to students and families through preventative and responsive services as well as consultation. The aim of the counseling program is to enhance the development of the whole child. Counselors focus on personal, social, emotional, career, academic, college/university planning, substance abuse prevention, and crisis counseling. Counselors conduct parent and staff in-services and liaise with the community. Students may be referred to the counselors by any concerned party: teachers, family members, other students, administration and self-referral.

SECONDARY STUDENT SUPPORT TEAM

The Secondary Student Support Team is comprised of the learning support teachers, the English language learning coordinator, the counselor and the principal. The team meets regularly with grade level coordinators in order to review the progress and needs of individual students and to determine appropriate, available services to best support individual students. The support team will work in partnership with the teachers and parents to plan individual education plans for those students who require them. The team will also work with parents to recommend external services (such as psycho-educational testing, professional counselling, and speech and language therapy, etc.) as needed.

STUDENTS' DAILY LIFE

THE SCHOOL DAY

The school day begins at 8:20 a.m. and ends at 3:20 p.m. The secondary school operates on a two-week rotating schedule which facilitates student instruction in each subject to be spread evenly across the day. This allows for a more balanced approach to teaching and learning as no single subject is delivered exclusively at a particular time of day. Below is the school day timetable:

Class	Length (mins)	Time
Homeroom	10	8:20-8:30
Period 1	65	8:35-9:40
Period 2	60	9:45-10:45
Break	25	10:50-11:15
Period 3	65	11:15-12:20
Period 4	60	12:25-13:25
Lunch	50	13:25-14:15
Period 5	65	14:15-15:20

Wednesday Half Day

Class	Length (mins)	Time
Homeroom	10	8:20-8:30
Period 1	60	8:30-9:30
Period 2	60	9:30-10:30
Period 3	60	10:30-11:30

CAMPUS OPEN TIMES

The school grounds and facilities are a valuable asset to the school and the TIS community. As such, they need to be respected and used with due care and diligence. Parents are requested to supervise their children at all times when they are on campus during the weekend.

Students in grades 6-8 are not allowed to be on campus after school hours unless they are in a teacher-supervised activity. Students in grades 9-12 may remain on campus until it closes (see below for times).

On the last Wednesday of each month, the school closes early for teachers to participate in professional development activities. On these days the school closes at 11:45 a.m. All students are expected to go home at this time. Grade 12 students may remain on campus if they are having a lesson during periods 3 or 4. If there is an after-school activity on these Wednesdays (such as a sports match, team training, performance rehearsal, etc.) students are expected to go home and return later to attend the activity.

Monday to Friday After-School Buildings/Campus Opening Times:

- The house and library close at 4:30 p.m.
- The main school building closes at 5:30 p.m.
- Outside campus closes at 6:00 p.m. (unless students are in a teacher-supervised activity).
- School office closes at 5:00 p.m. and on Fridays at 4:30 p.m.

Weekend Campus Opening Times:

- The house and main school building are closed. There is no access to students unless directly supervised by a teacher.
- Outside campus grounds are open from 8:00 a.m. to 6:00 p.m. Adult supervision required.

Dog owners please note: please respect the fact that some of the TIS community are uncomfortable around dogs and as such, dogs on campus should be closely supervised. Please clean up after your dog as we wish to maintain a safe and healthy environment for all our community.

USE OF SCHOOL FACILITIES

If students or parents wish to use any of the school's facilities, permission must first be sought from the appropriate person. Please contact the school office for assistance in communicating with the appropriate person.

Library

The [Secondary Library](#) at Tashkent International School supports our academic program by providing services, resources and facilities for research, and study and pleasure reading. We support the school mission to educate students to be internationally-minded, think creatively, reason critically, and communicate effectively. A full-time teacher librarian is supported by two library assistants. Students and parents are encouraged to make use of the library facilities.

Resources

The secondary library houses approximately 15,000 volumes, including non-fiction and fiction collections, periodicals, reference titles, and an audiovisual collection. The library also provides a number of databases for student research.

Online research pathfinders called [LibGuides](#) organize resources for convenient 24/7 access from school or home. The library also provides quick links to SAT practice sites and readers' advisory services to help students locate good books.

