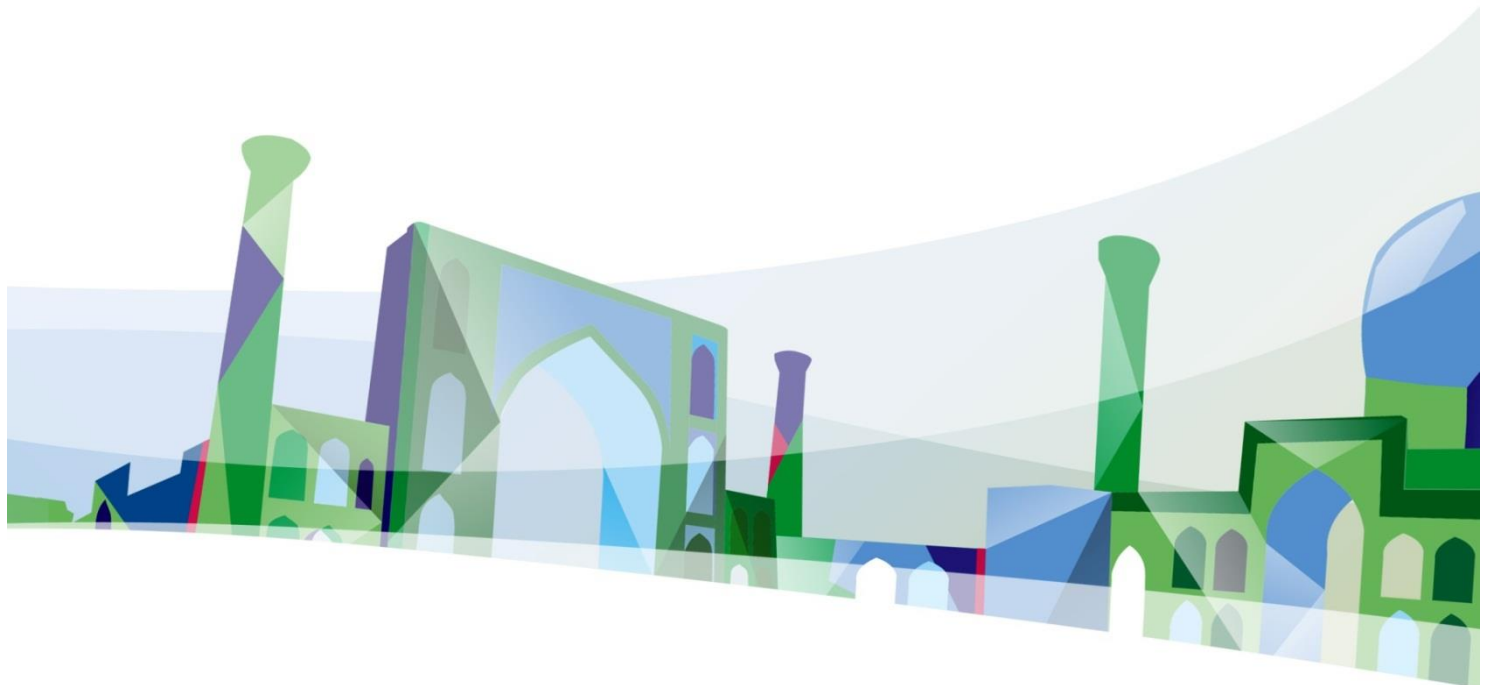




TASHKENT INTERNATIONAL SCHOOL

Elementary School Parent Handbook

2014-2015



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



Updated July 2014

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TASHKENT INTERNATIONAL SCHOOL

Elementary School Parent Handbook

Introduction and Welcome

Dear TIS Parents and Students,

On behalf of the elementary faculty and staff, welcome to the elementary school at Tashkent International School (TIS). I am pleased that you will be a part of our school community and that we will have the opportunity to work closely with you this coming school year.

TIS is a warm and welcoming school. Our elementary school faculty members come from widely diverse locations and bring with them a wealth of knowledge and experience of the best educational practices. Together with our elementary student body, consisting of more than 500 students from more than 40 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). Accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC), TIS is an International Baccalaureate World School that is authorized to administer the Primary Years Programme, the Middle Years Programme, and the IB Diploma Programme. We are 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 developmentally appropriate international curriculum centered on work that is excellent, ethical and engaging. Our co-curricular programs and community events enrich the lives of our students and parents alike.

Whether you are new to TIS or returning for another year, we know that from time to time you will have questions. Please take time to read through the information in this handbook. We believe it will serve as a useful guide in answering questions you may have about the 2014-15 school year. There is also additional information posted on that TIS website at www.tashschool.org

We trust that this will be an outstanding year at TIS and you will find the Elementary School to be an exciting place of learning. Once again, we welcome you to the TIS family. We look forward to our partnership with you throughout the year to provide the best possible education for your children.

Kristen DiMatteo
Elementary Principal

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.

SCHOOL DESCRIPTION

Tashkent International School, an International Baccalaureate (IB) World School, is 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 school in Uzbekistan authorized to offer all three IB programmes – Primary Years, Middle Years and Diploma.

THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The aim of all IB programmes 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) 291-96-70/71/72

Fax: + 998 (71) 120-66-21

e-mail address: office@tashschool.org

Office Staff

Larisa Tegay, Office Admin Assistant/ Elementary Support- larisat@tashschool.org

Telephone: +998 (71) 291-96-70

Izabella Ter-Aganova, Office Manager/Admissions Officer/Registrar - officemanager@tashschool.org

Telephone: +998 (71) 291-96-72

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 may also email Larisa at larisat@tashschool.org.

School-to-Home Communication

TIS publishes a weekly newsletter on Wednesdays, which includes information about the elementary school. The *Weekly News* is sent to your email account. Important school events are also posted on the master calendar, which can be found on the TIS website under *Information*: www.tashschool.org.

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

Most teachers will email parents directly or communicate through their class blogs 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.

Elementary Teachers' Email Addresses

Teacher	Department/Responsibility	Email address
Kristen DiMatteo	Elementary Principal	elemprincipal@tashschool.org
Liz Ford	Elementary Assistant Principal/PYP Coordinator	pypcoord@tashschool.org
Kathryn Fern	Learning Support Coordinator	lsupport@tashschool.org
Sue Stichbury	Early Learning Coordinator/PS1 teacher	sues@tashschool.org

Lance Yuen	Counselor	counselor@tashschool.org
Brett DiMatteo	Head of Technology	brettd@tashschool.org
Lesya Karina	Preschool 1	lesyak@tashschool.org
Pam Hunt	Preschool 2 Teacher	pamh@tashschool.org
Gulnoza Alimullaeva	Preschool 2 Teacher	gulnozaa@tashschool.org
Madina Rustamova	Preschool 1 Aide	madinar@tashschool.org
Jasur Rakhmanov	Preschool 1 Aide	jasurr@tashschool.org
Kamola Nasirova	Preschool 2 Aide	komolan@tashschool.org
Olga Lee	Preschool 2 Aide	olgal@tashschool.org
Angela Jeary	Kindergarten Teacher	angelaj@tashschool.org
Brian Murphy	Kindergarten Teacher	brianm@tashschool.org
Elmira Bakhtiyarova	Kindergarten Aide	elmirab@tashschool.org
Angelika Park	Kindergarten Aide	angelikap@tashschool.org
Julie Morris	Grade 1M Teacher	juliem@tashschool.org
David Walbert	Grade 1W Teacher	davidw@tashschool.org
Shakhlo Nematova	Grade 1 Aide	shakhlon@tashschool.org
Kamil Tilyabaev	Grade 1 Aide	kamilt@tashschool.org
Alison Hackett	Grade 2 Teacher	alisonh@tashschool.org
Niamh Conway	Grade 2 Teacher	niamhc@tashschool.org
Umida Khodjjeva	Grade 2G Aide	umidak@tashschool.org
Gulya Rakhimova	Grade 2N Aide	gulyar@tashschool.org
Maria Ramilo	Grade 3R Teacher	mariar@tashschool.org
Graham Stichbury	Grade 3L Teacher	grahams@tashschool.org
Lena Kim	Grade 3 Aide	elenak@tashschool.org
Tina Panella	Grade 4P Teacher	tinap@tashschool.org
Michael Ram	Grade 4R Teacher	michaelr@tashschool.org
Sevara Yunusova	Grade 4 Aide	sevaray@tashschool.org
Nicoline Kerkhoven	Grade 5K Teacher	nicolinek@tashschool.org
Jessica Shiffman	Grade 5M Teacher	jessicas@tashschool.org
Adelia Galyamova	Grade 5 Aide	adelia@tashschool.org
Durin Cazac	Drama Teacher	durinc@tashschool.org
Natalya Khon	Music Teacher	natalyak@tashschool.org
Donna Scott	Art Teacher Grades 1 – 5	donnas@tashschool.org
Nigora Razzakova	Art Teacher Grades PS – K	nigorarak@tashschool.org
Marina Leytgold	ELL Teacher	marinal@tashschool.org
Nargiza Azizova	ELL Teacher	nargizaa@tashschool.org
Magda Galezka	ELL Teacher	magdag@tashschool.org
Gisela Dale	Learning Support and ELL Teacher	giselad@tashschool.org
Erkin Yusupov	PE Teacher Grade PS – 4	erkiny@tashschool.org
Andrey Kavun	PE Teacher Grade 5	erikp@tashschool.org
Seth Hendrickson	Technology Teacher	sethh@tashschool.org
Sayyora Tairova	Librarian	elem librarian@tashschool.org
Sehr Choudhury	Library Assistant	sehrc@tashschool.org

Olga Toshalovskaya	Russian Teacher	olgat@tashschool.org
Irina Yusupova	Russian Teacher	irinay@tashschool.org
Liza Karpuzas	Russian Teacher	lizak@tashschool.org
Shakhnoza Valieva	Student Services Teacher	shakhnozav@tashschool.org
Erik Petersen	Activities Coordinator	erikp@tashschool.org

Role of the Parent

Good parent-teacher communication is vital to the education process. A child who sees parents and the school acting in partnership with his/her best interests in mind will have a more positive attitude towards school and learning. Parents are expected to participate in many of the school-sponsored activities.

Parents are also welcome to participate in many of the school day activities. Please talk with the teacher regarding how you may become involved in the life of the school and your children's learning.

