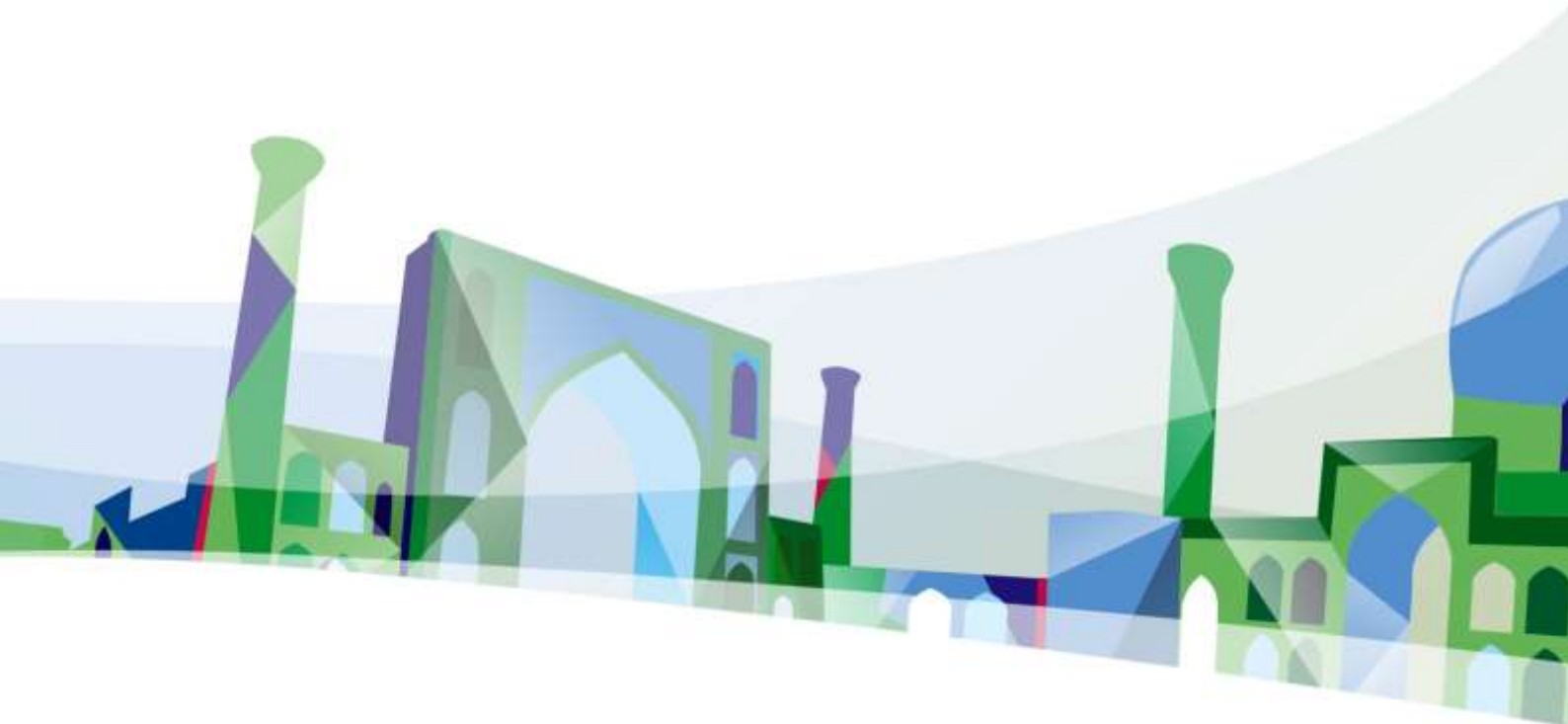




TASHKENT INTERNATIONAL SCHOOL

Secondary 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.



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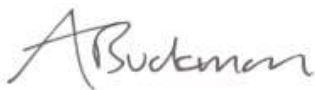
INTRODUCTION AND WELCOME

Tashkent International School (TIS) in the heart of Central Asia is 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 more than 250 students from more than 40 different nations, the TIS staff and students create what is truly an 'international' school.

