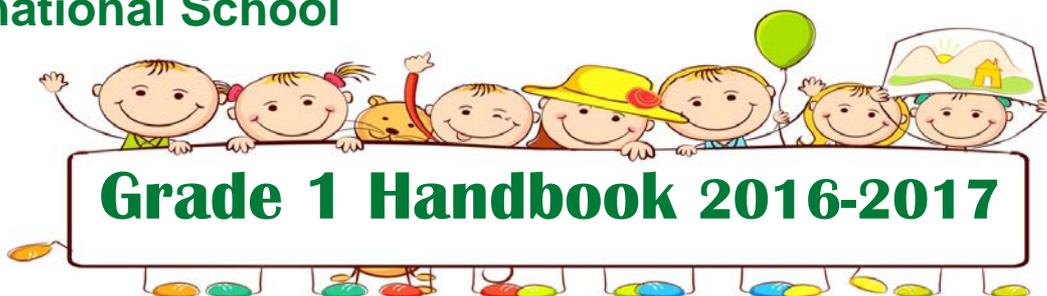


Teda International School



VISION

At Teda International School, we believe that education alone enables the individual to manifest his or her innate treasures, and enables mankind to benefit there from. Each child is acknowledged to be fundamentally a social being capable of harmonious interaction with others. We embrace the concepts that all people are worthy and deserving of respect, regardless of native origin, socio-economic status, or ethnicity. The ESLRs (Expected School-Wide Learning Results) are the foundation of our school's educational philosophy.



MISSION STATEMENT

The TIS mission is to develop global citizens within our culturally diverse community through a multifaceted program developing scholarship, leadership, character, and service to others.

In order to successfully accomplish this mission, TIS students will work to accomplish the expected school-wide learning results.



T.I.S Philosophy of Learning

TIS believes that an educational environment should promote learning, be child-centered, lead to thoughtful and discerning decision making and provide an atmosphere in which students have an opportunity to demonstrate tolerance, understanding and appreciation for that which is different and diverse. Keeping in mind that learning should be connected to real life experiences, TIS aims to provide meaningful learning experiences that encourage individual thought, creative and critical thinking, and sharing of ideas that will cause students to question and evaluate information. The family is of vital importance in the development of the child, and parents, students and teachers have a shared responsibility for a child's learning. Therefore, TIS aims to be an environment where teachers offer the stimulation, guidance and environment that will motivate students to attain academic excellence, and enable them to become responsible citizens and lifelong learners in an environment where they become constructive and healthy human beings.

Expected School-Wide Learning Results(ESLRs)

These 7 characteristics are explicitly taught and fostered in Primary classrooms as the foundation of effective learning and citizenship.

Good Character

Students will have an increased ability to demonstrate human qualities and virtues

Global Citizenship

Students will act for the good of the planet and humanity

Communication

Students will express ideas effectively and pay considerate attention to the ideas of others

Creativity

Students will demonstrate imagination to make or do something original

Critical Thinking

Students will demonstrate curiosity and a willingness to question in order to further understanding

Problem-Solving Ability

Students will investigate problems from several angles to come up with the best solution

Knowledge-Seekers

Students will be self-directed, enthusiastic and engaged learners who desire knowledge

Dragon House System

Upon entering TIS, students become part of a House community that fosters a sense of belonging and promotes positive interaction among grade levels from Pre-K through to Grade twelve.



Fire



Water



Earth



Wood



Reflecting both our host country, and the strength of our school, each House is represented by a dragon. Each dragon in turn represents one of the Four Elements, and their corresponding characteristics.

Students have the opportunity to gain merits, both individually and collectively for their House, through various activities/events held at the school. This in turn, promotes healthy competition and allows a sense of mentoring and leadership to build up between the older and the younger students.

The House system dovetails nicely into our existing Virtues and ESLR (Expected School Wide Learning Results) programs, connecting the essential criteria of performance and character.



T.I.S Primary

TIS Primary has a diverse student population. Each student brings their own set of strengths, interests, and life experience to the classroom. Our teachers are committed to developing the academic, social, emotional, and personal skills of every child and are specifically trained to differentiate instruction based on student needs and learning styles. Learning takes place in the classroom, on the sports field, performance stage, through field trips, community service and in cooperative

groups. A robust set of specialty classes and after school activities allow students to experience learning in a variety of ways and across a range of settings. The Chinese language program provides the opportunity for students to enjoy the cultural richness of the host country.