The following set of guidelines is based on the understanding that whenever a question, issue or problem arises, parents have the right and responsibility to contact the school.

Lines of Communication

The following channel of communication should be used if parents have questions or concerns.

1. **Homeroom Teacher:** Appointments can be arranged personally by email or via the school office.
2. **Principal:** Concerns that cannot be resolved through a conference with the teacher, or questions of a more general nature concerning operation of the school and its programs, may be discussed with the principal. Appointments may be arranged by telephoning or emailing the elementary school office.
3. **Director:** If more information is required or the concern remains unresolved, parents may wish to contact the director, with the knowledge of the principal. The director of TIS is Mr. David Henry. His email address is director@tashschool.org. 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.
4. **School Board:** If a policy problem cannot be resolved after a conference with the director it may be referred to the school board. Petitions for changes in school policy and appeals regarding decision made by the director may also be addressed to the board.

Administration – Chief Accountant

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

Student Withdrawal

If parents plan to withdraw their child(ren) from TIS, please contact Izabella Ter-Aganova, registrar, in the

school office and your child's homeroom teacher. Her e-mail address is: officemanager@tashschool.org

The office staff will arrange:

- an official TIS leaving certificate
- copies of TIS reports
- withdrawal forms
- letters of recommendation and student references

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

1. Prior to withdrawal, parents should inform the school office that their son/daughter is withdrawing from school, specifying the last day of school.
2. The student should pick up a Check-Out Form from the school office.
3. The Check-Out Form will be signed by all teachers indicating that all books and materials have been returned.
4. The principal signs the Check-Out Form at the end of the clearance process.

Only after the Check-Out Form has been completed will yearbooks, leaving certificates and reports 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

Student Referrals to the Clinic During the School Day

During the school day, any student who needs simple first aid will report to the main office. The main office staff will contact parents to discuss appropriate treatment. With parent permission, paracetamol may be given. If a student needs to go home, permission will be sought from the elementary principal and the student's parents before the student is allowed to leave.

Students requiring medical treatment at the Tashkent International Medical Clinic will first be taken to the main office. If it is an emergency where immediate medical intervention is critical, the student will be taken directly to the clinic and the office will be contacted as soon as the student arrives at the clinic.

In the event that a student needs to go to the clinic outside school office hours, the adult in charge will escort the student to the clinic and follow the procedures outlined below with respect to informing parents.

A Student in Need of a Medical Visit or Emergency Care

In case a non-emergency medical visit is needed, the main office will inform the parents, obtain consent that the student can be seen by one of the clinic doctors, and inform the parents that they will be responsible for covering the fee for the services. After informing the parents and receiving their consent, the main office will call the clinic, tell the clinic about the patient coming and provide the parents' contact information.

In case of an emergency, the main office will call the clinic and the parents immediately, inform the clinic of the nature of the emergency, age of the child and provide the parents' contact information. The clinic will attend to the patient without delay, even in cases when the main office is unable to reach the parents prior to the student arriving at the clinic. The school will continue to be responsible for informing parents of the situation and ensure that the clinic fee is covered. One TIS staff member will stay with the student until parents arrive at the clinic or until the student is discharged from the clinic and sent back to school.

If a parent is not present during the examination or before the student is released, any confidential invoice will be sent to the school and then directed to the parents. If there are problems collecting payment from the parents, the bill would be covered by TIS.

Emergency Evacuation Procedures

The school has established emergency evacuation procedures. Regular drills are carried out, so that all students know what to do in the event of an alarm and where to assemble.

Head Lice Policy

Head lice are a common occurrence at schools, particularly at the elementary level.

If a child is found to have head lice at home:

- Parents are expected to treat the infestation using the protocol recommended by the clinic (see below).
- Before the child is permitted to join his or her class following an infestation, he or she must be checked by school personnel.

If a child is found to have head lice at school:

- Parents will be contacted immediately

- Parents are expected to treat the infestation using the treatment recommended by the clinic (see below).
- Before the child is permitted to join his or her class following an infestation, he or she must be checked by school personnel.
- Parents of other students in the class will be notified of an infestation and will be instructed to check and treat their children.
- Checks will occur as a follow up measure within a week of a given report.

Head Lice Management - Information from the Clinic

There is often conflicting information available to parents and health care practitioners on the best way to [treat head lice](#); for parents this makes a distressing event even more frustrating.

Wet-combing is a widely recommended method of detection and treatment of head lice by local health authorities. The method is particularly suited to parents who are searching for a method that does not involve the use of pesticides such as malathion or permethrin. Wet-combing is recommended by most state health authorities as an alternative method for tackling the problem of insecticide-resistant head lice.

Wet-combing technique:

- Wash your child's hair as you normally do.
- Apply a large amount of conditioner and leave it for 30 minutes.
- Comb hair with special "nit comb."
- Wash off conditioner and check for remaining eggs.
- Repeat twice weekly for two weeks in order to remove lice emerging from eggs before they can spread.

The success rate of this method is entirely dependent on the compliance of the parents! Use of pesticides such as permethrin and malathion is also an effective method to kill head lice but it can cause side effects such as dry and itchy scalp. The smell is also not pleasant for children and should not be used in children with eczema. Studies have shown that lice are often resistant to these pesticides, and, thus, promoting wet-combing is advisable. If you have further queries, please approach the doctors at Tashkent International Medical Clinic.

