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IXTISOSLASHTIRILGAN
MAKTABLARNI RIVOJLANТИRISH AGENTLIGI

“ТАСДИҚЛАЙМАН”

Ўзбекистон Республикаси

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Presidential School Constitution

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Presidential School Constitution

**Training future leaders of the nation,
competitive in the world market.**

1. Vision and mission of Presidential Schools

Vision

Our vision is to prepare the next generation of Leaders ready to actively and positively contribute to the development of Uzbekistan by creating the country's most effective schools' network that is highly regarded as excellent student achievement and well-rounded education.

Mission

To enhance the educational experience for gifted students by providing them with educational opportunities to meet their maximum potential and become responsible and active citizens and lifelong learners by fostering creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing global society.

2. Presidential School Student Profile

- Love their country/ Caring/ Active citizens
- Knowledgeable
- Responsible
- Risk takers
- Strong leaders of themselves and others
- Open-minded
- Honest
- Communicators
- Balanced
- Thinkers

Presidential Schools Learner Attributes

The aim of the Presidential Schools programme is to develop future leaders of the nation, competitive in the world market and serving their country in the areas of science, economics, politics, technology, ecology and others.

- Love their country/ Caring/Active citizens

I show empathy, compassion and respect towards the needs and feelings of others. I have personal commitments to service, and act to make a positive difference to the lives of others and to the environment. I readily take part in the development of society, economics, politics, technology, ecology and other spheres of Uzbekistan.

- Knowledgeable

I explore concepts, ideas and issues that have local and global significance. In so doing, I acquire in-depth knowledge and develop understanding across the broad range of disciplines.

- Responsible

I take responsibility for my own actions and the consequences that accompany them.

- Risk takers

I have confidence to try new things. I stand up for the things I believe in. I take risks to implement my ideas.

- Strong leaders of themselves and others

I am able to assess and understand my strengths and limitations in order to support my learning and personal development, I lead others by setting direction and building an inspiring vision to create something new.

- Open-minded

I understand and appreciate my own culture and personal histories, and I have respect for others' perspectives, values and attitudes. I seek and evaluate a range of points of view, and I am willing to grow from the experience.

- Honest

I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

- Communicators

I understand and express ideas and information confidently and creatively and in a variety of modes of communication. I communicate my emotions in a way that others understand. I am willing to work in collaboration with others.

- Balanced

I develop myself in mind, body and spirit and understand the importance of emotional balance to achieve personal well-being to myself and others.

- Thinkers

I apply critical and creative thinking skills to recognise and solve both familiar and unfamiliar problems, and make reasoned ethical decisions. I use my imagination to generate ideas, and questions, experiment with alternatives and evaluate my own and others' ideas.

3. Network of Presidential Schools

Presidential School project is a network of schools located in all regions of Uzbekistan. All schools are designed and equipped identically with limited number of students. Modern IT equipment allows foreign and local teachers make good use of online resources for presentations and discussions.

The Agency for Presidential, creative and specialized schools under the Cabinet of Ministers of the Republic of Uzbekistan., which is the Head Department of the schools is located in Tashkent. Centralized management from the Agency allows significantly improve the efficiency and education performance of the managed schools.

Structure of the Schools

Presidential Schools is an educational network of schools in 14 regions of Uzbekistan. The curriculum of the schools is accredited by Cambridge Assessment International Education (a division of Cambridge University, UK). Currently, 4 Presidential School campuses operate in Uzbekistan.

Presidential schools admit students of both genders and create an educational environment where boys and girls receive opportunities together. Presidential School curriculum is designed for students from grade 5 to grade 11. Education for STEAM subjects is conducted in English, Uzbek arts and culture subjects are taught in Uzbek. Each class is limited to maximum 12 students in order to suit individual learning needs. Limited size also allows teachers, directors and administrators to know each student and their family and to maintain regular, highly-personalised and proactive communication between school and home.

The school prepares graduates with a state diploma and Cambridge IGCSE and Cambridge International AS & A Level qualifications, which allow students enter the best universities in the USA, Great Britain, Australia, Canada and other countries.

The school has faculty and international experts from a variety of counties, including the UK, Canada, South Africa and the USA, as well as local professionals. The campus is equipped with the latest technology and has everything necessary for the development of a modern student - a football field with artificial turf, a library equipped with modern books, study guides and scientific journals, spaces for creativity and leisure and research scientific laboratories. Each class is equipped with modern ergonomic furniture and modern IT equipment.