Curriculum

TIS curriculum is built on two equally important sets of standards which provide the foundation for all instruction and assessment.

1. Expected School-Wide Learning standards (ESLRs). These standards provide a dual focus on citizenship and learning skills so that each child develops the capacity to be a successful and contributing member of the TIS community.
2. Content standards. These support the TIS mission to provide quality learning for all students and to develop a level of understanding that will lead to further education. Learning programs are based on well-respected programs such as Accelerated Reader, 6 Traits Writing and Go Phonics from USA and Singapore Math. These programs work well to support our second language learners and to extend our native English learners.

Language

All K-5 students are assessed for English language competence on enrolment. This provides crucial information regarding the level of language support required by each child, both in the English Language Centre and in the classroom.

Parent involvement

Teda is a relatively small educational community and parents are a very important part of school life. The success of our programs depends on having a strong partnership with you, our families. We hope every family will volunteer and be involved in the PFA, parent liaison, clubs, sports, classroom activities, fundraising or committees. Your child needs you! We need you!

Assessment

Student reports are standards-based and designed to present a clear indication of your child's progress throughout the year. Reports are issued at the end of each term.

All parents are requested to attend a student-teacher conference at the end of Term 1 & 3. Term 2 & 4 will be a half day of interviews by request.

In addition, students from Grades 1-5 complete the Measure of Academic Progress three times per year.

Assembly

TIS Primary has a monthly assembly where we celebrate the Virtue of the Month and enjoy performances by various classes. Parents are invited to join us in the Primary Activity room. Please check the PS calendar on www.tedais.org for details.

Welcome to Grade 1

We are pleased and excited to have your child in our Grade 1 classes! Grade 1 is a big transition from kindergarten as expectations in both academics and behavior increase. It is important that we work together as partners in your child's education to ensure success this school year, and maintain open lines of communication throughout each term. We look forward to our year together. Welcome to Grade 1!

Ms. Bowler

English Language



Teacher

Mrs. Moallem

The School Day

Our school day begins with a morning routine where children get settled into the classroom and get their brains ready for learning. We have a calendar routine where days of school are tracked and calendar days and events are learned. We also practice time, spelling, numbers and phonics. At the end of our day we will receive our homework and reflect on what happened that day as well as handle any questions.

Daily Routine

Our day begins promptly at 8am when students say good-bye to their parents and enter the classroom. Grade 1 is a year where independence must begin so they will be responsible for hanging up their coat and bag, and turning in their homework for the day. Each day begins with our morning routine activities followed by other core learning in language, math, social studies and science. During our literacy time we will practice reading skills both as a whole group and in small groups. We will also work on spelling, learning to recognize patterns and exceptions. During the second half of our literacy block we work on becoming better writers. We also have specialty classes which rotate daily and finish up our day with a short homeroom time.

Grade 1 students attending after school activities will be escorted to the after school club location by the class TA or designated adult. Students who are not participating in an after school club are to be collected from outside the primary building by a supervising adult, older sibling or designated student.

The teacher and/or Primary Office must be notified if your arrangements for collecting your child after school change for a particular reason. Students will not be released to an 'undesigned' person.

Homeroom



Teacher

Ms. Bowler



Assistant

Ms. Effie
Sun, Jie



Assistant

Ms. Bella
Dong, Jian Yue

Schedule

Some minor changes throughout the year are unavoidable. Any further change to the schedule will be communicated by the classroom teacher.

Daily Timetable

Grade 1	Mon	Tues	Wed	Thurs	Fri
8:00-8:15	Preparation	Preparation	Preparation	Preparation	Preparation
Period 1 8:15-9:05	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Period 2 9:05-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
Period 3 10:15-11:00	Art	Language Arts	Language Arts	Library	Language Arts
Period 4 11:00-11:45	ICT	Chinese	Topic SS/Sc.	Language Arts	Chinese
11:45-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5 12:35-1:20	Language Arts	VIVA (every 2 wks)	Swim Term 4	Topic SS/Sc.	Art
Period 6 1:20-2:05	Chinese	Topic SS/Sc.	PE Term 1-3 Swim Term 4	Music	ICT
Period 7 2:05-2:50	Topic SS/Sc.	PE	Music	Chinese	Topic SS/Sc.
2:50-3:05	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

Homework

Homework may be set for the purpose of practice, preparation or extension. It is expected that the teacher and the family will work together to assist students in completing homework expectations as set out in the TIS Primary Homework Policy.