Services

The librarian teaches information literacy, research techniques, use of Web 2.0 tools, and provides reference services for the community. Please contact secondary librarian Susan Waterworth with questions or suggestions. Her email is susanw@tashschool.org

How to Use the Library Website

The site is organized alphabetically by topic (Research, Pleasure Reading, SAT Prep, Humanities, Science, Creating Citations, Avoiding Plagiarism, etc.), as listed on the home page of our [LibGuides](#). For database login information, hover your mouse over the link to each database on the research page. Dive in and have fun looking around.

SUPPLY LIST

TIS provides all textbooks, workbooks, and supplementary materials required for lessons. Below is a generic supply list, which is designed to provide every secondary student with the opportunity to be organized and successful in school. Students and their families are encouraged to acquire the following supplies.

At Home	For School
<ul style="list-style-type: none"> ● English language dictionary ● Translation dictionary (if needed) ● Computer with Internet connection and printer ● Basic stationery supplies 	<ul style="list-style-type: none"> ● Flash drive/memory stick (2GB+) ● Pencil case for basic stationery such as: pens, pencils, erasers, colored pencils, sharpener, highlighters, markers, ruler, stapler, tape, white-out, glue and scissors, etc. ● Ring binders with dividers ● Plastic folders or an accordion folder ● Geometry Kit: ruler, compass, protractor ● Grade 8, 9, 10, 11 & 12 - Graphic calculator Texas Instruments Ti-84 or Texas Ti 84 CE ● Reusable water bottle ● Grade 6, 7 & 8 – TIS provides a Chromebook laptop for students to use ● Grades 9 and 10 – TIS provides a laptop for students to use but students have the option of bringing their own device. ● Grade 11 and 12 - Students need to bring their own laptop or other suitable device (see BYOD section below).

BYOD – BRING YOUR OWN DEVICE IN GRADES 9-12

TIS allows parents of students in Grades 9 to 10 to supply their own laptop instead of using the school-issued device as part of the Bring Your Own Device (BYOD) programme and parents of students in Grade 11 and 12 need to purchase a personal device laptop computer for their child for educational purposes in class and at home. This device should be available for students to use in class in a balanced and meaningful manner, and allows teachers to design rich and flexible lessons knowing that these resources will be available. Students of grades 9 and 10 have an option to use school provided devices for the 2020-21 school year.

If a student chooses to use their own laptop, the laptop must meet the minimum specification requirements shown in the table on the attached page. Please note that if the laptop does not meet these specs, the student will not be permitted to use that device. This is to ensure all student devices are compatible with the school network and that students will be able to complete all the required work and use the necessary apps on their own laptop.

In order to ensure a personal laptop meets the minimum requirements, students will need to bring their laptop to the Helpdesk for a checkup at the beginning of the school year. If it meets the requirements listed below, we will enable access to the TIS Student Resources folders and install direct printing options. Subject specific programmes will be provided by the school and will be available to download via Student Resources. Computers that do not meet these specs will not be given access to the school network. If this is the case, parents can choose to supply a different, compatible laptop or use a school-provided one for the year in Grades 9 and 10.

The minimum specifications for the student-owned laptops are in the below table:

Minimum requirements for BYOD	
Device Type	Windows or Mac Laptop
Operating System	Windows 10 or higher OSX 10.10 (Yosemite) or higher
Wireless	802.11n / 802.11ac
Min Screen Size	13"
Processor	Intel Core i5 or better
Storage Capacity	256 GB or higher SSD Hard Drive
Min RAM	8 GB
Battery life	Minimum 7 hours
Anti-Virus	Required with auto update

LOST AND FOUND

If a student misplaces an item they should check in the lost and found or in the main school office. The office staff will be happy to assist students and parents in locating missing items.

TIS is a secure campus and a caring, principled community. However, students are reminded that they are expected to take due care of their belongings and not leave valuable items unattended as this is inviting the potential for things to go missing. Very valuable items are best left at home.

VISITORS TO TIS

The school welcomes visits from alumni, family members and friends from time to time; however, the principal must authorize all appointments and visits. Parents should contact the principal with at least three days advanced notice to request permission for a visitor to accompany their child to school.