Elementary Curriculum Overview

The IB Primary Years Programme (PYP)

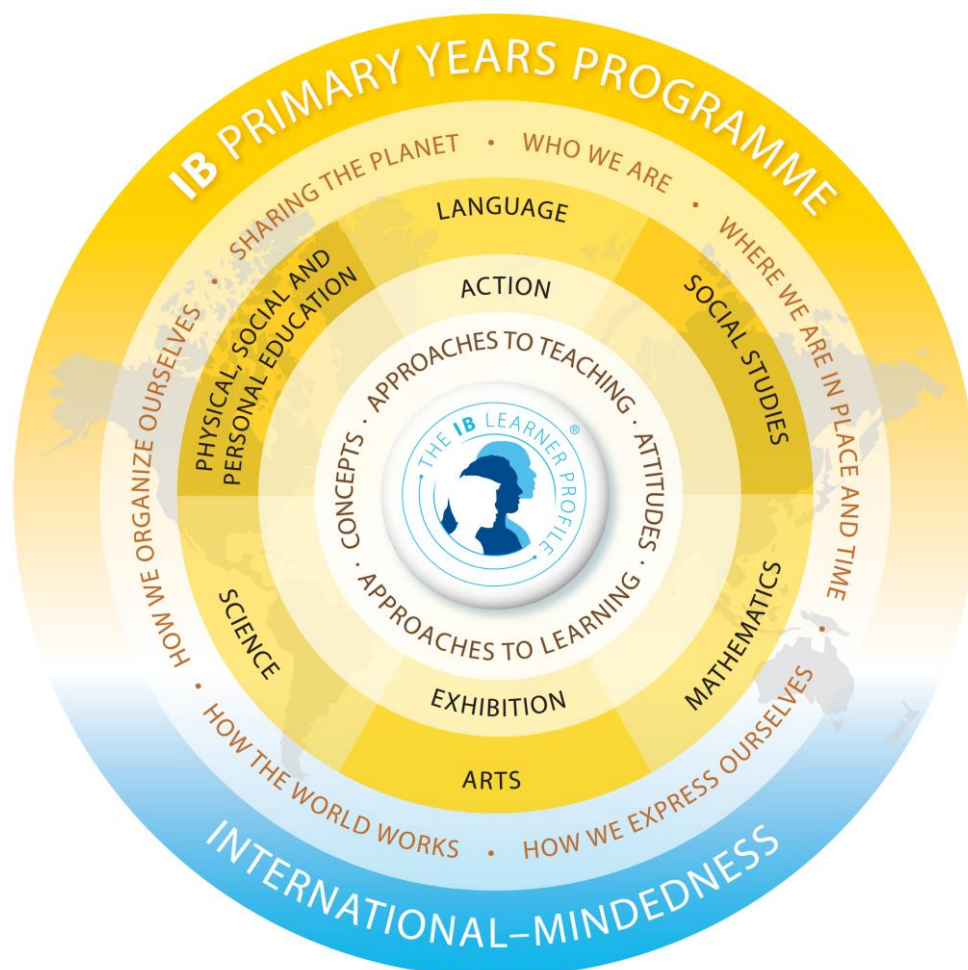
TIS is a member of the International Baccalaureate. Curriculum development in the school is in line with the international curriculum developed by the IBO for students in international schools.

The PYP (Primary Years Programme) is an international curriculum framework designed for all children between the ages of 3 and 12 years. The program focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational program.

It offers a comprehensive, inquiry-based approach to teaching and learning and provides an internationally designed model for concurrency in learning for mobile, transient students. It incorporates guidelines on student learning styles, teaching methodologies and assessment strategies.

The curriculum framework is an expression and extension of three inter-related questions: What do we want to learn? How best will we learn? How will we know what we have learned?

At the heart of the PYP are 6 trans-disciplinary units, which serve as the key organizers for the selection of the units of learning through an inquiry method of teaching.



Single Subject Areas

Russian

Russian language is offered from preschool to Grade 5. Elementary students meet four times a week for Russian classes. Classes are divided into three proficiency levels: beginner, intermediate (grades 2-5) and advanced. In preschool, Russian is taught within the class as an additional center.

Music

The music program is geared to giving all students practical knowledge of music theory, practice and performance. They are taught the basic skills and vocabulary of music and then are given the opportunity to apply these in a range of performances (singing, composing, and improvising).

Drama

Drama includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Drama enables all students to communicate in powerful ways that go beyond their spoken language ability. Through drama, students begin to construct an understanding of their community, their environment, and their own feelings and emotions. They also have opportunities to work cooperatively to create/develop performances and to experience situations from different viewpoints.

Visual Art

Visual Art is a way for the students to express themselves using a variety of materials, tools and processes. Through art, students are able to express their unique personalities. We believe in the creation of an environment that is safe and challenging and exposes students to arts and crafts from different cultures and throughout history. Students interact with clay, paint and a large variety of other media. Along with creation of various projects, students learn art terminology.