Grade 1 expectations are as follows

Daily 10 minute assignments (numeracy and literacy) PLUS 10-15 minutes of daily reading

Parent participation

During our school year, parents are very welcome to join us for activities including assemblies, field trips, and classroom celebrations. Students love celebrating their hard work and accomplishments with parents, and it sets a good example of the positive relationship between home and school. In Term 4, the class will attend weekly swimming lessons and we ask parents to volunteer as part of ensuring safety in and out of the water for all students. A newsletter is sent home every week and various activities are listed on the letter as to how parents can assist in their child's learning during each unit of work.

Special Events

Each year, TIS hosts several school activities to which parents are invited. These events include the annual Talent Show, End of year show, Sports Day and Children's Day. In addition, there are regular Dragon House activity days, Book Fairs and celebrations of learning. Information regarding these events will be posted in the Weekly Bulletin, as well as in the weekly classroom newsletters and on the school website.

Staying in touch with parents

It is very important that we have your up-to-date contact details. Please let us know if you change your phone number or email address. We want to keep in touch.

New parent orientation

New parent orientation sessions are held on the same day as entrance testing for new students, usually in the week before school starts. A team, including the Headmaster, Primary Principal, and returning parents will introduce you to Life at TIS. As part of the orientation, there will be a Q & A session hosted by TIS parents.

Meet the Teacher

On Meet the Teacher Night all TIS families are invited into the classroom to meet the teacher and explore the learning environment. Teachers will take the opportunity to share behavior expectations, homework information and ways that parents can support learning.

Parent Teacher interviews

Formal parent-teacher-child interviews will be held in Term 1 so that you can discuss your child's progress and next steps. In Term 3, we have Student Led Conferences when your child will share with you the many skills and concepts they have learned.

From time to time, you may wish to have a private conversation with your child's teacher or with the Primary Principal. Parents are welcome to make an interview by requesting it through the teacher or TA, or by phoning the Primary Office 66226158 ext 6505.

Open House in the Principal's Office

Regular get-togethers are scheduled for each section of the Primary School so that parents can meet in an informal setting to discuss key issues in education and learning. Topics of interest are wide-ranging and can be suggested by parents.

Classroom celebrations

Once each term, we will hold a celebration of learning to which you are invited. Information will be included in the class newsletter.

Behavior policy

At TIS, we believe that a positive learning environment enhances effective learning. Our teachers are committed to facilitating student growth. In situations where children experience ongoing challenges, collaboration between school and family is essential.

The following citizenship standards from the TIS curriculum establish our overall expectations for social behavior.

- C1. Communicate appropriately with peers and adults.
- C2. Contribute positively and creatively to the school learning community.
- C3. Appreciate and respect the diversity and unity of multicultural environments.
- C4. Demonstrate responsible behavior towards society and the environment

For further detail, please refer to the TIS Primary Behavior Procedures on www.tedais.org



Curriculum

Language Arts



Language Arts consists of reading, writing, oral language (listening & speaking skills), and visual language (viewing & presenting) and spelling. In Grade 1 our reading will focus on vocabulary, phonics, fluency, comprehension and decoding skills. To increase vocabulary, students will practice sight words and phonics skills will be reinforced. Comprehension and fluency will be encouraged through daily reading in class and small leveled reading groups. Students will be expected to read at home for 10-15 minutes per night from a book that is sent home, online or from the library. Writing skills are developed and strengthened using the 6 Traits + 1 writing model.

Term	Reading	Writing	Oral Skills	Presentation
1	Developing understanding of authors purpose	Basic sentence structure and using tenses properly	Asking questions	Using pictures to retell a story
2	Personal stories	Personal Narratives	Making predictions	Festival of Light and animal posters
3	Storytelling and poetry	Story writing	Oral re-tells	Writing mock-stories and creating new stories
4	Non-fiction	Non fiction writing	Inferencing skills	Creating poems for an audience and presenting written work

Reading program

The reading program has three main aspects. The first is the leveled reading program (Ginn and Big Cat Readers). It develops the processes, skills and behaviors of competent learners in leveled reading groups. The second is Accelerated Reader which is a more independent program and enhances personal reading using our library's vast resources. Children read books from the library and complete online comprehension quizzes at school. Parents can log onto AR Home Connect through the TIS website to keep apprised of their child's progress. The third is home reading. Each night children are required to Read at Home to increase their knowledge of a variety of literature and to enjoy reading for pleasure. Raz Kids and Starfall are two online reading resources that some teachers use and can be accessed at home.

