



**TASHKENT
INTERNATIONAL
SCHOOL**

Elementary School Parent Handbook



Contents

	Page
Introduction	<i>p.3</i>
<i>Welcome Letter from the Principal</i>	<i>p.3</i>
<i>TIS Vision and Mission</i>	<i>p.4</i>
<i>School Description</i>	<i>p.4</i>
<i>The International Baccalaureate Learner Profile</i>	<i>p.4</i>
Contact and Communication Guide	<i>p.5</i>
<i>School Office Contact Details</i>	<i>p.5</i>
<i>Office Staff</i>	<i>p.5</i>
<i>School-to-Home Communication</i>	<i>p.5</i>
<i>Contact Information for Families</i>	<i>p.5</i>
<i>Teachers' E-mail Addresses</i>	<i>p.6</i>
<i>Role of the Parent</i>	<i>p.7</i>
<i>Student Withdrawal</i>	<i>p.8</i>
Medical Emergency or Student Injury	<i>p.9</i>
<i>Student Referrals to the Clinic</i>	<i>p.10</i>
<i>Emergency Care</i>	<i>p.10</i>
<i>Head Lice Policy</i>	<i>p.10</i>
<i>Peanut Aware Protocol</i>	<i>p.11</i>
Elementary Curriculum Overview	
<i>The IB Primary Years Programme</i>	<i>p.15</i>
<i>Single Subject Areas</i>	<i>p.16</i>
<i>Assemblies</i>	<i>p.19</i>
<i>Excursions and Fieldtrips</i>	<i>p.19</i>
<i>Parent Workshops</i>	<i>p.19</i>
Academic Expectations	<i>p.20</i>
<i>Attendance</i>	<i>p.20</i>
<i>Lateness</i>	<i>p.21</i>
<i>Homework</i>	<i>p.21</i>
Behavioral Expectations	<i>p.21</i>
<i>Student Code of Conduct</i>	<i>p.22</i>
<i>Approach to Bullying</i>	<i>p.23</i>
<i>Student Dress Code</i>	<i>p.24</i>
Assessment	<i>p.26</i>
<i>Assessment Philosophy</i>	<i>p.26</i>
<i>Portfolios</i>	<i>p.26</i>
<i>Student- Led Conferences</i>	<i>p.26</i>
<i>Reports</i>	<i>p.26</i>
<i>External Assessment</i>	<i>p.26</i>
Supporting Students	<i>p.27</i>
<i>Overview</i>	<i>p.27</i>
<i>Learning Support</i>	<i>p.27</i>
<i>Guidance and Counseling</i>	<i>p.27</i>
<i>Elementary Student Support Team</i>	<i>p.28</i>

A Student's Daily Life

<i>The School Day</i>	<i>p.28</i>
<i>Campus Open Times</i>	<i>p.29</i>
<i>Use of School Facilities</i>	<i>p.29</i>
<i>Recess</i>	<i>p.29</i>
<i>Food Services</i>	<i>p.30</i>
<i>Elementary Library</i>	<i>p.31</i>
<i>Supply List</i>	<i>p.31</i>
<i>Telephones</i>	<i>p.32</i>
<i>Parties and Celebrations</i>	<i>p.33</i>
<i>Visitors to TIS</i>	<i>p.34</i>

After-School Activities

	<i>p.34</i>
<i>After-School Activities</i>	<i>p.34</i>
<i>Performing Arts</i>	<i>p.35</i>
<i>Music Lessons</i>	<i>p.35</i>
<i>Student Council</i>	<i>p.36</i>

Parental Involvement

	<i>p.37</i>
<i>Overview</i>	<i>p.37</i>
<i>Support the Developmental Needs of Your Child</i>	<i>p.37</i>
<i>Establish a Culture of Learning</i>	<i>p.37</i>
<i>Stay Connected with School</i>	<i>p.37</i>
<i>Parent Teacher Organization</i>	<i>p.37</i>

Technology Usage Agreement

	<i>p.37</i>
	<i>p.37</i>
<i>School Calendar 2020-21</i>	<i>p. 38</i>

TASHKENT INTERNATIONAL SCHOOL

Elementary School Parent Handbook

Introduction and Welcome

Dear TIS Parents and Students,

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

TIS is a warm and welcoming school. Our elementary school faculty members come from widely diverse locations and bring with them a wealth of knowledge and experience of the best educational practices. Together with our elementary student body, consisting of students from more than 40 different nations, the TIS staff and students create what is truly an 'international' school.

Tashkent International School is a co-educational early-childhood-through-grade-12 school located in Tashkent, Uzbekistan. The school has one campus that houses the Early Learning Center (preschool), an elementary school (kindergarten to grade 5) and a secondary school (grades 6 to 12). Accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC), TIS is an International Baccalaureate World School that is authorized to administer the Primary Years Programme, the Middle Years Programme, and the IB Diploma Programme. We are committed to helping students become internationally-minded, think creatively, reason critically and communicate effectively.

TIS helps students reach their full potential by offering a challenging and developmentally appropriate international curriculum centered on work that is excellent, ethical and engaging. Our co-curricular programs and community events enrich the lives of our students and parents alike.

Whether you are new to TIS or returning for another year, we know that from time to time you will have questions. Please take time to read through the information in this handbook. We believe it will serve as a useful guide in answering questions you may have about the 2020-21 school year. There is also additional information posted on the TIS website at www.tashschool.org

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

Janice Humpleby
Elementary Principal

VISION

To be an exemplary international school learning community

MISSION

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

SCHOOL DESCRIPTION

Tashkent International School, an International Baccalaureate (IB) World School, is 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.

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(98)300-96-71

email address: office@tashschool.org

Office Staff

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

Telephone: +998 (71) 291-96-71; + 998(98)300-96-71

Vera Tin, Receptionist/Translator - reception@tashschool.org

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

Izabella Ter-Aganova, Office Manager/Registrar - admissions@tashschool.org

Telephone: +998 (71) 291-96-72; + 998(90)977-30-88 (telegram/whatsapp)

Parents are expected to notify the school if their child is absent, late to school, or needs to be dismissed early. Please contact the school office after 8:15 a.m. Parents should call **Ms.Larisa** on the following telephone number: +998 (71) 291-96-71; + 998(98)300-96-71 or email to elemassistant@tashschool.org.

School-to-Home Communication

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

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

Most teachers will email parents directly or communicate through their class blogs when there is information to share.

