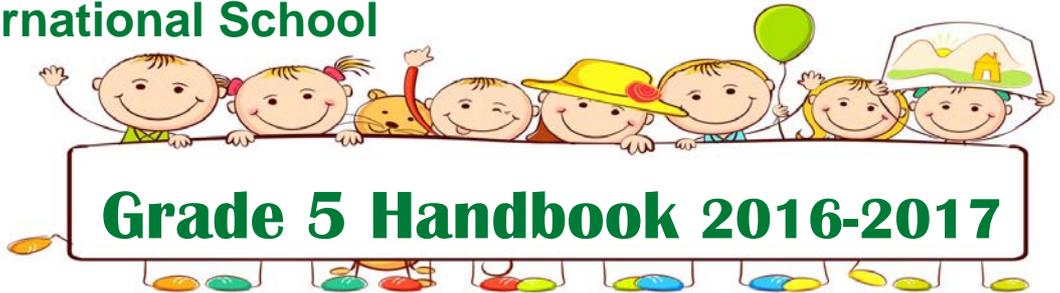


# Teda International School



## 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.

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.



Fire



Water



Earth



Wood



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](http://www.tedais.org) for details.

# Welcome to Grade 5

As your child's homeroom teacher, I am the first point of contact for the social, emotional and academic needs of your child. Please do not hesitate to contact me either via your child's homework journal or in conversation. I welcome your ongoing input as we work together!

Mr. Firebaugh

## Homeroom



**Teacher**

Mr. Firebaugh

## The School Day

Each day begins and ends with a short Homeroom period. During the morning homeroom, attendance is taken, general class announcements made and children prepare for the morning's activities. Communications from home to school will be noted at this time. The afternoon homeroom ensures that students are well prepared with any homework requirements and communications from the teacher.

## Daily Routine

The day begins at 8:00am. When children enter the classroom, they are responsible for unpacking their bags, handing in homework and completing their classroom duties. In this way, we maximize learning in the core skills. At mid-morning, the children are given the opportunity to have a small snack and an outside break. Children are asked to bring a healthy snack every day, such as fruits. At lunchtime, children may bring their own lunches or choose to eat food purchased in the cafeteria.

Grade 5 students attending after school activities go together in a group to their club; this is part of their transition to independence. Students who are not participating in an after school club are to leave the school campus in a timely manner unless they are being directly supervised by a parent or designated adult.

TIS will require parents of Grade 5 students to give signed permission if they wish for their child to return home independently after school.

## English Language



**Team Teacher**

Ms. Montealegre



**Assistant**

Ms. Andy  
Zou, Yuan



**Assistant**

Ms. Christy  
Lv, Xin

## Schedule

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

### Daily Timetable

	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	Chinese
9:55-10:15	Recess	Recess	Recess	Recess	Recess
Period 3 10:15-11:00	Language Arts	Language Arts	Library	Swim Term 1	Language Arts
Period 4 11:00-11:45	VIVA (every 2 wks)	Art	Art	Swim Term 1 PE Term 2-4	Language Arts
11:45-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5 12:35-1:20	Topic SS/Sc.	Music	Language Arts	Language Arts	Topic SS/Sc.
Period 6 1:20-2:05	PE	Chinese	ICT	Chinese	Music
Period 7 2:05-2:50	Chinese	Topic SS/Sc.	Topic SS/Sc.	ICT	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 5 expectations are as follows

*Five 30 minute assignments per week (numeracy, literacy, spelling, occasional other subjects)  
PLUS 20 minutes of daily reading*

## Parent participation

During the year, Grade 5 will present several assemblies and parents are welcome to attend. Grade 5 will also go on several field trips and parents, and may be requested to assist with these outings. In Term 1, 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 once a fortnight 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 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](http://www.tedais.org)



# Curriculum

## Language Arts

Language Arts consists of reading, writing, oral language (listening & speaking skills), and visual language (viewing & presenting). Writing skills are developed and strengthened the 6 Traits + 1 writing model.



using

Term	Reading	Writing	Oral Skills
1	Understanding visualizations, Genre, making connections	Descriptive writing, figurative language	Asking questions
2	Synthesis, inferences, context clues	Personal Narrative	Group work: sharing, respecting and responding
3	Summarizing, Literature circles	Poetry, Opinions/letters	Reading poetry out loud showing dramatic flair
4	Literature circles	Variety and review of genres, essay writing, and note-taking	Speech skills

## 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.

## Mathematics

In Grade 5, children explore, discover and investigate mathematical concepts through hands on activities and compare their finding to real life situations. Through small and large group activities, as well as independent work, children are encouraged to take risks, challenge themselves and to set future goals.

Term	Units of work
1	Whole Numbers
2	Fractions
3	Decimals/Percentages/Averages/Ratio
4	Geometry: Angles, Triangles

## Science

In Grade 5, students are encouraged to develop good scientific habits. They are expected to observe, question, collect data in reliable ways, formulate predictions and test their answers against other data and with teachers.

Term	Units of work
1	Forces that shape Earth's surface
2	Structure of matter; Changes of state
3	Forces which act on structures; Types of energy; Types of waves
4	Exploring Space; Structure and Function of Plants; Heredity

## Social Studies

Through these units, students are able to devise their own personal questions and inquire into the areas of interest to them, in relation to geography, world citizenship, economics, resources, and social organization.