The 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 260 students representing 27 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 World School that is authorized to administer 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 our school; I hope that you and your child will be very happy here.

A handwritten signature in black ink that reads "Andrew Buckman". The signature is written in a cursive style with a large, stylized initial 'A'.

Andrew Buckman
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 school in Uzbekistan authorized to offer all three IB programmes – Primary Years, Middle Years and Diploma.

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.

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 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 9670

Fax: + (998 71) 120 6621

email: office@tashschool.org

SECONDARY OFFICE STAFF

- Nodira Nazarova–Executive Assistant to the Director – execassistant@tashschool.org
- Izabella Ter-Aganova–Office Manager and Registrar – officemanager@tashschool.org / registrar@tashschool.org
- Anait Grigoryan - Office Administrative Assistant – anaitg@tashschool.org

Parents are expected to notify the school if their child is absent, late to school, or needs to be dismissed early. Please call the school office after 8:15 a.m. or email Izabella at officemanager@tashschool.org.

SCHOOL-TO-HOME COMMUNICATION

The secondary school publishes a weekly newsletter on Wednesdays. 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.

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 TEACHERS' EMAIL ADDRESSES

Teacher	Department / Responsibility	Email address
Buckman, Andrew	Principal	secprincipal@tashschool.org
Dale, Jarrod	Assistant Principal / PE	jarrodd@tashschool.org
Yuen, Lance	Counselor	lancey@tashschool.org
Buckman, Siobhan	Arts: Drama/Theatre / Grade 7 Coordinator	siobhanb@tashschool.org
Guime, Odendaal	Arts: Music	guimeo@tashschool.org
Kennedy, Richard	Arts: Visual Art	richardk@tashschool.org
Kleijer, Ronald	Arts : Visual Art	ronald@tashschool.org
Thorburn, Robert	Arts: Drama/Theatre (Subject Area Coordinator)	robertt@tashschool.org
Reynolds, Alexandra	Design	alexandrar@tashschool.org
Reynolds, Richard	Design (Subject Area Coordinator)	richardr@tashschool.org
Francis, Holly	English Foundation	hollyf@tashschool.org
Black, Katy	English Foundation (Subject Area Coordinator)	katyb@tashschool.org
Becker, Carrie	English	carrieb@tashschool.org
Kuhlmann, Jay	English (Subject area Coordinator)	jayk@tashschool.org
Shiffman, Dan	English	dans@tashschool.org
Sorrell, Kate	English / Grade 8 Coordinator	kates@tashschool.org
Ross, Alexander	History / College Counselor	alex_r@tashschool.org
Good, Matthew	Individuals and Societies: Economics / Grade 11&12 Coordinator	matthewg@tashschool.org
Kennedy, Renee	Individuals and Societies: Geography	rennek@tashschool.org
Kolesnikowicz, Fran	Individuals and Societies / MYP Coordinator	mypcoord@tashschool.org
Kolesnikowicz, Walter	Individuals and Societies	walterk@tashschool.org
Tyagi, Arpita	Individuals and Societies: Economics / Diploma Programme Coordinator	dpcoord@tashschool.org
Staggers, Haviland	Individuals and Societies / Grade 9 Coordinator	havliands@tashschool.org
Becker, Scot	Theory of Knowledge	scotb@tashschool.org
Lee, Hyang Sook	Languages: Korean	hyang@tashschool.org
Rudak, Lyudmila	Languages: Russian	lyudmilar@tashschool.org
Teplyakova, Tatyana	Languages: Russian	tatyana@tashschool.org
Young, Quentin	Languages: French / CAS Coordinator	quentiny@tashschool.org
Reshetarov, Alexey	Languages: Russian (Subject Area Coordinator)	alexey@tashschool.org
Joyce Van Den Hoven	Learning Support	joycevdh@tashschool.org
Allan, Hilary	Mathematics	hilarya@tashschool.org
DeWitt, Doug	Mathematics	doug@tashschool.org
Dryakhlov, Alexander	Mathematics	alexander@tashschool.org
Hughes, Mark	Mathematics / Grade 6 Coordinator	markh@tashschool.org-
Mehan, Shalini	Mathematics (Subject Area Coordinator)	shalini@tashschool.org
Akhundov, Arif	Physical Education (Subject Area Coordinator)	pecoord@tashschool.org
Akhundova, Svetlana	Physical Education	svetlanaa@tashschool.org
Taupeaafe, Sione	Physical Education / Science	sionet@tashschool.org
Brown, Kari	Science / Grade 10 Coordinator	karib@tashschool.org
Manners, Urska	Science	ursulam@tashschool.org
Hunt, Sean	Science (Subject Area Coordinator)	shunt@tashschool.org
Grob, Ken	Science	kennethg@tashschool.org
Waterworth, Susan	Secondary School Librarian	susanw@tashschool.org
DiMatteo, Brett	Technology Director	brettd@tashschool.org
Valieva, Shakhnoza	Host Country Studies teacher	shakhnozav@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.

