

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 Kindergarten! 😊

We are truly looking forward to getting to know you and your child. Aware that children learn best in a classroom atmosphere where they can both engage in hands-on exploration as well as interact in a variety of social situations with their peers, I am confident that your child will have many wonderful learning opportunities in our kindergarten classroom this year!

Within any class, children are functioning at different levels and have unique strengths and abilities. A range of activities will be provided in the classroom in an effort to accommodate, as well as to challenge, each individual child. Please keep this in mind as students adjust to new classmates and subject matter throughout the remainder of the school year.

The support of parents is very important for students. There are many times during the school year when parents and other family members will have the opportunity to volunteer in our classroom and/or school. Showing an active interest and taking part in your children's learning at school boosts their confidence and makes them feel empowered to strive for the achievement of academic excellence. Please consider volunteering during these times – your help is always much appreciated!

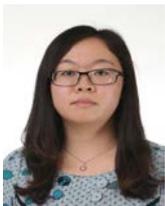
Ms. Lawson and Ms. Jennifer

KL Homeroom



Teacher

Ms. Lawson



Assistant

Ms. Catherine
Si, Qi

English Language



Teacher

Mrs. Moallem

The School Day

Daily Routine: The school day begins at 8:00am, at which time students say goodbye to parents and enter the classroom with teachers and TAs to start our school day. When students enter the classroom they are responsible for independently unpacking their bags, handing in homework, and completing their classroom duties. At mid-morning students eat snack (please send a healthy snack to school with your child each day – no candy please!) and play outside at recess. At lunch time, children may bring their own lunches or choose to eat food purchased in the cafeteria using a pre-paid lunch card. Students then have another recess, followed by afternoon classes and after school activities.

Homeroom: Each day begins and ends with a short homeroom period. During this morning homeroom attendance is taken and students prepare for the morning's activities. The afternoon homeroom is a time for us to review and reflect on our learning that day, collect homework bags and other materials.

KJ Homeroom



Teacher

Ms. Jennifer



Assistant

Ms. Sally
Zhang, Li



Assistant

Ms. Effie

Schedule

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

Daily Timetable

| KL | 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 | Language Arts | Art | VIVA (every 2 wks) | Language Arts | Music |
| Period 4 11:00-11:45 | PE | Language Arts | Chinese | Library | Art |
| 11:45-12:35 | Lunch | Lunch | Lunch | Lunch | Lunch |
| Period 5 12:35-1:20 | ICT | Dance | Music | Swim Term 4 | Chinese |
| Period 6 1:20-2:05 | Dance | Chinese | Language Arts | PE Term 1-3 Swim Term 4 | Language Arts |
| Period 7 2:05-2:50 | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. |
| 2:50-3:05 | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |

| KJ | 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 | Language Arts | Library | ICT | Language Arts | VIVA (every 2 wks) |
| Period 4 11:00-11:45 | PE | Music | Chinese | Dance | Music |
| 11:45-12:35 | Lunch | Lunch | Lunch | Lunch | Lunch |
| Period 5 12:35-1:20 | Dance | Language Arts | Art | Swim Term 4 | Chinese |
| Period 6 1:20-2:05 | Art | Chinese | Language Arts | PE Term 1-3 Swim Term 4 | Language Arts |
| Period 7 2:05-2:50 | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. | Topic SS/Sc. |
| 2:50-3:05 | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |

After School Routine

K students who sign up for after school clubs are escorted to the club's location by the class TA or another designated TIS staff member, as are students who ride the school bus home. K students who are being picked up right after school are then dismissed from class when parents arrive in order to ensure that they are safely picked up from school by a trusted adult. This is also the most effective way for us to ensure that all students are picked up safely. Parents are welcome at this point to view student work, look for lost items, etc. Thank you for your help in establishing this after school routine for your child.

Homework bags

Homework is sent home at the beginning of every week, and should be returned to school by Friday of the same week. There is usually an average of one homework activity per night throughout the week. Students should also be practicing their spelling words and phonics sounds regularly, as well as reading with their parents or other family members every night (in English and/or mother tongue) and completing reading log entries. On weekends, we would like students to take the time to relax and spend time with their families.

K Newsletter

At the end of every school week, a Kindergarten newsletter will be sent home to keep you informed about what is happening in our classroom and wider school community. Please read these newsletters each week, and take note of special events and reminders.

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.

Performances

Kindergarten students perform at assemblies throughout the school year with both the classroom teacher as well as with specialty teachers. Upcoming performances will be announced.

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 via your child's homework journal 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.

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

Scope and Sequence



| | |
|--------|---|
| Term 1 | <ul style="list-style-type: none">• Letter recognition• Beginning to identify phonetic sounds |
| Term 2 | <ul style="list-style-type: none">• Sight word recognition• Story retell• Making lists |
| Term 3 | <ul style="list-style-type: none">• Story sequencing• Reading patterned and simple texts• Writing simple messages using knowledge of phonetic sounds |
| Term 4 | <ul style="list-style-type: none">• Reading patterned and simple texts• Story writing – picture planning• Using spelling approximations to form sentences |

Language Arts consists of reading, writing, oral language skills (receptive and expressive), and presentation skills.

| | |
|-------------------------------------|---|
| Reading | <ul style="list-style-type: none">• Letter recognition (alphabet, recognizing upper- and lower-case letters)• Phonemic awareness• Recognizing basic sight words• Reading patterned and simple texts |
| Writing | <ul style="list-style-type: none">• Demonstrating awareness that writing can convey messages or ideas• Developing fine motor skills and basic conventions of writing• Writing simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words• Attempting to sound out letters and use spelling approximations in writing |
| Oral Language & Presentation Skills | <ul style="list-style-type: none">• Participating in class activities by speaking, listening, and engaging in real-life conversations in English• Asking questions for a variety of purposes• Describing personal experiences• Orally and visually retelling simple events and familiar stories in proper sequence |

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. Each night, children should be reading in both English and mother tongue.