Term	Units of work
1	Yellow River Valley
2	Indus River Valley
3	Tigris and Euphrates River Valley
4	Nile River Valley

## 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 expanding on previous knowledge using exciting 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.



Mr. Joey

They will use lines for movement and depth, symmetrical and asymmetrical shapes and forms, complementary colors, positive and negative shapes, textures with a variety of tools & materials and produce two and three dimensional works.

Term	Units of work	Materials
1	<b>DRAWING</b> <b>PAINTING</b> Line, shape, color value, texture <b>PRINT MAKING</b> Line, shape, color	marker pen, pencil, colored pencil, crayons, paper, tempera block, palette
2	<b>PAINTING</b> Lines, shape, color, space <b>MULTICULTURAL</b> Art & craft from other countries including China	tempera paint, brush, water container, newspaper, glue, glue stick, scissors, boxes, tempera block
3	<b>DRAWING</b> <b>PAINTING</b> Line, shape, color, texture	printing ink, fabric, glue, roller, paper, pencil, water container, palette
4	<b>DRAWING</b> <b>MIXED MEDIA</b> Shape, color, value, texture <b>SCULPTURE</b> Shape, space, form	found objects, glue, paint, scotch tape, masking tape, paper, newspaper, glue stick, tooth picks, scissors, card paper

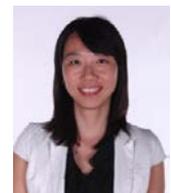
## Chinese

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.



Ms. Cathy

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. Eva

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 grade1, students are divided into different groups according to the student’s level of proficiency.



Ms. Zhang

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

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

**Level 3:** is designed for those students who have studied Chinese oral and written language for more than three years. It is an advanced program for neo-native Chinese speakers. After finish this level, students can understand the main ideas of age appropriate texts on a particular topic. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Students can produce clear, detailed text on a range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>➤ Environment Protection</li> <li>➤ Animals protection</li> <li>➤ Legend of Chinese food</li> <li>➤ Chinese culture and festival</li> <li>➤ Science</li> <li>➤ Merit and virtue</li> </ul>	<ul style="list-style-type: none"> <li>➤ Famous person in Chinese history</li> <li>➤ Chinese history and Geography</li> <li>➤ Merit and virtue</li> </ul>
<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>➤ Merit and virtue</li> <li>➤ Occupation</li> <li>➤ Animal protection</li> <li>➤ Science</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chinese history Story</li> <li>➤ Merit and virtue</li> <li>➤ Respect different culture</li> <li>➤ Cultural events and Chinese festival</li> <li>➤ Charity</li> <li>➤ Structure of Chinese characters</li> <li>➤ Use dictionary</li> <li>➤ Idiom</li> </ul>

**Level 4:** is an advanced program designed for fluent native and neo-native speakers. Students of level 4 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.

<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>➤ Merit and virtue</li> <li>➤ Legend</li> </ul>	<ul style="list-style-type: none"> <li>➤ Science</li> <li>➤ Community life</li> </ul>
<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>➤ Merit and virtue</li> </ul>	<ul style="list-style-type: none"> <li>➤ Merit and virtue</li> </ul>

## Music

In Grade 5 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.



Mrs. Firebaugh

Term	Units of work	
1	Listening and Critical Thinking; Music Literacy; Apply knowledge to music making;	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); Rhythmic and Melodic Concepts and Elements; Guitar;
2	Music Literacy; Apply knowledge to music making (read, practice, play);	Elements of Rhythm and Melody; Computer music theory review; Keyboard;
3	Listening and Critical Thinking; Music Literacy; Apply knowledge to music making;	Music Literature (as Term 1); Rhythmic Mapping and Composition/More Concepts and Elements; Guitar;
4	Music Literacy; Practice and Perform; Apply knowledge to music making (read, practice, play)	Complete workbook; computer review End of Year Show preparation; Keyboard

## Information Technology

In grade 5 students will continue to use online resources along with books for detailed research. They will learn and follow the rules of using these resources responsibly. They will present and share their work using different applications which incorporates multiple media. They will use blogs to post their thoughts/reflection on particular topic. They will also open an email account and use emails to communicate with friends and reply.

In addition to learning to use applications each week 20 minutes are dedicated to learning and improving typing skills. This will further help them to accomplish their typing tasks with a better accuracy and a greater WPM. There is a formal assessment towards the end of each term to assess the skills they have learned.



TBA

Term	Units of work	Connection to core subject areas
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1	Introduce blogs and email. Blog on different topics and comment on others blogs. Open an email account send and respond to emails.	Blog topics:- science, language arts, social studies, math etc
2	In term 2 the students will do research on a variety of topics, publish their research reports through posters or make slide shows.	Social studies:- ancient Chinese invention, festival of lights, river valley civilization, calendars etc
3	In term 3 the students create illustrations for their stories/plays and them. Hey will also create posters and make animation	Science:- Forces acting on structures and mechanisms Social studies:- Ancient Egypt Language arts;- stories/ plays
4	In term 4 the students will be doing research, making graphs, publishing posters, booklets for their 'World Citizen ship Fair'	Social studies:- 'World Citizen ship Fair'

## 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 or 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.



Support Teacher  
Mr. Guillot

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.

### ***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 5 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](http://www.tedais.org).