Homeroom Teachers

Homeroom teachers are responsible for a small group of students whom they meet with every morning to take attendance and assist with general day-to-day organization and issues. HR teachers also teach the advisory 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.

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 and student lateness and attendance is also monitored by them. A student's academic progress is also monitored and followed up by the GLC. GLCs plan and coordinate the advisory program.

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 the placement of students into appropriate groupings according to the subject.

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.

WHO SHOULD YOU CONTACT AND WHEN?

Subject Teacher

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.

Subject Area Coordinators (SAC)

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: Rob Thorburn
- Design: Richard Reynolds
- English: Jay Kuhlman
- English Language Learning: Katy Black
- Humanities: Renee Kennedy
- Languages: Alexey Reshetarov
- Mathematics: Shalini Mehan
- Physical and Health Education: Arif Akhundov
- Sciences: Sean Hunt

Homeroom Teachers

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)

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: Siobhan Buckman
- Grade 8: Kate Sorrell
- Grade 9: Haviland Staggers
- Grade 10: Kari Brown
- Grades 11-12: Matthew Good

Counseling

The secondary counselor is Lance Yuen Cuenco. Parents may contact Lance 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. Lance's email is lancey@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 Joyce van den Hoven. Parents may contact Joyce 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. Joyce's email is joycevdh@tashschool.org

Programme Coordination

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): Fran Kolesnikowicz
- Diploma Programme (DP) Coordinator (grades 11-12): Arpita Tyagi
- After-school Activities (ASA) Coordinator (grades 6-12): Erik Peterson
- Athletics Director (AD) (grades 6-12 sports teams, etc.): Andrey Kavun
- Creativity, Action and Service (CAS) Coordinator (grades 11-12): Quentin Young

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 assistant principal is Jarrod Dale. His email is jarrodd@tashschool.org

The secondary principal is Andrew Buckman. His email address is secprincipal@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 David Henry. His email address is director@tashschool.org

Administration – Finance Manager

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 financemgr@tashschool.org

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: registrar@tashschool.org or, officemanager@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 will yearbooks, leaving certificates, reports and transcripts 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 secondary 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.

If the child is younger than 16, in addition to the above and in the absence of a parent, 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.

SECONDARY PROGRAMMES OVERVIEW

THE IB MIDDLE YEARS PROGRAMME (MYP)

The IB 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 the 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 present a Personal Project – a significant 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 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, Action, 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,

Action, 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

Advisory

Once a week, all homeroom groups in grades 6-12 meet with their homeroom teachers for the Advisory 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.

Approaches to Learning (ATL)

All students in Grades 6-10 are enrolled in the ATL program. This course focuses on helping students learn organizational and study habits that will prepare them to be effective students as they progress through the MYP and into the Diploma Programme.