Mathematics

In Kindergarten, children explore, discover, and investigate mathematical concepts through a variety of hands-on and other activities.



Scope and Sequence

| | |
|--------|--|
| Term 1 | <ul style="list-style-type: none"> • Sorting and Classifying • Patterns • Numbers 0-10 |
| Term 2 | <ul style="list-style-type: none"> • Numbers 0-20 • Flat shapes • Calendars and Clocks |
| Term 3 | <ul style="list-style-type: none"> • Addition Concepts • Subtraction Concepts • Geometry – 3D shapes/symmetry |
| Term 4 | <ul style="list-style-type: none"> • Greater numbers • Measurement • Money |

Topic (Science and Social Studies)

In Kindergarten, students are encouraged to make observations, ask questions, formulate predictions, and find answers and to focus on understanding the diversity in individuals, families, schools, and the wider community. Emphasis is also placed on learning to demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities. Students are encouraged to develop their problem-solving skills in a variety of social contexts in the kindergarten classroom. To make this more fun and interesting for students, Science and Social Studies will be combined to form Topics session.



Scope and Sequence

| | |
|--------|--|
| Term 1 | <ul style="list-style-type: none"> • Our community – all about me • Five senses |
| Term 2 | <ul style="list-style-type: none"> • Living in the past • Animals and Habitats |
| Term 3 | <ul style="list-style-type: none"> • Working together – people who help us • Things that move |
| Term 4 | <ul style="list-style-type: none"> • Weather/Seasons – Earth’s materials • Plants and minibeasts |



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. They will experiment with a variety of media to discover and explore artistic concepts and to acquire skills, to gain experience and attain results while creating.

They will use a variety of lines, shapes, symmetry and balance, warm and cool colours, texture, tone, tint and shade along with two and three dimensional works.



Mr. Joey

| Term | Units of work | Material |
|-------------|--|---|
| 1 | DRAWING PAINTING-INTRODUCTION | pencil, colored pencil, crayons, oil pastels, markers, colored paper, scissors, pressed leaves, tempera paint, tempera block, palette |
| 2 | PAINTING Line, shape, color, texture MULTICULTURAL Art & craft from other countries including China | tempera paint, water color, brush, water container, glue, glue stick, paper, scissors, palette |
| 3 | DRAWING PAINT MAKING STAMPING | sponge(shape), tempera paint, leaf, hand, string, brush |
| 4 | DRAWING PAINTING MIXED MIDEA Shape, color, texture SCULPTURE-MODELS, 3D CLAY, TOYS Shape, space, form | clay, magazines, glue, scissors, glue stick, spray bottle , food coloring, chalk, moving toys, temper paint, palette |

Chinese

At TIS, we believe that an important part of settling into this new environment is to help our 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

In Kindergarten students are offered a general language experience program for three 45-minute periods each week.



Ms. Li

Music

During Music in Kindergarten, students follow a year-long curriculum called “Classroom Music for Little Mozarts.” A sequentially developed story with stuffed animal characters (Mozart Mouse, Beethoven Bear, etc) unfolds from lesson to lesson and introduces the musical concepts of each lesson in a fun and enjoyable way. Concepts are reviewed through coloring activities at the end of each unit.



Mrs. Firebaugh

| Term | Units of work | |
|------|--|--|
| 1 | Elements of music Movement Singing Percussion | Loud/soft, slow/fast, high/low etc Following and keeping the beat Folk tunes Playing rhythmic patterns |
| 2 | Elements of music and movement Singing Theory Percussion Performance | Hand signals Folk songs Ostinato Learning note values and reading patterns Learning to share |
| 3 | Elements of music and movement Singing Theory Percussion | Listening Folk Songs Form Playing extended rhythmic phrases |
| 4 | Elements of music and movement Singing Theory Percussion Performance | Opera and dance Solo (Soprano- Bass) Treble, Bass clefs and music staff Create rhythmic patterns Sharing with family and friends |

Information Technology

In Kindergarten the students use online resources which help them to review and revisit their learning across different core subjects. They will understand the purpose of the online activity and how to navigate through different parts of the activity. Although the students are assessed continuously throughout each term, there is no formal assessment at this level.



TBA

In addition to using online resources they will also explore applications for drawing and gradually step into typing through typing games. Last but not least the students will enjoy seasonal themes and celebrations with either drawing or online resource.

| Term | Units of work | Connection to core subject areas |
|------|---|---|
| 1 | In term 1 student's will be introduced to using mouse and will be accessing online resources which will help them gain confidence in using the mouse for different purpose. | Language art:- listen to stories, alphabet sounds and animal names. Math:- Sorting and classifying Patterns Art:- Coloring pictures and learning color names Health:- Friendliness and cleanliness |
| 2 | In term 2 students will continue to use mouse and will be introduced to using keyboard to type their names. | Language arts: letter sounds, words, rhyming. Math: Numbers, calendar and clocks Science:- animals and their habitat, interactive activities |

| | | |
|---|--|--|
| 3 | In term 3 students will explore more drawing and coloring tools while working on their science and math topics. | Language arts: Sight words, stories, Science: weather, matter, Math: measurement, money, |
| 4 | Term 4 students will continue to work on their language and math concepts with online resources and explore some typing games. | Math: addition, subtraction, skip counting, shapes etc Language arts: consonant blends, sight words, making lists Science: sounds and senses |

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.



Ms. Yuan Yuan

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.



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.



**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.

K 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 .