Contact Information for Families

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

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

Elementary Teachers' Email Addresses

Teacher	Department/Responsibility	Email address
Janice Humpleby	Elementary Principal	elemprincipal@tashschool.org
Robyn Ibrahim	Elementary Assistant Principal/PYP Coordinator	elemasstprincipal@tashschool.org
Anna Blanford	Early Learning Coordinator/PS1 B Teacher	annab@tashschool.org
Shirin Boymatova	PS1B TA	shirinb@tashschool.org
Moran Kwak	PS1 K Teacher	morank@tashschool.org
Safura Styopina	PS2 TA	safuras@tashschool.org
Umida Khodjieva	PS2 Teacher	umidak@tashschool.org
Mariya Sultanova	PS2 Teacher	mariyas@tashschool.org
Nadia Kralovec	KGK Teacher	nadiak@tashschool.org
Nuriya Pachkalina	KGK TA	nuriyap@tashschool.org
Lena Thomson	KGT Teacher	lenat@tashschool.org
Mohira Norboyeva	Grade KGT TA	mohiran@tashschool.org
James Pinkard	Grade 1P Teacher	jamesp@tashschool.org
Fatima Djuraeva	Grade 1P TA	fatimadj@tashschool.org
Gulnoza Alimullaeva	Grade 1A Teacher	gulnozaa@tashschool.org
Madina Rustamova	Grade 1A TA	madinaru@tashschool.org
Beryl Folio	Grade 2F Teacher	berylf@tashschool.org
Nafisa Tokhirova	Grade 2F TA	nafisat@tashschool.org
Tamsin Tate	Grade 2T Teacher	tamsint@tashschool.org
Aynura Urazimbetova	Grade 2T TA	aynurau@tashschool.org
Nargiza Azizova	Grade 3A Teacher	nargizaa@tashschool.org
Fozil Holmirzaev	Grade 3A TA	fozilh@tashschool.org
Shawn Perry	Grade 3P Teacher	shawnp@tashschool.org
Kamola Nasirova	Grade 3P TA	kamolan@tashschool.org
Brian Kasper	Grade 4K Teacher	briank@tashschool.org
Olga Lee	Grade 4K TA	olgal@tashschool.org
Brian Murphy	Grade 4M Teacher	brianm@tashschool.org
Gulnoza Sultanova	Grade 4M TA	gulnozas@tashschool.org
Martin Hay	Grade 5H Teacher	martinh@tashschool.org
Sevara Karimdjanova	Grade 5H TA	sevarak@tashschool.org
Mark Ewing	Grade 5E Teacher	marke@tashschool.org
Gulsum Osmanova	Grade 5E TA	gulsumo@tashschool.org
Kathryn Fern	Learning Support Coordinator	lsupport@tashschool.org
Kamil Tilyabaev	Learning Support Teacher	kamilt@tashschool.org
Mary Fowler	Elementary School Counselor	elemcounselor@tashschool.org
Shakhnoza Valieva	ELL Teacher Gr 2 /Uzbek Studies	shakhnozav@tashschool.org
Victoria Merkel	ELL Teacher Grade 3	victoriam@tashschool.org
Julie Morris	ELL Teacher Grade 4	juliem@tashschool.org

Sue Nilsson	ELL Teacher Grade 5	suen@tashschool.org
Durin Cazac	Drama Teacher	durinc@tashschool.org
Paul Fowler	Music Teacher	paulf@tashschool.org
Asa Lind	Arts Teacher Grades KG – Grade 5	asal@tashschool.org
Nigora Razzakova	Arts/Music Teacher at ELC	nigorar@tashschool.org
Svetlana Repetiy	Drama/Arts Assistant	svetlanar@tashschool.org
Sarah Woods	Technology Integrationist	elemtech@tashschool.org
Vadim Mamatkhodjaev	Tech Assistant	vadimm@tashschool.org
Sayyora Tairova	Librarian	elem librarian@tashschool.org
Dilafuz Rakhmatova	Library Assistant	dilafuzr@tashschool.org
Liza Karpuzas	Russian Teacher	lizak@tashschool.org
Irina Luzanova	Russian Teacher	irinay@tashschool.org
Gulya Rakhimova	Russian Teacher	gulyar@tashschool.org
Felix Amirkhanov	PE Teacher/Athletic Assistant	felixa@tashschool.org
Kathleen Morton-Shepherd	PE Teacher	kathleenm@tashschool.org
Jasur Rakhmanov	PE TA	jasurr@tashschool.org
Brendan Tobin	Activities Coordinator/Athletic Director	adac@tashschool.org

Role of the Parent

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

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

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

Lines of Communication

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

1. **Homeroom Teacher:** Appointments can be arranged personally by email or via the school office.
2. **Principal:** Concerns that cannot be resolved through a conference with the teacher, or questions of a more general nature concerning operation of the school and its programs, may be discussed with the principal. Appointments may be arranged by telephoning or by emailing the elementary school office.
3. **Director:** If more information is required or the concern remains unresolved, parents may wish to contact the director, with the knowledge of the principal. The director of TIS is Mr. Bill Kralovec. His email address is director@tashschool.org. In addition to the above, parents may wish to consult the director directly on matters related to:
 - community/school communication and relations;
 - whole-school issues such as security and application of school policies;
 - school communications;
 - strategic planning;

- financial policy and oversight; and/or
 - long term planning, including development of facilities and the school environment.
4. **School Board:** If a policy problem cannot be resolved after a conference with the director it may be referred to the school board. Petitions for changes in school policy and appeals regarding decisions made by the director may also be addressed to the board.

Administration – Finance Director and Finance Consultant

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

You can also contact our Finance Consultant, Mukhtor Kutlimuratov. His email address is financeconsultant@tashschool.org . His phone number is +998 (90) 008 0867.

Student Withdrawal

If parents plan to withdraw their child(ren) from TIS, please contact Izabella Ter-Aganova, registrar, in the school office and your child’s homeroom teacher. Her e-mail address is: admissions@tashschool.org

The office staff will arrange:

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

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

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

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

If a student requires assistance with admissions testing, references or recommendations for a new school, parents may contact the principal or the school office to make arrangements. Please allow at least 10 working days for the letters and references to be completed.