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 (with the exception of grade 12 students) are required to participate in WWW. Typically, WWW trips are five-day overnight or residential trips which occur in September or Grades 6, 7, 8 and 12 and April for Grades 9, 10 and 11.

Grade 11 students participate in an IB Induction during WWW and grade 12 students conduct fieldwork (a Group 3 and 4 Project) in order to gather data for their IB coursework in the humanities and sciences during this week.

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	4 year-long credits
Second Language	4 year-long credits
Specials	4 year-long credits in arts, technology, physical education, or academic electives in grades 11 and 12.

Satisfactory completion of CAS which includes reflective learning in a balance of pre-approved Creativity, Active and Service activities 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, Arpita Tyagi, 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.

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.

RE-ADMISSION AFTER THE SENIOR YEAR

In general, students who have not passed a course or courses as grade 12 students will not be re-admitted. Students who have graduated will not be re-admitted 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.

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. In circumstances of excessive lateness, parents may be asked to accompany their child to school for a meeting.

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, etc.);
- lose the privilege of participating in after-school activities; and/or
- lose the privilege of attending special school functions (dances, games nights, etc.)
- TIS may inform colleges/universities to which the student has applied, or will apply, of a grade 11 or 12 student's excessive absences.

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.

If you must travel with your children during term time, please contact the principal as soon as possible to discuss the situation.

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 – being careful to correctly cite sources and giving credit to authors (including pictures) while putting the information into own words.
4. Being sure to keep eyes on own paper during tests and not assist others in any way.
5. Being sure not to employ deception – giving false excuses for missing a deadline or falsely claiming to have submitted work, for example.
6. Translating work from one language to another and submitting the translation as own work.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher or another member of staff suspects a student may have behaved in an academically dishonest way:

- the teacher will inform the relevant subject area coordinator; together they will investigate the matter; and
- the teacher and SAC will meet with the student(s) and discuss the work.
- If the teacher in question is also an SAC, that teacher will work with the principal, assistant principal or grade level coordinator to investigate

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, based on the hierarchy of actions listed above. 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 will be referred to the secondary principal or assistant and 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 receives a high level of ATL skills marked as 'sometimes' or 'rarely' on a report, the grade level coordinator (GLC) will follow the following course of action:

- with the grade level team, construct an appropriate support plan;
- student meeting to discuss concerns and set goals for improvement;
- parent meeting to discuss concerns;
- student may be placed on an Improvement Plan or Academic Probation (see below);
- student will be closely monitored.

If, during the review process, the student has demonstrated significant improvements in the ALT 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.

ACADEMIC PROBATION

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

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

Students on probation will be given set specific requirements and targets which make clear what the required improvements are and a timeline in which to make these improvements and attain the targets set. 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 must earn grades of 2 or higher to pass a course in Grades 9 &10. For students in Grade 11, the criteria for passing or failing will be decided. 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:

- re-takes of final exams
- re-submission of major summative assessment tasks
- Semester One grade in the following year used on a P/F 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.

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.

Homework Club

The Homework Club offers any student a quiet place to study and complete work after school on Monday, Tuesday, Thursday and Friday. This takes place in Computer Lab D from 3:30 – 4:30 p.m. A teacher is always present to supervise students and may be able to provide some limited assistance.

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

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

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; regardless of where the bullying occurred – in school or out of school. Evidence will be collected to assist administration 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 fileservers, mail servers, and workstations can be accessed remotely.
- Users are forbidden from access other user's accounts.
- Students are forbidden to take videos or pictures on campus without the permission of a teacher.

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.
- Teachers are not allowed to add current students as 'friends' to their Facebook site or similar sites.

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.

The code of behavior expected from our students grows out of the TIS Mission, the IB Learner Profile and three basic principles: respect for self, respect for others, and respect for the environment.

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, etc.

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.

- 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.

As a general rule, repeated incidents of unacceptable behaviour result in more severe consequences. 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.