Physical Education

Our physical education program uses a range of teaching styles and a well-developed curriculum so that each child's potential is fully met. Even though competition is a natural part of sports, the focus at this age is participation in a pleasant, safe and non-threatening environment. Participation by all students is required within our regular PE lessons and further encouraged through the after school sport activities. The focus of enjoyment and team cooperation in play is stressed rather than winning.

Uzbek Studies

Uzbek studies are integrated into all units of inquiry with the support of the student services teacher.

Technology

TIS emphasizes the role of technology in the classroom and beyond. The technology teacher and classroom teachers work together to integrate computer skills and programs into learning outcomes and subject curriculum requirements. Each class has one scheduled period a week; additional periods are scheduled as needed.

Assemblies

Once a month on a Wednesday at 2:45 p.m. we have an assembly. These assemblies are related to the Learner Profile or PYP attitudes and designed for the students. Parents are welcome to join us for the assemblies.

Excursions/Fieldtrips

Fieldtrips are regarded as an important dimension to learning and all students are expected to participate in planned activities. A fieldtrip is an educational activity which involves all members of a class outside of the classroom. It will involve prior preparation for the activity and follow-up evaluation and work in class after the trip.

Students take fieldtrips several times during the school year. The purpose and arrangements for a particular fieldtrip will be determined by the teacher. Parents will be informed in advance of a fieldtrip. In some instances parents may be invited to assist as chaperones.

Parent Workshops and Information Sessions

The Elementary Principal and the Elementary Principal Assistant/PYP Coordinator hold regular informational sessions and informal coffee meetings. They both welcome input from parents on discussion topics.

Academic Expectations

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 the absence. 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.

Excessive Absence

When a student is excessively absent, the matter will be investigated by the homeroom teacher and the principal 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 retention or loss of enrollment in the school.

One Final Note

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 son(s)/daughter(s) miss school days. Teachers will not be required to make special arrangements for students who miss school because of planned holidays. This includes putting together homework packets.

Lateness

Lateness Impacts Learning

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 8:25 a.m. he/she should report to the school office to sign in before proceeding to class.

Excessive Lateness

When a student is late to school more than five times in a semester, the matter will be investigated by the homeroom teacher. Parents may be asked to school for a meeting.

Homework

Homework Guidelines

Preschool and kindergarten students will not receive homework; however, parents will be given ideas on how to support their child's learning through unit letters from the classroom teacher. All students from grades 1 to 5 are assigned homework.

Knowing the importance of ensuring that the students have time for a balanced life (i.e. play time, music exploration, etc.), homework should not be a burden to students or parents. Should any child be spending more than 20 minutes an evening on homework (excluding reading), parents are invited to write a note to the teacher and the child may stop after 20 minutes of work, regardless if they have finished the task or not. Students will not be assigned homework over the weekend or school holidays. Students will require access to an English dictionary and a bilingual dictionary if English is not their native language.

It is recommended that students are equipped with pencils, eraser, ruler, ink pen, scissors, glue and colored pencils for homework purposes.

If there is a recurring pattern of missed homework the homeroom teacher will contact the parent.

Home Reading

We strongly encourage students to regularly read at home. Please encourage students to read in their mother tongue. Parents are also encouraged to read to their children in their mother tongue.

- For preschool and kindergarten children, parents should read to their children at least 10 minutes each evening
- Grade 1 and 2 students should read at least 10 minutes each evening with an adult or sibling
- Grade 3 and 4 students should read at least 15 minutes each evening with or without an adult or sibling
- Grade 5 students should read at least 20 minutes each evening

Behavioral Expectations

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 are expected to

Be Respectful, Be Responsible, Be Safe.

This means:

- **The TIS Mission:** at all the 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;
- **The IB PYP Attitudes:** In order to ensure that the students are respectful, responsible and safe they will be encouraged at all times to show: **Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.**

Students Who Breach the Code of Conduct

All students are expected to follow the code of conduct at all times 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 will face one or more of the following possible consequences:

- warning
- student conference
- counseling
- exclusion from school sponsored trips and co-curricular activities;
- parent conference
- suspension
- behavior probation and/ or
- expulsion

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.

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 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;
- distressing and hurtful to the victim rather than good-natured fun;

- one-way rather than an exchange.

Anti-Bullying Code

1. TIS elementary 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 elementary 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, 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 homeroom teacher, counselor and/or principal will interview all people 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. The following interventions can be taken for bullying incidents:

- official warnings;
- counseling;
- mediation;
- detention;
- parent contact;
- exclusion from activities;
- behavior probation; and/or
- expulsion

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:

Dress Code

- Comfortable
- Weather appropriate clothing
- Shirts or tops must not have offensive or suggestive logos.
- No hats are to be worn in the building.
- Students must wear shoes or sandals at all times.

Faculty has the final say and a teacher may have a student removed from class if his or her clothing is considered inappropriate or ask a child to call their parents to bring in a change of clothing.

As accidents can easily happen with the little ones, preschool and kindergarten students should also have an extra change of clothes at school.