4. Student Life at Presidential Schools

Presidential Schools network provides an environment that encourages students to build friendships, learn responsibility and work hard in a safe, secure environment. Whether we are singing, acting, competing or learning, we are doing so in a unique way to create an education that defines a lifetime.

Presidential Schools pride themselves on a rigorous academic schedule, through a curriculum that is designed to meet the needs of the students as they become mature, independent workers and thinkers. Students are expected to be personally responsible in a framework that allows for intellectual curiosity and the development of positive moral and social values.

In addition to providing a solid academic environment, we believe that physical activity is an integral part of education. At the Presidential Schools, students are encouraged to try new things and to find their own opportunities to shine. With our Extra-curricular activities program (clubs, athletics and fine arts), students can grow and mature in their areas of interests. The school's dedicated staff forms close bonds with our student body and the upper school students are able to form valuable relationships with our younger students through mentoring and buddy programs. Academics combined with the positive social, athletic and aesthetic experiences provide a nurturing atmosphere for the whole student.

Students in the Upper School learn to become self-sufficient, not just in their Academics, Creative Arts and Athletics choices, but also in life skills. A student government is formed by student votes and lead by a President. Student government is the voice of the student body, and those voices are heard and valued on a wide-range of issues.

With experienced, dedicated and nurturing staff members to make being at this school a rewarding experience for every student. Students are nurtured and developed both academically and socially, to ensure their readiness for the future. Presidential Schools teachers blend small-group instruction and technology in creative ways to personalize learning and keep children encouraged, engaged, and continuously learning. Students and staff come together regularly to celebrate student accomplishments and talk about school happenings. It's a fun and meaningful way to build a stronger school community while we reinforce character values.

5. Residential Program

The Presidential School distinguishes its residential program with five-day boarding. 168 school students live on campus five days a week and return home on the weekend to promote continuity with home and family. The school is an educational institution with round-the-clock training created in order to educate children, to develop their independent life skills and the full disclosure of creative abilities. Presidential School maintains a balance of 100% boarding students. The management of the school believes that boarding students benefit from the atmosphere of a close-knit community school.

Life as a resident student at Presidential School promises both challenges and rewards. Students learn to balance personal wishes and rights with those of others, thus discovering how to get along with a diverse group of people in order to create a united and enthusiastic community. Each resident student contributes to the morale of his or her hall by managing cooperatively and promptly the details of school routine, through a habitually polite manner toward everyone, and by becoming actively and constructively involved in the life of our school. Although the School aims to respect its students' rights to make individual, value based choices about reading/viewing material, the School must maintain certain standards of propriety and decency consistent with its mission. No flag or

banner of any kind may be used as a window covering, nor may students leave personal items on outdoor windowsills. Hall parents, Proctors and House Captains who supervise each floor of the dormitory will help students create a positive spirit for their halls. Students should seek the advice of these leaders when questions about this Handbook arise.

Houses At School

The Presidential School is divided into four subunits called "houses" and each house consists of 42 pupils. Each pupil is allocated to one house at the moment of enrollment. Houses compete with one another at sports and in other ways, thus providing a focus for group loyalty.

Each house is identified by its own name, symbol, logo, and colors. One of the main purposes of the house system is to provide care to the pupils. With parents absent, children are likely to depend on the school to look after their basic physical, social and emotional needs.

One notable feature of the house system is the appointment of House Captains (prefects), who exercise limited authority within the house and assist in the organization of the house. (Refer to Student Leadership Policy Section 7.4 page 4 - about duties and role of House Captains, then Section 10.3 page 6 – about how to elect or appoint a House Captain).

Schedule Of The Day

Presidential School's pupils adhere to a structured schedule. A typical day of a Presidential School pupil looks like:

- 6:30 AM – Morning Exercise in the Sports Hall
- 7:00 AM - Breakfast in the Dining Hall
- 8:00 AM – Morning Gathering
- 8:30 AM -3:20 PM - Main Courses
- 10:55 AM -11:15 AM- Second Breakfast in the Dining Hall
- 12:50 AM -1:45 PM- Lunch in the Dining Hall
- 3:20 PM - 3:55 PM - Free time to have rest
- 3:55 PM - 4:15 PM- Snack
- 4:15 PM - 6:00 PM - Athletic practice and after school extra-curricular activities.
- 6:00 PM - 7:00 PM- Free time to work on homework, hang out with friends, outdoor activities, etc.
- 7:00 PM - 8:00 PM- Dinner in the Dining Hall
- 8:00 PM - 9:30 PM – Mandatory Study Hall hours
- 9:30 PM - 10:00 PM - Free time to shower and prepare for next day, etc.
- 10:00 PM - Lights Out

Presidential School has a rigorous course load and we work with our boarding pupils on time management skills that will help them be successful later in life. Our Study Hall hours are mandatory for all pupils and are monitored every evening by housemothers. Pupils are required to sit at their desks without the distraction of phones or music and complete their academic work for the day.