1. Alumni are welcome at any time with a prior confirmation from the principal.
2. Lunch breaks are the best time for visits by former students. Any additional time is at the principal's discretion.
3. Class visits by students who are not enrolled in the school are generally not allowed (unless it is to judge his or her suitability for admission to the school).

CO-CURRICULAR ACTIVITIES

AFTER-SCHOOL ACTIVITIES (ASA)

TIS offers a wide range of balanced co-curricular activities throughout the year. The school year is divided into trimesters where students will be able to sign up for a variety of activities. Students are asked to think carefully about balancing their activities so that they can fully commit themselves to their academic requirements as well as experience a diverse range of ASAs.

PERFORMING ARTS

In addition to the arts classes that are part of the TIS curriculum, the TIS arts program also gives students opportunities to continue their exploration of the performing arts after school. The season of arts events will be announced at the beginning of the school year, though opportunities to get involved will come up throughout the year. Students wishing to participate in one of the TIS bands or in a play production will be asked to sign a contract (to be co-signed by parents) indicating their commitment to a published rehearsal schedule. Due to the intense collaboration involved in preparation for music and drama productions, students must be able to commit to the full rehearsal schedule and all performances. Please note that there will be many opportunities for working behind the scenes as well, so do get involved!

MUSIC LESSONS

Students who wish to have instrumental music lessons (violin, guitar, piano, saxophone) will be accepted on a first-come basis with application and payment attached. The aim is to provide 10 or 20 lessons per trimester depending on the number of lessons taken per week. Lessons will last for 45 minutes and will be provided on an individual basis on the school premises.

Music Tuition Fees

- Fees will be paid on a trimester basis, in advance, for 10 or 20 lessons
- Payment for lessons must be made before music lessons start, directly to the music teacher
- No refunds can be given for missed lessons

Tuition Costs per student		
	Duration	Cost
One lesson per week	10 weeks	\$100
Two lessons per week	10 weeks	\$200

Instrument Rental

Students who wish to rent a musical instrument from the school are able to do so, providing the school has sufficient stock. The cost is \$50 per trimester, to be paid in advance. If any damage occurs while using the instrument rented from TIS, it will be the parent's responsibility to cover the expenses for fixing the damage.

ATTENDANCE

- Pupils are expected to attend all instrumental lessons. Lessons will not be rescheduled unless cancelled by the school.
- When a pupil is absent from the lesson due to an illness there will be no refunds given for the lessons missed. Lessons will not be rescheduled.

- Where a pupil is absent due to activities such as family trips, etc., there will be no refunds given for the lessons missed. Lessons will not be rescheduled.
- In the event that a parent wishes to give notice that lessons are not to continue, no refunds will be given.

If you have any questions or need more information, please contact Brendan Tobin. His email address is: adac@tashschool.org.

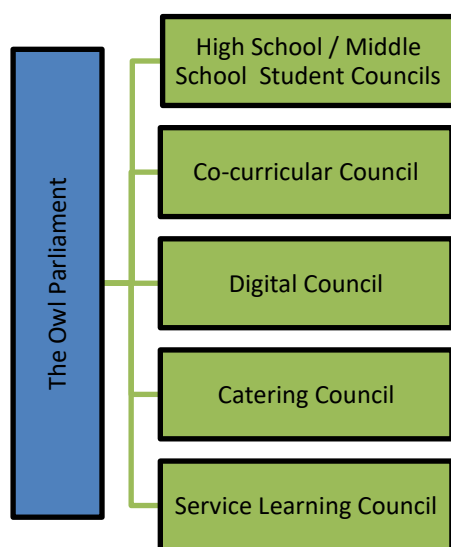
SPORT

Students will have the ability to commit themselves to a variety of competitive sporting teams while at TIS. Teams will be announced in advance of the season. Students will need to make sure they can commit themselves fully to the practice and game schedule as provided. Students and parents who choose to be involved in this program will be asked to sign a code of conduct which reflects the importance of responsibility, respect, and fair play within our sports program. We hope you choose to get involved.

STUDENT COUNCILS

TIS secondary school has several student councils. Students are encouraged to join one or more councils according to their interests and skills. The student councils provide an excellent opportunity for students to get involved with school decision making, demonstrate leadership and initiative and make a positive impact on the school culture and daily life of the students.