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 **Behavior 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: well fitting, not see-through, without inappropriate messages and must cover all undergarments.
2. Midriffs must be covered.
3. Skirts or shorts must be culturally respectful and underwear should not be visible. Shorts and skirts should reach the mid-thigh.
4. Students must wear footwear that enables quick exits for emergencies and safety around the school grounds. Flip-flops and high heels are not allowed.

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.

The school acknowledges that mobile technology is a part of daily life in the 21st Century and it can be a powerful tool to aid learning. However, there are times when the use of such devices is not appropriate in school, as it can compromise learning, safety and academic honesty. As such, the school has a no-mobile-phone-use policy during the school day.

Students are allowed to bring mobile phones and devices to school; however, **students are not allowed to use mobile phones to talk, text or email during the school day: 8:20 a.m. – 3:20 p.m. (or until 11:45 a.m. on half-day Wednesdays). Similarly, mobile devices are not to be used or heard at any time during a lesson, unless the teacher has given permission.**

If a student is found using their phone inappropriately, the phone will be confiscated and given to the secondary principal. Parents may be required to come to school to collect the phone from the principal.

If for any reason a parent needs to contact their child, or if a child needs to contact their parent during the school day, the school office can assist. Parents should call the office (291 9670) and a message will be delivered to your child. When necessary, students may request permission to use the office phone, which will be allowed under normal circumstances.

Please support the school's policy and remind your child not to use their mobile devices to communicate while at school. Please do not call/sms your child's mobile phone during the school day.

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.

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 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

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.

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.

TYPES OF ASSESSMENT

TIS uses the following types of assessment in order to collect information about student learning and understanding:

- **Formative Assessment** (Assessment **for** learning). This type of assessment helps students and teachers make adjustments to teaching and learning.
- **Summative Assessment** (Assessment **of** learning). This provides a measurement of student achievement against pre-determined outcomes and criteria.
- **Assessment as learning**. This is a process in which the student understands the purposes of the work, generates learning goals, asks metacognitive questions, reflects on his/her progress, self-assesses and sets new learning targets.
- **Diagnostic assessment**. This measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning.

PRINCIPLES OF ASSESSMENT

Assessment at TIS should meet the following five characteristics of effective assessments.

1. Clear purposes

- Students, teachers and parents should be clear about why the assessment is being done and who the information is for.

2. Clear targets

- Students are aware of the intended learning at appropriate times in the learning process and the expectations in terms of assessment criteria.

3. Sound design

- Assessment methods and tasks match the learning targets.
- Assessments are designed to take into account a variety of learning styles and needs (multiple intelligences, different abilities, cultural contexts, language levels, etc.)

4. Effective communication

- Assessment information is shared with students and parents 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.

5. 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.

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.

<p>Language A (English, Russian, Korean)</p> <p>A. Content B. Organization C. Style and Language</p>	<p>Language B (English, French, Russian)</p> <p>A. Oral communication B. Visual interpretation C. Reading Comprehension D. Writing</p>	<p>Mathematics</p> <p>A. Knowledge and Understanding B. Investigating Patterns C. Communication in Mathematics D. Reflection in Mathematics</p>
<p>Humanities</p> <p>A. Knowing and understanding B. Investigating C. Thinking critically D. Communicating</p>	<p>Technology</p> <p>A. Investigate B. Design C. Plan D. Create E. Evaluate F. Attitudes in Technology</p>	<p>The Arts (Visual Art, Music, Drama)</p> <p>A. Knowledge and Understanding B. Application C. Reflection and Evaluation D. Personal Engagement</p>
<p>Sciences</p> <p>A. Using Knowledge B. Inquiring and Designing C. Processing and Evaluating D. Reflecting on the Impacts of Science</p>	<p>Physical Education</p> <p>A. Use of Knowledge B. Movement Composition C. Performance D. Social Skills and Personal Engagement</p>	

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) – this report gives information about a student’s Approaches to Learning (ATL skills) and includes written comments from all subject teachers.
- **Semester One** (January) – this report includes criterion scores and MYP grades (1-7) for each subject. Students also write a reflection which is included.
- **Quarter Three** (April) – this report gives information about a student’s Approaches to Learning (ATL skills) and includes written comments from all subject teachers.
- **Semester Two** (June) – this report includes final criterion marks and MYP grades (1-7) for each subject. Students also write a reflection which is included.