Assessment

TIS Assessment Philosophy

Tashkent International School seeks to be an exemplary international school learning community that educates student to be internationally-minded, think creatively, reason critically and communicate effectively. As such, we hold the following beliefs about the education we provide:

- The chief priority of the school is to realize each student's potential for development and understanding.
- Student development and understanding is the responsibility of all members of the TIS community.
- The curriculum must accommodate diverse learning styles and provide opportunities for all students to succeed through an active learning process.
- Students learn best in a safe physical and emotional environment.
- Community service and experiential learning enrich a well-rounded education.
- As a community school, TIS is inclusive and engages the broader community.
- Learning is a life-long process.

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Teachers use their assessments in order to set work which is well matched to their students' capabilities. Students are involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical and setting targets for subsequent work. Based on these beliefs TIS does not use end of year tests to determine promotion.

Portfolios

Portfolios are developmental pictures of a student's progress. They allow for the sharing of processes of learning as well as the products that are created. The portfolio will be sent home at the end of every year as a reflection of a child's progress.

Student-Led Conferences

Parents and students are expected to attend student-led conferences which are held at the midpoint of each semester. These conferences are scheduled into the TIS school calendar and are mandatory for all parents and students.

Semester Reports

At the end of each semester (second and fourth quarter) each student will receive a Semester Report. This report is a comprehensive review of your child's learning and progress in all aspects of the educational program.

External Assessment

Students in grades 3, 4 and 5 take the MAP test (Measures of Academic Progress) each autumn. The different sections of this test assess reading and math skills.

Please remember that parents are welcome to request a conference with any teacher at any point during the school year. If you would like to meet with a teacher, you can either call the school office or e-mail the teacher to set up a time.

Supporting Students

Overview

Tashkent International School will serve all children who can benefit from and participate in the program, 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 counsellor.

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 a student's understanding of his/her own learning profile and promote his/her 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 Language Learners (ELL) ELL addresses the needs of students from non-English speaking backgrounds who are still in the process of developing English language skills. The goal of the ELL 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. The ELL department serves identified students from grades 2 through 5.

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, and placement in a support class. **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. The counselor focuses on personal, social, emotional, and crisis counseling. The counselor conducts parent and staff in-services and liaises with the community. Students may be referred to the counselors by any concerned party: teachers, family members, other students, administration and self-referral.

Elementary Student Support Team

The Elementary Student Support Team is comprised of the learning support teacher, the counsellor and the principal. The team meets regularly with homeroom teachers 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.

A Student's Daily Life

The School Day

The school day begins at 8:25 a.m. and ends at 3:20 p.m.

Below is the elementary school day timetable. Your child's homeroom teacher will supply you with a schedule specific to his/her homeroom.

8:20	Starting bell
8:25 – 9:10	In class
9:10 – 9:50	In class
9:50 – 10:30	In class
10:30-10:50	Recess
10:50- 11:30	In class
11:30 – 12:10	In class
12:10 – 1:00	Recess/lunch
1:05 – 1:50	In class
1:50-2:35	In class
2:35 – 3:20	In class
3:30 – 4:30	After school activities

Wednesday Half Day Closing:

8:25 – 9:10	In class
9:10 – 9:50	In class
9:50 – 10:30	In class
10:30-10:50	Recess
10:50- 11:45	In class/Dismissal

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 both after school and during the weekend.

Elementary students are not allowed to be on campus after school hours unless they are supervised by an adult.

On the last Wednesday of each month, the school closes early for teachers to participate in professional development activities. On these days classes dismiss at 11:30 a.m. All students are expected to go home at this time.

Picking Up Students at School

Please remember we do not have supervision on campus for students not involved in ASA (After-School Activities) after 3:30; therefore **elementary students not registered in an ASA must be picked up at 3:30**. If you wish to play with your child on the campus after school, you are very welcome as long as you directly supervise your child. Children may not wait (3:30 to 4:30) on campus for a sibling to finish an activity unless they are either in an activity or you have arranged supervision for him/her. Your cooperation ensures a safe environment at our school!

Your child may go home with a friend if he/she brings a permission note from home and gives it to the teacher at the beginning of the day. The note should include the name of the friend.

If your child is to be picked up by someone other than your regular driver, please notify the teacher.

No child is allowed to go home in any car or bus other than his/her own unless the teacher or school office has been informed.

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.

Recess

Recess is usually spent outside under supervision of the school faculty members. If weather does not permit students to play outside, we will hold recess indoors. We feel it is important for students to be outside as much as possible; unless it is **extremely** cold or raining, students are sent outside. **If the student is well enough to attend school, it is the school policy that he/she should go outside for recesses.**

Students need to be dressed appropriately for recess. During the hot months, this involves a hat and sunscreen while during the colder months warm clothing is needed.

Expectations for student behavior are made clear in the TIS school code; student safety is a clear priority.

Food Services

Parents are encouraged to provide healthy, nutritious snacks and lunches. Students should avoid bring unhealthy food such as: chocolate, chips, crisps, fizzy/soda drinks, candies, etc.

During lunch time, microwaves are available to warm up student lunches. There are teaching-assistants available to help the younger ones with this. Students bringing their own lunch also need to bring their own utensils.

Children should bring a large reusable water bottle to school every day. Drinking water is provided from fountains that deliver filtered, clean water throughout the campus.

Elementary Library

The elementary library is a dynamic, exciting component in the educational process for all children at all stages of their schooling where children learn to use the library properly and come to respect the knowledge it holds.