Mathematics

In Grade 1, students begin exploring math concepts through number sense, recognition, function and problems. These concepts are expanded upon through the Math Pals program. Pupils have regular in-class lessons using manipulative and practice activities. Teaching points are reinforced with nightly homework activities. Students are also encouraged to apply their math skills to real world situations both around the school and in the community.



Term	Units of work
1	Numbers to 20, basic addition and subtraction and word problems
2	Shapes and Patterns using numbers and shapes
3	Numbers to 40 including regrouping while adding and subtracting and measurement.
4	Numbers to 100 including regrouping, division and multiplication introduction, time and money.

Science

Students in Grade 1 will explore science using practical materials and projects. Our science units will increase their ability to ask questions and seek appropriate answers through experiments and research. Students will investigate science concepts that aim to give them a higher awareness of the world around them.



Term	Units of work
1	Living and non-living things Life Cycles of plants and animals
2	Animals – (mammals, reptiles, birds, fish, amphibians and their habitats)
3	States of Matter and Energy including basic motion, and liquid, solid, gas
4	Simple machines

Social Studies

Grade 1 social studies aim is to help students understand that they are a productive member of the community and world they live in. They will increase their awareness of the world around them and how things function as a greater whole. They will learn about how people contribute to society and that there many unique places and people all on the same planet.



Term	Units of work
1	The World of Work

	<ul style="list-style-type: none"> • Rules and responsibilities • All about me 	<ul style="list-style-type: none"> • Local Community • School community
2	The world in spatial terms	Celebrations from around the globe
3	Map skills	
4	Community life from past to present	

Language Support

Learning English is important. It is the language of instruction and it is also essential for developing social connections. The English Language Centre supports students as they settle into school life, prepare to transition into mainstream classes and also after transition as they consolidate essential language skills. ELC teachers work with the mainstream teacher and the support teacher to provide the best means of developing skills in reading, writing, listening and speaking in a nurturing environment.

Speaking

Speaking is the key to developing confidence as an English language learner. In ELC classes, students develop communication skills and fluency in a safe and nurturing environment. They participate in a variety of prepared and impromptu situations while using a wide range of vocabulary and idiom appropriate to their level.



Listening



Students learn to understand and follow instructions, understand a normally paced conversation from various sources on a wide variety of topics, recognize many types of discourse and main ideas, and draw conclusions.

Reading

Students learn basic skills required to read a variety of authentic material including literary and non-literary texts at their own level. As they progress towards transition, reading broadens to include science and social studies topics. Students will access a variety of resources, including library, class and online resources. Home reading is an essential part of the program.



Writing



Students will engage in writing so they can communicate effectively and appropriately in various styles or genres with a good degree of fluency and accuracy. This includes the use of appropriate grammatical structures, cohesive devices, appropriate vocabulary, spelling and varied idioms.

Throughout the term, student progress is continually measured using a language continuum (see continuum on <http://www.tedais.org/programs/english-language-center.html>). At the end of each term, students will be assessed to evaluate progress in reading, writing, listening and speaking and to make decisions regarding transition. Parents will be informed by letter if students are being transitioned to a new class.

Art

Art is a critical aspect of primary education. Students will learn about the elements and principles of art looking at new areas and using new tools and media. They will experiment with a variety of media to discover and explore artistic concepts, to acquire skills, to gain experience and attain satisfying results while creating.

They will use a variety of lines, symmetrical and asymmetrical shapes, warm and cool colors, texture, mix a range of light and dark colors and produce two and three dimensional works.



Mr. Joey

Term	Units of work	Materials
1	DRAWING PAINTING Line, shape, color, value, texture, space PRINT MAKING Line, shape, color	pencil, colored pencil, crayons, oil pastels, markers paper, leaves, tempera paint, tempera block, palette
2	PAINTING Line, shape, color MULTICULTURAL Art & craft from other countries including China	tempera paint, water color, brush, water container, glue, glue stick, scissors
3	DRAWING PAINTING Line, shape, color, texture	sponge(shape), tempera paint, string, brush, palette
4	DRAWING MIXED MEDIA Shape, color, value, texture SCULPTURE Shape, space, form	clay, magazines, glue, scissors glue stick, box, chalk

Chinese

We believe that an important part of settling into a new country is to encourage all students to develop an appreciation for Chinese culture. The Primary School Chinese Language Program is designed to accommodate both those students who wish to study the language in depth and those who wish to develop language knowledge and skills to facilitate communication in our host country community.