Medical Emergency or Student Injury

TIS MEDICAL PROCEDURES

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

1. MINOR: Minor fall, scrape, cut, sprain or tummy-ache/headache:
 - a. Students are taken directly to the elementary or secondary office for immediate first aid administered by first-aid trained staff.
 - b. Parents will be contacted for permission to administer Paracetamol, if needed

- c. After treatment the child returns to classes.
 - d. Parents informed of treatment by email.
2. MAJOR: Injury requiring more than basic first aid / tummy/headache that does not resolve / fever:
- a. Students are taken directly to the elementary or secondary office for immediate assessment.
 - b. Students are taken to the sick bay for monitoring and stabilization.
 - c. Principal is informed and confirms need for outside care.
 - d. Parents are contacted to collect the child.
 - e. Parents collect children and take them to a preferred medical provider.
 - f. Parents are responsible for all medical treatment costs.
 - g. If injury, an accident form is completed by the supervising teacher or office staff.
3. EMERGENCY: Serious Injury or illness requiring emergency medical treatment:
- a. Senior Leadership Staff and Security are informed.
 - b. Parents are contacted to meet the student and staff at the school or medical facility. Communication channel maintained until arrival.
 - c. Student is stabilized and transported to a medical facility as follows:
 - i. Foreign students - taken to Tashkent International Clinic (TIC)
 - ii. Uzbek students - taken to Hospital #16 by ambulance

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

IMPORTANT NOTES ON MEDICAL CARE

Up-to-date medical information (including medical treatment facility preferences) must be kept on record for each and every student.

Up-to-date and insurance coverage should be held by all families for their students.

If parents prefer another medical facility in case of emergency, they must inform the School Nurse - Ms. Mayra Kerimova nurse@tashschool.org - to ensure that this preference is noted in the child's records.

The same procedures will be followed outside school office hours or during a weekend event, with treatment for minor issues given by activity leaders rather than office staff.

GUARDIANSHIP

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

HEAD LICE POLICY

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

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

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

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

1. Parents will be contacted immediately
2. Parents must treat the infestation using the treatment recommended by the clinic (see below).
3. Before the child is permitted to join his or her class following an infestation, he or she must be checked by school personnel to ensure treatment has eradicated live nits and eggs.
4. Parents of other students in the class will be notified of an infestation and will be instructed to check and treat their children.
5. Checks will occur as a follow up measure within a week of a given report.

Head Lice Management: Recommendations from Tashkent Medical Clinic

Head lice can occur to any child of any socioeconomic background and anywhere in the world. Head lice are transmitted from direct contact from person to person. Lice cannot fly or jump. A female head louse is alive for one month. During her life span, she can lay 7 to 10 eggs per day that are connected very firmly to the base of the hair shaft. These small white eggs are called nits. A head louse cannot survive for more than 48 hours off of the human scalp.

The diagnosis of head lice is confirmed by direct visualization of live lice. Nits may also be visible.

Treatment Steps:

- a) *Kill the live lice with Permethrin Shampoo (NIX): this is made from natural chrysanthemum extract, which is neurotoxic to lice. This is an effective treatment for most strains of lice.*

How to apply:

- a) *Apply to dry hair. Saturate hair with shampoo. Let shampoo sit in hair for 10 minutes. Rinse out of hair with warm water.*
- b) **REPEAT** with second treatment of Permethrin Shampoo (NIX) **9 days after the first treatment.**

- b) *Wet Comb Hair with Nit Comb after Shampooing:*

How to Wet Comb:

Apply large amount of hair conditioner to hair. In sections, and using the fine toothed nit comb, comb through hair. Wipe excess conditioner from comb and check for lice/nits with every section combed. Rinse hair with warm water when finished. Each combing session may take over 30 minutes depending on the hair length and type. Repeat Wet Combing as needed.

Note: *If parent wants to avoid using medicated shampoo to kill lice (or the child is younger than 2 years old), wet combing alone can be attempted to kill the lice. The method is as above and the wet combing should be repeated every 3 to 4 days for several weeks. Wet combing should continue for two weeks AFTER the last louse is found in the hair.*

- c) *Household Recommendations:*

- *All bedmates should be treated for lice. All household members should be checked for lice and treated as needed.*
- *Wash all clothing, bed linens, stuffed animals, pillows, etc that have been used in the past 48 hours by the infected person. Water temperature should be hot (at least 130 degrees) and/or a hot drier.*
- *Any items that cannot be washed should be stored for two weeks in sealed plastic bag or dry cleaned.*
- *Vacuum furniture and carpet. Spraying the home with pediculicide is NOT recommended.*

Source: www.uptodate.com

EMERGENCY EVACUATION PROCEDURES

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

TIS Peanut Aware Protocol

TIS Vision & Philosophy:

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

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

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

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

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

Peanut Aware Definition:

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

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

Are peanut products allowed in school?

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

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

Peanut Aware Protocol:

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

1. TIS commits to Severe Allergy Awareness

- a. Through repeated and regular communication -- all teachers, parents, outside instructors, campus guests and students are made aware that there is at least one person on campus who could die if peanuts or food containing peanut products enter their body by ingestion or through mucous membranes, whether intentionally or by accident.
- b. TIS will ask parents to help keep all of our students safe and to reduce the chance or possibility of such an occurrence at our school.
- c. This Peanut Aware Protocol will be shared with parents and included in handbooks.
- d. Peanut Aware posters will be prepared in multiple languages and posted at the entrance gate, in public areas, in newsletters and by email.
- e. Posters and newsletters will explain cross-contamination issues: A serious allergic reaction can occur from contact with even a microscopic amount of the offending food. For example, a knife used to cut peanut brownies, wiped off and then used to cut fruit, can cause a reaction in a child who eats that fruit or has contact with any residue left on the utensil.

- f. Even with every effort being made, please be aware, however, that TIS cannot guarantee that items brought into the school have been prepared in a peanut-free facility. Therefore, parents should educate and guide their children about eating any shared food.

2. TIS commits to Severe Allergy Education/Training

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

3. TIS commits to Peanut Allergy Prevention

- a. Any food brought to share or distribute cannot contain any peanut ingredients, including peanut oils or peanut flour.
- b. TIS strongly discourages parents, students and staff from bringing or sending in any peanut products to school for individual consumption. Community members are asked to consider peanut alternatives for individual lunches and snacks.
- c. No peanut product foods will be sold in any school lunch, at extracurricular events or at other school-wide activities.
- d. Bringing and/or consuming peanuts and peanut products in any classroom is highly discouraged. The school will request students to voluntarily avoid this.
- e. Students will be encouraged not to share their food or beverages with one another.
- f. *In the class of a student with severe peanut allergy:*
 - i. Parents of this grade will be notified.
 - ii. The class teacher, administration and parents of life-threatening peanut allergy affected students will endeavor to make the classroom peanut free through voluntary cooperation of member parents/students.
 - iii. If another child in the class brings a peanut-based food for a snack, s/he will be seated at an identified table, monitored carefully and precautions undertaken to ensure that the table, child and any other touched surfaces are completely washed afterwards.
 - iv. Any food sent in for lunch, snack, or any class event should be carefully checked to make sure they are peanut free. This extends to field trips, school events, ASAs and summer ASAs.

g. *In all eating areas:*

- i. **Peanut Zone** tables will be designated;
- ii. **Peanut Zone** tables will be identified and labeled with a readily recognizable image;
- iii. Snacks and lunches containing peanuts or peanut products will be consumed at identified **Peanut Zone** tables;
- iv. **Peanut Zone** tables will be washed with soap and water after each group finishes eating.
- v. Students will be asked to not share food or beverages with others;
- vi. Community members will be instructed and encouraged to wash their hands and faces after meals and snacks after eating in a **Peanut Zone**.

h. *For campus events involving outsiders*

- i. The **Peanut Aware** protocol will be explained and external providers will be instructed to avoid all peanut products.
- ii. Any area in which peanut product foods must be brought as part of a cultural sharing will be clearly labeled '**Peanut Zone**'.
- iii. The parents of the student with peanut allergy will be reminded that a higher risk of peanut products on campus is inherent.
- iv. Washing of all surfaces after the event will be enforced.