The school library creates an educational and cultural environment where individuals are exposed to ideas through the use of a variety of resources in a variety of media formats.

Borrowing guidelines

The library is open from 8:15 a.m. to 4:30 p.m. during each school day.

- Preschool - Grade 2 – one book and one magazine
- Grades 3 - 5 - three books and a magazine

Students should return these books on their next library day. If a student has not finished reading a book, they should ask the library staff to renew it. If a student does not bring a book back on time, it is considered overdue. The student will not be able to borrow any more books until that book is returned.

Reference books are available for overnight loans only. DVDs are available for loans only on Friday after-school.

Overdue Books

If a book is overdue, an overdue notice will be sent via e-mail. After the fourth overdue week a letter will be sent home to the parent requiring a financial reimbursement or a replacement. At the end of the year, report cards will not be issued until all books have been returned, paid for, or replaced.

Parents in the Library

Parents are invited to become the library members and borrow materials from the library. The library is open after-school for parents and their children to read, borrow books, do homework, use computers for school-related projects, etc.

Supply list

The school provides students with all the required learning materials and stationery. Students are responsible for maintaining their materials in good condition and will be charged for books which are lost or damaged.

Below is a generic supply list for elementary students.

At Home	For School
<ul style="list-style-type: none">• Pencil• Eraser• Ruler• Ink pen• Scissors• Glue• Colored pencils	<ul style="list-style-type: none">• Re-usable water bottle• Indoor shoes for winter• Bag big enough for homework/lunch etc.• Indoor PE shoes• Outdoor PE shoes

Telephones

Students are permitted to bring mobile phones to school. All mobile telephones must be turned off and kept in their backpacks/lockers during class time. Should a faculty member see a student using his/her mobile phone during instructional time, the mobile telephone concerned will be confiscated and passed on to the principal. The student will then have to collect the mobile telephone at the end of the day. Repeated violations may require further action.

If a student needs to be contacted urgently, the school can be contacted and the student in question will be found and allowed to call parents from a school landline.

Use of School Phone

Students must have permission from their homeroom teacher before using the school office telephone.

Personal Listening Devices

The use of iPods and personal listening devices is not permitted during school hours, including recess times. Within some creative and performing arts classes exceptions may be made.

These rules are in the best interests of students. Social interaction is an important part of a child's growth and it is felt that the use of personal listening devices at school greatly limits this interaction.

Toys and Pets

Expensive toys, electronic toys, plastic swords, guns, weapons, daggers or knives are not permitted on campus. Students should be informed that they are responsible for any object brought to school. At no point should a student's personal item be allowed to disrupt classroom instruction. In general they should not be brought to school. The school accepts no responsibility for loss or damage to a student's valuable personal items.

Arrangements with the teacher should be made before animals are brought onto campus. A teacher will only give permission to bring a pet to school if there is a direct link with the educational program.

Lost and Found

If a student misplaces an item they should check in the lost and found or in the main school office. The lost and found is located at entrance to the school. 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.

Parties and Celebrations

Children's birthdays are a wonderful event which we all want to celebrate! Here are some guidelines to ensure this is a pleasant experience for all students:

Whole Class Birthday Parties During School Hours:

If you wish to celebrate your child's birthday at school, you must coordinate this with the homeroom teacher in advance. Please remember the following:

- **Contact the homeroom teacher at least one week before the birthday to determine the best time to hold the party.**

- As we have a full educational program, teachers can devote no more than 15 minutes to a class party.
- If you wish to bring in treats, make sure there is enough for each child and it is something that is **easy to serve and clean up**. Cupcakes are often ideal for classroom parties.

If you are not comfortable with organizing a whole class birthday do not worry because this is not expected or required at TIS.

Whole Class Birthday Parties Outside of School:

When inviting children to a whole class birthday party you may ask your child's teacher to hand out invitations that day, but try to follow up yourself for children who are absent that day, since the teacher will not always remember to give a child a birthday invitation.

Smaller Birthday Parties:

If you plan a smaller birthday party, please talk to your child about not talking about the party during school time so that children who are not invited do not get upset. **Invitations for smaller size parties should not be handed out during the school day**, but handed directly to the child when leaving school or via e-mail to the child's parent.

Visitors to TIS

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

Guidelines:

1. Alumni are welcome at any time.
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).

After-School Activities

Students are encouraged to participate in a variety of sporting, aesthetic, recreational and cultural activities. These take place after school and are organized by teachers/teaching assistants, outside instructors and parent volunteers. Parents with a particular expertise who would like to offer an ASA are encouraged to contact the school.

Each year a variety of different activities are offered to students. These are determined by interest and availability of sponsors to organize particular activities. At the beginning of each trimester information is provided on the activities available. These details and a sign up form are sent home with the student. Students are then requested to return activity requests by a stated deadline.

Every effort is made to provide students with the activity of their choice, however, some activities are heavily subscribed. Students are expected to pursue a chosen activity for the full period for which it is offered.

Students are expected to fully commit to any activity they sign up for and to communicate with their supervisor in case of an emergency. Failure to follow these guidelines could result in the student being removed from all activities (after-school activities, arts and sport) for the trimester, or possibly the year.