Mr. Gao

At all grade levels, students gain cultural knowledge through a variety of activities such as Chinese Festival activities (New Year, Mid-festival etc.), field trips, after school clubs, songs, drama, Chinese storytelling, cultural fairs etc. Teachers use various approaches to create an experiential learning experience.



Ms. Sue Zhang

Grade 1-5 students attend Chinese languages class for four periods each week. All Grades 1 – 5 students who are fully participating in regular classes are enrolled in the Chinese Language Program. Starting from grade 1, students are divided into different groups according to the student's level of proficiency.



Ms. Li

Level 1: is designed for students with little or no previous experience in Chinese. The teaching in this level is theme based. After finishing this level, students can understand and use familiar, everyday expressions and very basic phrases. They can introduce him/her self and family members and can understand questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Greeting ➤ Classroom Language ➤ Family ➤ Numbers and times ➤ Calendar & Weather 	<ul style="list-style-type: none"> ➤ Countries and Languages ➤ Colors and Shapes ➤ Body parts and illness ➤ Clothing
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Animals ➤ Food and drinks ➤ Places ➤ Directions 	<ul style="list-style-type: none"> ➤ School subjects and supplies ➤ Feeling ➤ Transportation ➤ Hobby

Level 2: suits students who have a basic knowledge of the Chinese language. Students at this level will learn to say very simple Chinese words or sentences to fulfill the basic needs of communication. The teaching in this level is theme based. After finishing this level, students can interact with others through question and answer format; using simple sentences to communicate about personal details and interests.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Greeting ➤ Classroom Language ➤ Family ➤ Numbers and times ➤ Calendar & Weather 	<ul style="list-style-type: none"> ➤ Countries and Languages ➤ Colors and Shapes ➤ Body parts and illness ➤ Clothing
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Ask for help ➤ Animals ➤ Food and drinks ➤ Places ➤ Directions 	<ul style="list-style-type: none"> ➤ School subjects and supplies ➤ Feeling ➤ Transportation ➤ Hobby

Level 3: is an advanced program designed for fluent native and neo-native speakers. Students of level 3 can speak fluent Chinese and they focus mainly on reading and writing. After finish this level students can understand a wide range of demanding, longer texts appropriate to their age. Students can use language flexibly and effectively for social and academic purposes and can produce clear, well-structured text on a variety of subjects.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Starting to feel Chinese words ➤ Pinyin(Chinese alphabetic) 	<ul style="list-style-type: none"> ➤ School ➤ stationery ➤ Chinese characters structure ➤ Animals ➤ Body parts and sense
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Friends and action words 	<ul style="list-style-type: none"> ➤ Health

➤ China(Color, countries, flags, National day)	➤ Animal protection
➤ My country and my home	➤ Environment protection
➤ Nature of science	➤ Weather
➤ School life and learning habit	➤ Numbers and measure words
➤ Love sports	➤ Merit and virtue
	➤ Daily routine

Music

During Music in Grade 1 students participate in a wide variety of musical experiences to develop each child’s innate musical intelligence and to give them a strong foundation for life-long involvement in and appreciation for music. The musical elements of rhythm, melody and harmony are reviewed cyclically and at progressively more complex levels throughout the primary music curriculum. Music literacy is our goal leading to each student’s ability to play (application of knowledge), create and perform music.



Mrs. Firebaugh

Term	Units of work	
1	Listening & Critical Thinking; Music Literacy; Apply music knowledge to music making (read, play);	Music Literature (Listen and analyze music from a variety of cultures and historical periods and within them the elements of music such as rhythm, melody, harmony, color and form); Elements of Melody and Rhythm, workbook and computer review Orff and classroom Instruments;
2	Music Literacy; Apply music knowledge to music making (listen, read, play);	Elements of Melody and Rhythm (cont.); Keyboard;
3	Listening & Critical Thinking; Music Literacy; Apply music knowledge to music making (read, play, create);	Music Literature (as Term 1); Rhythmic Mapping and Composition; Orff and classroom Instruments;
4	Music Literacy; Practice and Perform; Apply music knowledge to music making (listen, read, play, create)	Complete workbook and computer review; End of Year Show preparation; Keyboard

Information Technology

In grade 1, students will begin with drawing illustrations and advance to more sophisticated projects later in the year as they get confident with their typing skills and independent with handling files. In addition they will also use online educational resources to compliment their learning of core subjects. They will present and share their work using different applications which incorporates text and graphics. The students are assessed continuously throughout each term; there is no formal assessment at this level.