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

- a. The protocol for responding to an emergency peanut allergy will be included in the Emergency Response Manual and all staff trained in the protocol annually.

- b. All staff will be trained annually to recognize and respond to a severe allergic reaction using trainer epipens.
 - c. The community will be made aware of location of Epipens and Emergency Response actions through training, handbooks and signs.
 - d. Areas where epipens are stored will be clearly labelled.
 - e. Parents/guardians of the student with the peanut allergy will maintain responsibility for supplying appropriate Epipens and re-supplying in date Epipens.
5. TIS commits to **Peanut Allergy Emergency Response**

Severe Peanut Allergic Reaction Emergency Response Procedures

1. Retrieve Epipen

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

2. Administer Epipen:

- a. Cap off
- b. Jab firmly in thigh muscle through clothing - listen for click
- c. Hold for 10 seconds
- d. Remove Epipen
- e. Massage thigh for 10 seconds

3. Contact clinic: [\(+998-90\) 327-3378](tel:+998-90-327-3378) or 71 291-0142 or 71 291-0726 (for local student call ambulance - 103)

4. Contact parents

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

Note:

Epipens for the child are stored in:

- Secondary Office
- Elementary Office
- The student's backpack in cubby in elementary (ground floor)

Additional Epipens will available in:

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

Elementary Curriculum Overview

The IB Primary Years Programme (PYP)

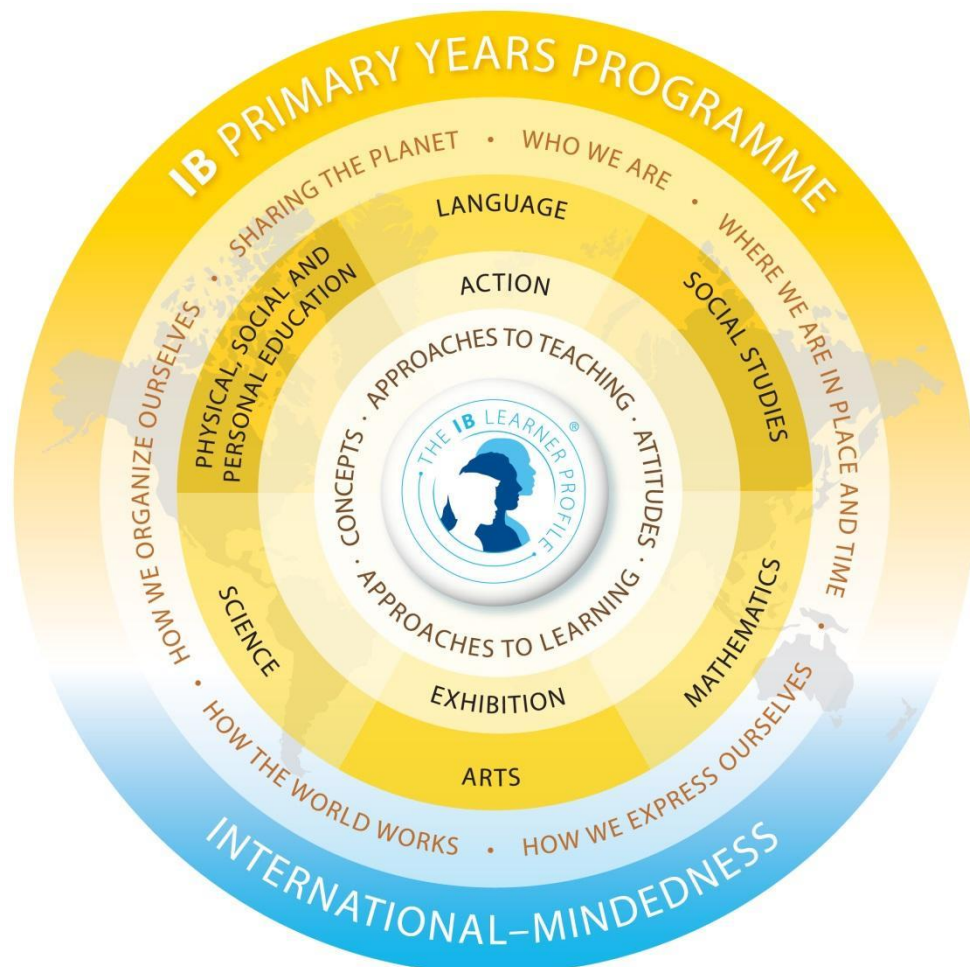
TIS is a member of the International Baccalaureate. Curriculum development in the school is in line with the international curriculum developed by the IBO for students in international schools.

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

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

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

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



Single Subject Areas

Russian

Russian language is offered from preschool to Grade 5. Classes are divided into three proficiency levels: beginner, intermediate (grades 1-5) and advanced. In preschool, Kindergarten Russian is taught within the class as an additional center.

Music

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



Drama

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



Visual Art

Visual Art is a way for the students to express themselves using a variety of materials, tools and processes. Through art, students are able to express their unique personalities. The environment is safe and challenging and exposes students to arts and crafts from different cultures and throughout history. Students interact

with clay, paint and a large variety of other media. Along with creation of various projects, students learn art terminology.



Physical Education

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



Uzbek Studies

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

Technology

TIS emphasizes the role of technology in the classroom and beyond. The technology teacher and classroom teachers work together to integrate computer skills and programs into learning outcomes and subject curriculum requirements.



Assemblies

Assemblies are held every two weeks on Wednesday at 1:00 p.m. KG – Grade 2 and Grade 3 - 5 meet on alternative weeks. ELC students also gather regularly for assemblies. Parents are welcome to join us for the assemblies.

Excursions/Field trips

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

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



Parent Workshops and Information Sessions

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

Academic Expectations

Attendance

Absences Impact Learning

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

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

Regular attendance is important for students to obtain maximum benefit from the educational program. Whenever a student must be absent, parents are expected to notify the school office of the reason for the absence by 8:30 a.m. Every effort will continue to be made to support the needs of students who miss school due to an illness, an emergency or a situation beyond the family's control.