After-School Activities (ASA)

The school year is divided into trimesters where students will be able to sign up for a variety of activities to support the TIS curricular program. Students will be provided with a description of the activities and a sheet where they will make their choices. Students are asked to think carefully about balancing their program so that they can fully commit themselves to their academic requirements as well as experience a diverse range of ASAs. If you have any questions regarding ASA's please contact Erik Peterson at erikp@tashschool.org.

Performing Arts

In addition to the arts classes that are part of the TIS curriculum, the TIS arts department also gives students opportunities to continue their exploration of the performing arts after school with the elementary winter production and Amazing Arts Night in the spring.

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
- No refunds can be given for missed lessons

Tuition costs per student		
	Duration	Cost
One lesson per week	10 weeks	\$70
Two lessons per week	10 weeks	\$140

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 lessons 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 Erik Peterson. His email address is: erikp@tashschool.org

Elementary Student Council and Make a Difference (grades 2-5)

At TIS we believe that the education of enlightened global citizens extends beyond academics by promoting active involvement in the school, local and global communities.

- Students are an important group of people who should have the opportunity to be involved in the ongoing school improvement process
- Students can offer valuable ideas and perspectives
- Being a student council member encourages development of the PYP student profile characteristics

Purpose

- To give students an official forum for direct communication with the administration at TIS
- To give students an opportunity to experience a new role
- To give students the opportunity to take action both within the school and the local community

The TIS Elementary Student Council and MAD sponsor a number of popular events throughout the year (e.g. camp out, talent shows, games nights, movie nights, Halloween trick or treat, spirit days) and have been involved with a number of environmental and community projects.

Procedures

At the beginning of the school year students in grades 2 through 5 who would like to join student council write a letter to Ms. Liz stating why they think they would serve well in student council. These students will take turns communicating to their homerooms as student council.

The main responsibility of a student Council representative is communication – bringing issues and questions to the Student Council, taking back information and ideas to the class, and doing further investigation where appropriate. Where possible, the Student Council will also be involved in finding and helping to implement solutions. It is expected that the Student Council members will take a lead in community service projects. Students will learn to take initiative and see themselves as agents of change. **Teachers will arrange a regular weekly time for the Student Council rep to host a class discussion.**

Please note that **Green Team** will now take place as an after school activity outside of Student Council, although 'Green Issues' can be raised via the council.

The Student Council meets weekly during lunch recess on Wednesday from 12:10 -1:00 p.m. Please contact Liz Ford (pypcoord@tashschool.org) if you have any further questions regarding student council. Each meeting will have an agenda and minutes of the main points will be kept.

Parental Involvement

Overview

Research overwhelmingly demonstrates that parent involvement in 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 she/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 text 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. 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.

Parent -Teacher Association

The PTA is open to all parents and teachers. If you have questions about the PTA, please contact the president at pta@tashschool.org.

The purpose of the PTA is to actively promote cooperation between parents and the school, which creates a productive and supportive school environment. To do this, the PTA has several objectives:

- organize activities/programs/projects which support the school community;
- raise funds to support general student activities;
- ensure on-going communication among all members of the school community;
- support the school in maintaining quality education; and
- cooperate with other community and school organizations in support of charities.

Classroom Parent

The PTA helps organize classroom parents for each elementary classroom and secondary homeroom. The role of the classroom parent is to:

- support the teacher, parents and students within a particular class;
- coordinate parent resources and efforts (the annual Spring Ball silent auction basket, school trips, ideas, etc.)
- promote good parent/teacher/student relationships within a particular class and grade.

If you would like to be the classroom parent for your child's class this school year, please contact the PTA president at pta@tashschool.org.

Technology Usage Agreement

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 endeavors 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.
- Individuals are restricted from using software that has not been cleared by the Technology Department.
- Individuals are assigned a username and password. They are not to share this or attempt to log in to the system under a different name.
- Individuals need to take all reasonable care to avoid unauthorized 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.
- Individuals 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 individual is allocated a finite storage space for their files. Stored items need to be school related only.

Privacy

- To maintain network integrity and to ensure the network is being used responsibly and appropriately, the Technology Department reserve the right to review files and network activity of individuals. 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 individuals need to be aware that the information is public.
- Each member of the TIS community 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.
- Users need to be aware that periodically the Technology Department will conduct maintenance and file servers, mail servers, and workstations can be accessed remotely.

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

- 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 the Technology Department.
- Social networks like Facebook and MySpace are blocked on the school network.

Use of the Wi-Fi Network Agreement

Tashkent International School now has a Wi fi Network. Students, Faculty and Parents are welcome to come to the campus with their private laptops to work.

To be able to use the network with a private non-school computer, users need to complete the following permission and user agreement before their laptop is configured to work on the Wi fi network.

The Technology Department:

- Will assist the user in configuring their laptop to access the Wi fi network.
- Will not repair or maintain the personal laptop but will assist with any technical problems if time permits.
- Will monitor user activity on the network and internet. Any breach of the standard user agreement and the Wi fi access will be blocked. This includes monitoring history and live connections.

The User will:

- Agree to the standard User Agreement.
- Maintain up to date virus protection software to avoid viruses making it onto the network.
- Not use, search or download inappropriate or illegal material (as per standard user agreement).
- Not modify or attempt to bypass the Wi Fi security settings.