The council structure is shown below:



High School / Middle School Student Councils (STUCO)

- These are two separate councils, though they collaborate and may run combined activities at times
- They deal with student issues appropriate to the grade levels and communicate student concerns to the school administration, via the Parliament of Owls. (MS = grades 6-8, HS = grades 9-12)
- Organize social events to promote school spirit.

Co-curricular Council

- Assists with organizing and promoting sports and arts events for the school.
- Promotes school spirit through sport and arts.
- Organizes events to showcase student sporting and artistic talents.

Digital Council

- Brings awareness to the community regarding issues arising from the digital world.
- Leads and promotes digital citizenship in the school.
- Runs social events with a technology theme.

Catering Council

- Procures makes and sells food and snacks at school events.
- Promotes healthy eating among the student body by raising awareness of nutrition.

Service Council

- Coordinates service learning initiatives.
- Seeks new service opportunities for students to participate in.
- Provides continuity between the MYP Service Learning and DP CAS programmes.

Parliament of Owls

- Comprised of the presidents of each of the councils.
- Oversees all council events in terms of schedule and logistics.
- Manages and maintains student council funds and accounting processes.
- Periodically reports to the TIS board of directors about events at the school.

PARENTAL INVOLVEMENT

Research overwhelmingly demonstrates that parent involvement in a child's learning is positively related to achievement. The research shows that the more intensively parents are involved in their child's learning, the more a child achieves and works to his/her potential. Further, parent involvement is positively related to benefits other than student achievement. These benefits include attitude toward school or toward particular subject areas, self-concept, motivation, classroom behavior, time spent on homework, and expectations for one's future.

Since parents are the "primary educators" of their children, TIS expects parents to support their child's education in the following ways:

SUPPORT THE DEVELOPMENTAL NEEDS OF YOUR CHILD

- Be patient and supportive.
- Do not compare your son/daughter with others. Each child is unique and learns differently.
- Make sure your son/daughter gets enough sleep (8-10 hours per night) and eats nutritious, balanced meals, especially breakfast.
- Be open to discussion of your son/daughter's academic, as well as, social and personal successes and struggles.
- Communicate to your son/daughter that his/her effort, progress, and achievement are equally valued. Students will do their best by doing their own work.

ESTABLISH A FAMILY CULTURE OF LEARNING

- Ask your son/daughter about his/her school day. Ask about the day's lessons and what your son/daughter learned. Show an interest as your son/daughter describes the school day. Share your own learning experiences and show your son/daughter resources that you may have in your own home that relate to your child's learning experiences.
- Ask your son/daughter what homework s/he has to do each evening and offer your help and support. Review your son/daughter's planner in an effort to understand what they are expected to do for homework.
- Provide a quiet and comfortable space and time for your child to do homework.
- Encourage your son/daughter to bring home books to read from the school library or visit the library together.
- Set aside some time for the whole family to read together or independently, in English or in your native language. Take some time to discuss what you are reading.
- Encourage your son/daughter to write emails or texts to family and friends.
- Communicate the importance of education and school attendance to your son/daughter.
- Arrange family holidays around the school calendar.

STAY CONNECTED WITH SCHOOL

- Be involved in your son/daughter's life at TIS. When possible, attend conferences, PTA meetings, parent workshops, open houses, student performances, and other special events.
- Read the *Weekly News* to know what is happening at school.
- Check your email account for updates and information. Ask your son/daughter if they have brought anything home from school.
- Encourage your child to join after-school activities and participate in school events.
- Address questions and concerns about your child's progress and performance in a particular class directly with the appropriate teacher.
- Be an advocate for your child. If you have questions or information to share about your child or about the school, please contact your child's teacher(s), a school counselor, or administration.

AND FINALLY...

We all hope you will be very happy here at TIS. Please come and see us whenever you have a question or concern; we value all parent involvement and feedback.

Yours in education and learning,

A handwritten signature in black ink, appearing to read 'AK' or similar initials, with a stylized flourish.

Angelika Küster

Secondary School Principal

secprincipal@tashschool.org