Excessive Absence

When a student is excessively absent, the homeroom teacher and the principal will investigate the matter, and a parent meeting will be held. If a student accrues 10 or more absences per semester, the school reserves the right to review the student's situation and may recommend retention or loss of enrollment in the school.

One Final Note

The school recognizes the potential educational value of family or personal trips; however, the school emphasizes the importance of regular daily attendance. We ask that when you plan trips you schedule your travel to avoid missing school days. Teachers will not be required to make special arrangements for students who miss school because of planned holidays. This includes putting together homework packets.

Lateness

Lateness Impacts Learning

Almost all late arrivals are avoidable. Students are expected to be on time to school in the morning and to every class. When a student arrives late to school but still arrives in time for homeroom, he/she should report directly to the homeroom teacher who will mark him/her as present. If a student arrives after 8:20 a.m. he/she should report to the school office to sign in before proceeding to class.

Excessive Lateness

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

Home Learning

At TIS, our students are actively engaged in rich learning experiences for seven hours every day at school. Based on educational research and our experience as teachers with multiple years working with children, we believe that after school and on weekends:

- **Family time is important.** Research in education, psychology, and sociology identifies a strong correlation between solid family bonds and academic success.
- **Reading is important.** Research shows a direct link between children who read *at least* 20 minutes every day in English and/or their home language and overall academic success. Research also supports the benefits of being read to by an adult or other fluent reader.
- **Play is important.** Research shows play — unstructured play or organized team play — fosters social development, creativity and persistence, and also helps kids consolidate and strengthen learning. Children can use their imagination, find and develop a variety of passions, and have choice in what they pursue. Research on 21st Century learning shows that passion pursuit is key to innovation, creativity, and problem solving.

Teachers will not assign homework. Instead, we encourage you to spend time talking and engaging with your child, encouraging and joining them in play, and reading.

Home Reading

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

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

Behavior, Discipline and Well-Being

In line with our mission and guiding principles, TIS elementary is committed to providing all students with a caring, safe, and supportive school environment. All members of the school community are expected to treat one another with respect and dignity, valuing one another and upholding each other's rights and responsibilities. Students should respect themselves, others and the environment. This is encapsulated in the TIS code of conduct that encourages all TIS community members to

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

Our approach to discipline helps students to take responsibility for their actions, and enables them to learn new behaviors for the future so they can make smart choices rather than dwelling on past mistakes. We focus on the behavior not the person.

All members of the TIS community take collective responsibility for the well-being of the community as part of our duty of care. Stopping inappropriate behavior is challenging and needs collective time, creative consistency and patience from the whole community.

Based on this philosophy, we hold the following beliefs:

- students learn self-discipline, self-control, responsibility, and how to communicate feelings as they are socialized into the group. A school-wide common language surrounding self-control and problem-solving is promoted via assemblies and classroom lessons with strategies from the *Zones of Regulation*, *Kelso's Choices*, and *Problem Solving STEPs*.
- teachers cannot force students to do anything, but can build a relationship and help students understand their own behavior. Teachers help students find legitimate ways to satisfy their needs
- students need to feel as though they belong to the group, and therefore may engage in attention and power-seeking behaviors. However, they can learn to understand their own motives for behavior, and can learn to govern themselves
- students should be given at least two choices to help them learn to be responsible for their own behavior and to accept the consequences of their actions
- adults allow students to experience the logical consequences of their behavior, and help them to take responsibility for it by matching their level of response appropriately with the student's level of disruption in order to manage the classroom/situation effectively
- logical consequences with associated school rules promote autonomy, teach self-regulation and help prepare students for the real world.

This means:

- **The TIS Mission:** at all the times students will be 'internationally-minded, strive to think creatively, solve problems and communicate effectively with others;
- **The IB Learner Profile:** in all lessons, on the playground and elsewhere around school, all students will model the attributes described by the IB Learner Profile;
- **The IB PYP Attitudes:** In order to ensure that the students are respectful, responsible and safe they will be encouraged at all times to show: **Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.**

Student, teacher and parent responsibilities and expectations

Therefore TIS students will:

- Demonstrate integrity by developing honesty & self-discipline;
- Respect themselves and others, and their environment;
- Respect school rules and guidelines;
- Take responsibility for their own actions;
- Seek ways to resolve problems peacefully;
- Speak up if they see someone being treated unfairly;
- Follow the school rules and code of conduct while on the school campus and when representing the school on field trips and excursions.

Therefore TIS faculty and staff will:

- Treat students with respect and kindness;
- Work together collegially;
- Respect and help to enforce school rules, policies and guidelines;
- Treat parents with respect and consideration;
- Take their professional responsibilities seriously.

Therefore parents of TIS will:

- Work with us cooperatively to meet the needs of the students;
- Treat faculty and staff members with respect and consideration;
- Treat each other with respect and kindness;
- Respect and help to enforce school rules, policies and guidelines.

Responding to Inappropriate Behavior

In TIS elementary, we endorse the application of **logical consequences**: these are developmentally appropriate and reflect the age of the student, the severity and frequency of the inappropriate behavior. These will be applied as a means to promote a safe, caring, positive school environment.

Acting in a way which results in situations that are unsafe, uncaring, and/or negative will result in a range of consequences and procedures that exist depending upon the level of inappropriate behavior. The welfare of the other students and adults is equally important and must be considered. Any consequences will bear in mind any mitigating circumstances. Students who need support to reflect on inappropriate behavior will conference with the teachers who witnessed the incident and complete a student code of conduct reflection sheet which will be brought home for you to sign and then return to school. We use a restorative approach to discipline.

Bullying and Teasing

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. 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 is:

- systematic and intentional;
- happens more than once or has the potential to be repetitive;
- 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.

An Imbalance of Power: Students who bully use their power such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

The difference between bullying and teasing

Bullying:	Teasing:
is (passively) aggressive and intentionally harmful	is playful and can be humorous bantering or annoying and irritating
occurs in a relationship where there is an imbalance of power	is part of a ‘give and take’ relationship, aimed to urge/persuade someone

usually occurs with no provocation from the victim	is a style of communication between two people
----------------------------------------------------	------------------------------------------------

TIS Anti-Bullying Code

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

Students are encouraged to report bullying in any way that they feel comfortable. If a teacher suspects that a student is being bullied, or, if a student reports bullying to a teacher, that teacher must pass this information onto the appropriate person, usually the homeroom teacher/counselor.