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

Report name	Date issued	ATL levels	Criteria scores	MYP grades	Teacher comments	Student reflection
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: communication skills, social skills, self-management skills, thinking skills and research skills.

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

Consistently	The student demonstrates the skill nearly all of the time with little or no prompting from the teacher.
Usually	The student demonstrates the skill frequently but may need occasional prompting or support from the teacher.
Sometimes	The student has difficulty with the skill and needs regular prompting and support from the teacher.
Rarely	The student cannot experience success in this skill area without significant assistance from the teacher.

Specific Assessed ATL Skills

- Interacts respectfully
- Collaborates effectively in a team or group
- Identifies problems and seeks solutions
- Demonstrates curiosity
- Takes risks by sharing ideas
- Meets assignment deadlines
- Is punctual to class
- Brings appropriate equipment to class
- Remains engaged and involved throughout the class
- Is able to work independently
- Shows awareness of self as a learner

INTERNATIONAL MINDEDNESS

TIS' Mission states that we "educate students to become internationally minded". This philosophy is embedded in what and how we teach. Students are assessed on their progress along a continuum of becoming increasingly internationally minded each year.

International mindedness is assessed once a year, at the end of Semester Two, on the continuum scale shown below. The team uses a variety of data points and their holistic knowledge of student to make this assessment. Students also self-assess and reflect on their own levels of international mindedness.

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) and teacher comments. 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.

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)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them conscientiously in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
6 (very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5 (good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4 (satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3 (mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
2 (poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situation, even with support .
1 (very poor)	Minimal achievement in terms of the objectives

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.

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 grades of 5, 6, or 7 in all their subjects.

- **The Director's Honor Roll Award.** For students who achieve grades of 6 and 7 in all subjects (with one grade of 5 allowed).
- **Subject Awards.** For students who have demonstrated academic excellence, exemplary effort or significant improvement in an academic subject.

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.

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).

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	70	8:30-9:40
Period 2	70	9:40-10:50
Break	20	10:50-11:10
Period 3	65	11:10-12:15
Period 4	65	12:15-13:20
Lunch	50	13:20-14:10
Period 5	70	14:10-15:20

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.

Student 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).

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• Re-usable water bottle

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.
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

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.

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 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

Student 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	\$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 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 Erik Peterson. His email address is: erikp@tashschool.org.

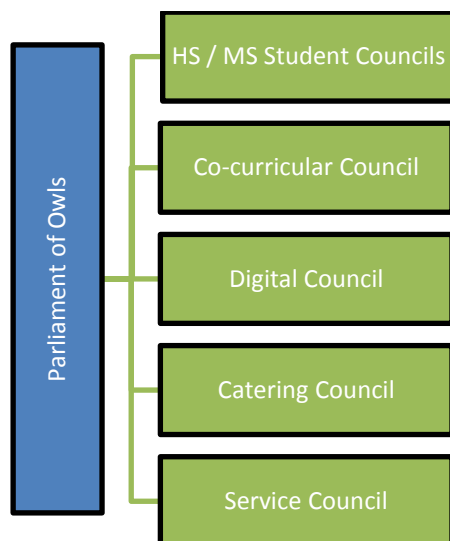
SPORT

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.

There is also a Grade 11 and 12 **Student Academic Council** that works with the Diploma Coordinator to discuss academic issues within the IB Diploma Programme.

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,

A handwritten signature in black ink that reads "ABuckman". The signature is written in a cursive style with a large, stylized initial "A".

Andrew Buckman

Secondary School Principal