TBA

In addition to learning to use the applications each week 20 minutes are dedicated to learning and improving typing skills. Another 20 minutes are solely focused for practicing their math skills using IXL an online program.

Term	Units of work	Connection to core subject areas
1	The focus this term will on using the drawing tools and graphics along with learning to manage files.	Social studies:- community and places in a community Art:- shapes and colors
2	Students will continue to use drawing programs along with learning to organize text and images in tables. They will look for images and insert them in the table. Students will apply their typing skills to type names and words.	Science:- Animal Kingdom Social Studies:- maps and globes
3	In term 3 students will make posters with images and text. They will also learn to use a variety of tools in text n graphics to present their posters.	Chinese:- Chinese Zodiac Science:- state of matter Social studies:- world of works
4	Students will learn to use a database to collect information for a short research project. They will learn note taking and extract useful information.	Science:- earth day, water cycle Social studies:- inventions

PE

The PE program is focused on motivating students to achieve physical confidence and competence through a wide variety of developmentally appropriate activities. Students learn specific skills related to fitness, rhythm and dance, gymnastics, and elementary games. They also learn a wide variety of locomotion and manipulative skills such as: skipping, galloping, jumping, throwing, kicking, hopping, running, catching, climbing, and overall balance.

During the summer months, each grade level completes 1 Term of swimming lessons. As skills develop, the children are able to join the TIS swim club.

The primary program also aims to equip students with necessary lifelong learning skills, such as good sports habits and sportsmanship through yearly tournaments in soccer, cross-country, badminton, swimming, and table tennis.



Ms. Yuan Yuan



TBA

Library

All primary students have a scheduled visit to the library once a week to learn information skills and to borrow from the wide range of reading materials. Students are welcome to visit the library at other times, recess, or after school to enjoy a 'wealth of words'.



Ms. Amber

Student Support Services

Student Support Panel

All students struggle a little at times, especially when they move to a new school. They may feel seriously challenged by a particular part of their studies, or struggle with being away from their home country. Most problems of this nature are solved within the classroom and your child's teacher will be your point of reference.

When a student continues to struggle, the classroom teacher, principal and guidance counselor will work together to create a positive outcome with the student. In these situations, you will be a part of the process as we work together to help solve the problem.



**Support Teacher
Mr. Guillot**

Counseling

The school's Guidance Counselor is available to counsel students on school or personal issues. The Counselor works with administration, faculty, and parents to assist in maintaining the physical, emotional, and social well being of our students. The counselor assists students in defining goals; and directs programs that help students develop values, conflict resolution strategies, social skills, and needed study habits.



**Counselor
Ms. Su Jin**

Health Focus-VIVA-Virtues in Action

The Guidance Counselor and Support Teacher come to the classroom once a month to share activities and talk about issues that impact student well-being and development. The students learn in practical ways how to be a good friend in an international school environment.

Learning Support

The classroom teacher is available in their classrooms one afternoon per week until 4:00pm to provide academic assistance to students in need of extra help. This is not a homework club. The teacher will contact you if your child needs to attend these sessions so that alternative transportation arrangements can be made if necessary. Academic assistance takes priority over other after-school activities and we would appreciate your support were such a request be made.

Grade 1 Support – please refer to club schedule

Additional English Language Support

Many non-native English families find their children benefit from having a home tutor for English language. There are a number of TA's from our school who provide this service. There are also some High Students from time to time who are available. Information regarding tutoring is available in the Primary Office.

Please encourage your tutor to connect with the classroom teacher. This will increase the benefit to your child.

Uniform

Uniforms are available at the Corner Store (in the cafeteria). Price information will be on the website before school starts. Up to date prices are on display in the Corner Store.

For further information regarding Primary School Policies and Procedures, please refer to the TIS Primary School Handbook 2016-2017 on www.tedais.org .