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

Disciplinary Consequences for Bullying

Within the school, it is made clear that bullying will not be tolerated. The following interventions can be taken for bullying incidents:

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

Student Dress Code

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

Dress Code

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

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

As accidents can easily happen with the little ones, preschool and kindergarten students should also have an extra change of clothes at school. During snowy weather all students are advised to bring a change of clothes if they enjoy playing in the snow during recess times.

Assessment

TIS Assessment Philosophy

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

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

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

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

Portfolios

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

Student-Led Conferences

Parents and students are expected to attend 3-way conferences in autumn and student-led conferences in spring. These conferences are scheduled into the TIS school calendar and are mandatory for all parents and students.

Semester Reports

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

External Assessment

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

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

Supporting Students

Overview

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

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

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

English Language Learners (ELL) ELL addresses the needs of students from non-English speaking backgrounds who are still in the process of developing English language skills. The goal of the ELL program is to facilitate English language learning so that as soon as possible these students can operate independently within their general classroom at a level that reflects their age and ability. The ELL department serves identified students from Kindergarten through Grade 5.

Learning Support

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

Guidance and Counseling

TIS offers counseling services to students and families through preventative and responsive services as well as consultation. The aim of the counseling program is to enhance the development of the whole child. The counselor focuses on personal, social, emotional, and crisis counseling. The counselor conducts parent and staff in-services and liaises with the community. Any concerned party may refer students to the counselors: teachers, family members, other students, administration and self-referral. The counselor also implements and reinforces school-wide initiatives to support the social emotional growth of all students and creates a common language for discussing emotions and problem-solving via *Zones of Regulation*, *Kelso's Choices*, problem solving *STEPS*, and more.

Elementary Student Support Team

The Elementary Student Support Team (SST) is comprised of the learning support teachers, the counselor and the principal. The team meets regularly with homeroom teachers in order to review the progress and needs of individual students and to determine appropriate, available services to best support them. 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 counseling, and speech and language therapy, etc.) as needed.

A Student's Daily Life

The School Day

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

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

8:15	Starting bell
8:20 – 8:50	Period 1
8:50 – 9:35	Period 2
9:35 – 10:20	Period 3
10:20-10:40	Recess
10:40- 11:25	Period 4
11:25 – 12:10	Period 5
12:10 – 1:00	Recess/lunch
1:05 – 1:50	Period 6
1:50-2:35	Period 7
2:35 – 3:20	Period 8
3:30 – 4:30	After school activities

Wednesday Half Day Closing:

8:20 – 8:50	Period 1
8:50 – 9:35	Period 2
9:35 – 10:20	Period 3
10:20-10:40	Recess
10:40- 11:25	Period 4/Dismissal

Campus Open Times

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

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

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

Picking Up Students at School

Please remember we do not have supervision on campus for students not involved in ASA (After-School Activities) after 3:30; therefore **elementary students not registered in an ASA must be picked up at 3:20**. If you wish to play with your child on the campus after school, you are very welcome as long as you directly supervise your child. Children may not wait (3:30 to 4:30) on campus for a sibling to finish an activity unless they are either in an activity or you have arranged supervision for him/her. Your cooperation ensures a safe environment at our school!

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

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

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

Dog owners please note: please respect the fact that some of the TIS community are uncomfortable around dogs and as such, dogs on campus should be closely supervised. Please clean up after your dog as we wish to maintain a safe and healthy environment for all our community. The campus is a playground for children not a park for dogs.

Use of School Facilities

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

Recess

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

Students need to be dressed appropriately for recess. During the hot months, this involves a hat and sunscreen while during the colder months warm clothing is needed. During the wet weather please provide waterproof shoes/boots and coats.

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



Food Services

Parents are encouraged to provide healthy, nutritious snacks and lunches. Students are not allowed to bring unhealthy food such as: chocolate, chips, crisps, fizzy/soda drinks, candies, etc. These will be taken away from students.

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

Children should bring a large reusable water bottle to school every day. Their name should be clearly visible on the bottle. Drinking water is provided from fountains that deliver filtered, clean water throughout the campus. In our aim to reduce single use plastic bottles and model sustainability please refrain from using throw away water bottles.

Summer Kitchen Rules

K-2 students – After students have tried to eat **everything**, they may go to recess. They are only permitted to get second helpings if they have eaten **everything** on the menu.

3-5 students – Students must take **everything** on the menu: fruit, yoghurt or compote, soup and main course. They are only permitted to get second helpings if they have eaten **everything** on the menu.

Please, contact our cafeteria cashier Larisa Park at marina_s@tashschool.org. Payment for lunch should be made on time in the cashier's office from 8:00 a.m. – 10:00 a.m. or from 3:00 p.m. - 4:30 p.m.

Elementary Library

The elementary library is a dynamic, exciting component in the educational process for all children at all stages of their schooling where children learn to use the library properly and come to respect the knowledge it holds. The school library creates an educational and cultural environment where individuals are exposed to ideas through the use of a variety of resources in a variety of media formats.

Borrowing guidelines

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

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

Students should return these books on their next library day. If a student has not finished reading a book, they should ask the library staff to renew it. If a student does not bring a book back on time, it is considered

overdue. The student will not be able to borrow any more books until that book is returned. DVDs are available for loans only on Friday.

Kindle Program

The Library has a Kindle program. Students can request to have a new book downloaded on a Kindle Reader and borrow the Kindle Reader to read books.

Using Secondary School Library

Elementary School students are welcome to borrow books from the Secondary Library with an approval of the Library staff.

Overdue Books

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

Parents in the Library

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

Supply list

The school provides students with all the required learning materials and stationery. Students are responsible for maintaining their materials in good condition and will be charged for books, which are lost or damaged. Below is a generic supply list for elementary students.

Your child should bring these when coming to school	
	<ul style="list-style-type: none">● Re-usable water bottle (labelled)● Indoor shoes for winter● Bag big enough for homework/lunch etc.● Indoor PE shoes● Outdoor PE shoes

PE requirements

In order to participate fully and be successful it is crucial that students come prepared for class. For PE class students need to have the following on PE days (please note on your child's schedule which days he/she has PE.)

- 1. Proper clothing:** loose, flexible clothing appropriate for the weather; t-shirt and sport shorts or short leggings for hot days, long shirts/sweater and track pants or long leggings for cold days. Students should not wear jeans, jean shorts, dresses/skirts, dress pants etc. Students need to wear their PE attire to school on PE days as there isn't any time to change.
- 2. Sport shoes with laces or velcro only.** No flip flops, sandals, Crocs, slip-on shoes with no laces or velcro, chunky basketball shoes, cleats, or canvas shoes with little support. Sport shoes should be worn to school on PE days. If it is raining and your child wants to wear rain boots, then please make sure that the sport shoes are brought to school in your child's backpack.
- 3. Hat:** Many of our classes are outside. Students need to keep a hat at school at all times. The hat will also be worn during recess times throughout the day.

4. Water Bottle: Running makes you thirsty!!! Make sure the bottle is labeled with your child's name. There are water stations around campus where students can fill their bottle if it runs out.

Additional item to note:

A note from a parent is required for your child to be excused if he/she is not going to participate in PE class on a specific day due to an injury or illness. The note can be handwritten and sent in with your child or you can email us directly. Please e-mail by 8:00 am as the day then gets busy with teaching and we may not see the email before we have your child's class.

Telephones

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

If a student needs to be contacted urgently, the school can be contacted and the student in question will be found and allowed to call parents from a school landline. If a student wants to contact their parents they should do so on the school phone in the office, so we are aware this is an emergency. They should not use their phones.

Use of School Phone

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

Personal Listening Devices

The use of iPods and personal listening devices is not permitted during school hours, including recess times. Within some creative and performing arts classes exceptions may be made. These rules are in the best interests of students. Social interaction is an important part of a child's growth and it is felt that the use of personal listening devices at school greatly limits this interaction.

Toys and Pets

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

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

Lost and Found

If a student misplaces an item they should check in the lost and found or in the main school office. The lost and found is located at entrance to the school. Office staff will be happy to assist students and parents in locating missing items. Labeling items with your child's name will increase the possibility items will be returned. TIS is a secure campus and a caring, principled community. However, students are reminded that they are expected to take due care of their belongings and not leave valuable items unattended as this is inviting the potential for things to go missing.

Parties and Celebrations

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

Whole Class Birthday Parties During School Hours:

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

- **Contact the homeroom teacher at least one week before the birthday to determine the best time to hold the party.**
- As we have a full educational program, teachers can devote no more than 15 minutes to a class party. Please provide any necessary items. Example: napkins, cups, forks.
- If you wish to bring in treats, make sure there is enough for each child and it is something that is **easy to serve and clean up**. Cupcakes are often ideal for classroom parties.
- Consider celebrating your child's special day with something other than food, perhaps they could choose their favorite book to read, play a favorite game, sing songs.

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

Whole Class Birthday Parties Outside of School:

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

Smaller Birthday Parties:

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

Visitors to TIS

The school welcomes visits from alumni and family members from time to time; however, the principal must authorize all appointments and visits. Parents should contact the principal with at least three days advance notice to request permission for a visitor to accompany their child to school. Visitor's badges are required to be worn on campus. They can be picked up and returned at the main gate.

Guidelines:

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

After-School Activities

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

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 are asked to think carefully about balancing their program so that they can fully commit themselves to their academic requirements as well as experience a diverse range of ASAs. If you have any questions regarding ASA's please contact Brendan Tobin at adac@tashschool.org.

Each year a variety of different activities are offered to students. These are determined by interest and availability of sponsors to organize particular activities.

For this academic year, the trimesters are:

Trimester 1: 10 September to 30 November

Trimester 2: 8 January to 7 March

Trimester 3: 1 April to 31 May

At the beginning of each trimester, information is provided on the activities available and a signup form are sent home via email. Enrolment is completed online via google forms. After the registration period has expired, families will receive an email confirming your child's enrolment.

Every effort is made to provide students with the activity of their choice. However, because some activities are heavily subscribed this may not always happen. Students are expected to pursue a chosen activity for the full period for which it is offered.

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

Behavior during ASAs

- Students are expected to adhere to the same behavior expectations in ASAs as they do in the classroom.
- Behavior incidents will be immediately reported to Activities Coordinator, and elevated if necessary.
- Three tiered system for addressing behavior incidents:
 - First offense - Parents are notified
 - Second offense - Student is removed from activities for one week.
 - Third offense - Student is banned from activities for remainder of trimester

Performing Arts

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

Music Lessons

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

Music Tuition Fees

- Fees will be paid on a trimester basis, in advance, for 10 or 20 lessons

- Payment for lessons must be made before music lessons start
- No refunds can be given for missed lessons

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

Attendance

- Pupils are expected to attend all instrumental lessons. Lessons will not be rescheduled unless cancelled by the school.
- When a pupil is absent from the lessons there will be no refunds given for the lessons missed. Lessons will not be rescheduled.
- Where a pupil is absent due to activities such as family trips, etc., there will be no refunds given for the lessons missed. Lessons will not be rescheduled.
- In the event that a parent wishes to give notice that lessons are not to continue, no refunds will be given.

If you have any questions or need more information, please contact Sevara Yunusova. Her email address is: travel@tashschool.org

Elementary Student Council (grades 3-5)

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

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

Purpose

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

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

Procedures

At the beginning of the school year students in grades 3 through 5 who would like to join Student Council write a letter to Elementary Administration stating why they think they would serve well in Student Council. These students will take turns communicating to their homerooms as Student Council.

The main responsibility of a Student Council representative is communication – bringing issues and questions to the Student Council, taking back information and ideas to the class, and doing further investigation where appropriate. Where possible, the Student Council will also be involved in finding and helping to implement

solutions. It is expected that the Student Council members will take a lead in community service projects. Students will learn to take initiative and see themselves as agents of change. **Teachers will arrange a regular weekly time for the Student Council rep to host a class discussion.**

The Student Council meets weekly during lunchtime. Students must bring a home lunch on this day. Please contact Elementary Administration if you have any further questions regarding Student Council. Each meeting will have an agenda and minutes of the main points will be kept. These are shared on the Student Council noticeboard in the Park.

Parental Involvement

Overview

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 she/he has to do each evening and offer your help and support. Review your son/daughter's planner in an effort to understand what they are expected to do for homework.
- Provide a quiet and comfortable space and time for your child to do homework.
- Encourage your son/daughter to bring home books to read from the school library or visit the library together.
- Set aside some time for the whole family to read together or independently in English or in your native language. Take some time to discuss what you are reading.
- Encourage your son/daughter to write emails or text to family and friends.

- Communicate the importance of education and school attendance to your son/daughter.
- Arrange family holidays around the school calendar.

Stay Connected with School

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

Parent -Teacher Organization

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

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

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

Classroom Parent

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

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

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

Guardianship

In the event that a student enrolled at TIS will not be residing with his/her parent/s at any time during the school year, it is a requirement that the parent/s inform the school of this arrangement in writing in advance. This written notification of guardianship should include contact details of at least one adult who can act in loco parentis in the event of an emergency or any other situation that would normally require the school to make contact with a parent. If this information is known at the time of admission, the notification would normally be included as part of the required admission documentation.

Technology Usage Agreement

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

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

Policy Statement:

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

General

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

Privacy

- To maintain network integrity and to ensure the network is being used responsibly and appropriately, the Technology Department reserves the right to review files and network activity of 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.

Copyright

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

Internet Use & Wi-Fi

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

Use of the Wi-Fi Network Agreement

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

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

The Technology Department:

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

The User will:

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

Tashkent International School 2020-2021 Calendar

Board Approved - February 26, 2020

<p>3-7 New Staff Orientation 10-14 Teacher Work Days 17 New Student Orientation 18 First Day of Classes</p> <p>10 days of classes</p>	<p style="text-align: center;">August 2020</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p style="text-align: center;">September 2020</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												<p>1 No classes: Independence Day 21 UN International Peace Day 23 PD Half Day</p> <p>21 days of classes</p>
M	Tu	W	Th	F	Sa	Su																																																																																															
					1	2																																																																																															
3	4	5	6	7	8	9																																																																																															
10	11	12	13	14	15	16																																																																																															
17	18	19	20	21	22	23																																																																																															
24	25	26	27	28	29	30																																																																																															
31																																																																																																					
M	Tu	W	Th	F	Sa	Su																																																																																															
	1	2	3	4	5	6																																																																																															
7	8	9	10	11	12	13																																																																																															
14	15	16	17	18	19	20																																																																																															
21	22	23	24	25	26	27																																																																																															
28	29	30																																																																																																			
<p>1 No classes: Teacher's day 10 United Nations Day 19-23 No classes: Fall Break 30 End of Quarter 1</p> <p>16 days of classes</p>	<p style="text-align: center;">October 2020</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									<p style="text-align: center;">November 2020</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>2 Start of Quarter 2 26 Thanksgiving Half Day 27 No classes: Teacher In-Service</p> <p>20 days of classes</p>
M	Tu	W	Th	F	Sa	Su																																																																																															
			1	2	3	4																																																																																															
5	6	7	8	9	10	11																																																																																															
12	13	14	15	16	17	18																																																																																															
19	20	21	22	23	24	25																																																																																															
26	27	28	29	30	31																																																																																																
M	Tu	W	Th	F	Sa	Su																																																																																															
						1																																																																																															
2	3	4	5	6	7	8																																																																																															
9	10	11	12	13	14	15																																																																																															
16	17	18	19	20	21	22																																																																																															
23	24	25	26	27	28	29																																																																																															
30																																																																																																					
<p>8 No classes: Constitution Day 19-31 No classes: Winter Break 25-31 School Office Closed</p> <p>13 days of classes</p>	<p style="text-align: center;">December 2020</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											<p style="text-align: center;">January 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								<p>1 School Office Closed 1-8 No classes: Winter Break 11 Classes Resume 22 End of Semester 1 25 Start of Semester 2 27 PD Half Day</p> <p>15 days of classes</p>
M	Tu	W	Th	F	Sa	Su																																																																																															
	1	2	3	4	5	6																																																																																															
7	8	9	10	11	12	13																																																																																															
14	15	16	17	18	19	20																																																																																															
21	22	23	24	25	26	27																																																																																															
28	29	30	31																																																																																																		
M	Tu	W	Th	F	Sa	Su																																																																																															
				1	2	3																																																																																															
4	5	6	7	8	9	10																																																																																															
11	12	13	14	15	16	17																																																																																															
18	19	20	21	22	23	24																																																																																															
25	26	27	28	29	30	31																																																																																															
<p>12 No classes: Lunar new Year 24 PD Half Day</p> <p>19 days of classes</p>	<p style="text-align: center;">February 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28								<p style="text-align: center;">March 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31												<p>8 No classes: Women's Day 22-26 No classes: Spring Break</p> <p>17 days of classes</p>							
M	Tu	W	Th	F	Sa	Su																																																																																															
1	2	3	4	5	6	7																																																																																															
8	9	10	11	12	13	14																																																																																															
15	16	17	18	19	20	21																																																																																															
22	23	24	25	26	27	28																																																																																															
M	Tu	W	Th	F	Sa	Su																																																																																															
1	2	3	4	5	6	7																																																																																															
8	9	10	11	12	13	14																																																																																															
15	16	17	18	19	20	21																																																																																															
22	23	24	25	26	27	28																																																																																															
29	30	31																																																																																																			
<p>2 End of Quarter 3 5 Start of Quarter 4 28 PD Half Day</p> <p>22 days of classes</p>	<p style="text-align: center;">April 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										<p style="text-align: center;">May 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>13 No classes: Eid al Fitir 14 No classes: Teacher In-Service 26 PD Half Day</p> <p>19 days of classes</p>
M	Tu	W	Th	F	Sa	Su																																																																																															
			1	2	3	4																																																																																															
5	6	7	8	9	10	11																																																																																															
12	13	14	15	16	17	18																																																																																															
19	20	21	22	23	24	25																																																																																															
26	27	28	29	30																																																																																																	
M	Tu	W	Th	F	Sa	Su																																																																																															
					1	2																																																																																															
3	4	5	6	7	8	9																																																																																															
10	11	12	13	14	15	16																																																																																															
17	18	19	20	21	22	23																																																																																															
24	25	26	27	28	29	30																																																																																															
31																																																																																																					
<p>10 End of Semester 2 - Last Day of Classes 11 Teacher Work Day</p> <p>8 days of classes</p>	<p style="text-align: center;">June 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												<p style="text-align: center;">July 2021</p> <table border="1"> <thead> <tr> <th>M</th> <th>Tu</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	Tu	W	Th	F	Sa	Su				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									<p>1st day of Classes - Tuesday, 17 August 2021</p>
M	Tu	W	Th	F	Sa	Su																																																																																															
	1	2	3	4	5	6																																																																																															
7	8	9	10	11	12	13																																																																																															
14	15	16	17	18	19	20																																																																																															
21	22	23	24	25	26	27																																																																																															
28	29	30																																																																																																			
M	Tu	W	Th	F	Sa	Su																																																																																															
			1	2	3	4																																																																																															
5	6	7	8	9	10	11																																																																																															
12	13	14	15	16	17	18																																																																																															
19	20	21	22	23	24	25																																																																																															
26	27	28	29	30	31																																																																																																

Key

 Start/Finish of Year
 Half Day
 No Classes: In-Service
 No Classes: Holiday

PD Half Days - 6
Sep 23 Feb 24
Nov 26 Apr 28
Jan 27 May 26

PD In-Service Days - 2
Nov 27
May 14

Quarters
1st - Aug 18 - Oct 30
2nd - Nov 2 - Jan 22
3rd - Jan 25 - Apr 2
4th - Apr 5 - Jun 10

Total Teaching Days - 180
Quarter 1 - 47 days
Quarter 2 - 43 days
Quarter 3 - 43 days
Quarter 4 - 47 days