Meals and Catering Services

The main aim of Catering Services at the Presidential School is to produce fresh, wholesome, nutritious and well-balanced meals for all our boarders. Meals are produced in our own kitchens and so we are in full control of all the ingredients used and hygiene in the production of our meals.

All meals are served in the Dining Hall. Presidential School Staff and boarders eat together in the Dining Hall, enjoying the full range of the excellent menu in the self-service cafeteria system. Boarders are expected to dress respectfully and maintain an air of dignity. No sleeveless shirts or uncovered shoes are permitted at all times in the Dining Hall.

Boarders are expected to attend all meals during the week.

6. Health and Physical Development Policy

Introduction

Physical development of students is a core component of a well-rounded holistic education. Students at Presidential Schools are encouraged to engage in physical education activities in Physical

Education course and extracurricular activities. Physical Education course provides a planned, sequential, standards-based curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living and physical fitness. Learners develop the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy lifestyle.

Aims of the Health and Physical Development

- To provide opportunities for every student to be able to develop and maintain physical fitness, gain knowledge and understanding with regard to participation and fair play and foster goodwill and positive attitude towards each other.
- To provide an outlet for self-expression and pursuit of talents and skills; encourage and strengthen the psychological aspects of self-control and discipline; confidence and self-esteem; body image and self-respect.

The Presidential School's Commitment

Presidential School is highly committed to the physical well-being and good health of its learners. This is why Physical Education among other subjects is very important subject for our learners and is taught by a highly qualified teacher (trainer). With this reason, the Presidential School encourages all learners to fully participate in all sport codes available at school. Participation in the health and physical education curriculum should be enjoyable to all participants.

It is Presidential School's duty to provide all necessary and safe equipment and an ongoing professional development to its physical education teachers. Additionally, learners' safety is paramount when inside the school premises and when the learners are representing the school in sporting programs outside the school. Presidential School will always provide necessary assistance including medical assistance in any situation when the learners are involved in physical education at school or when participating in sporting events for the school.

Physical Education and Academic Performance

Besides good physical and health benefits of physical education, physical education in schools also boosts academic performance. When learners lack physical activity, they are exposed to health conditions that may affect their scholastic performance. These conditions include the risk of heart disease, obesity, diabetes, high blood pressure, stress and more.

By promoting health and physical education in Presidential Schools, PE teachers are in a prime position to help their learners establish long-term healthy life style and therefore boost academic success. Furthermore, learners who participate in physical education are more likely to remain active and focused during and after school hours.

Learners participation in PE classes

All classes will have one or two weekly Physical Education lessons of 45 minutes. Physical Education teachers are responsible for teaching physical education to their classes. The exception is swimming, where qualified instructors supervise the teaching of swimming. An indoor swimming pool is available for learners to use in their extracurricular activities.

Physical Activity Benefits

Physical exercise is very important for physical fitness and good health. Regular physical activity in young people is known to have the following benefits:

- Strengthens and builds healthy bones
- Boosts endurance
- Boosts self-esteem
- Improves strength
- Improves blood circulation and cholesterol levels (healthy heart)
- Improves nervous system
- Increases concentration and alertness
- Reduces anxiety and stress
- Reduces the risk of obesity
- Reduces feelings of depression
- Promotes psychological well-being

Effects of Physical Education on Learning

In addition, physical education in schools has been shown to have positive effects upon learning, including:

- Increased concentration, focus and alertness
- Increased attentiveness in class
- Better grades
- Better behavior

Conclusion

The presidential school encourages every learner to try new activities beyond those encountered within their structured curriculum, in order to discover talents and develop new interests, skills and above all remain physically fit and healthy. We believe that a busy and challenged learner is a happy and achieving learner, who can mature into a responsible adult and be a good contributor to the society.

7. Spiritual Development at Presidential Schools

Presidential Schools aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.

Not only do Presidential Schools expect their students to be academically strong but also develop appreciation and understanding of their own culture, traditions and values. Therefore, such subjects like Uzbek History and Geography, Literature, National hand craft, Art and Music are given a special importance as these help to bring up students with a strong sense of national identity and a deep understanding and respect for Uzbekistan's cultural and linguistic diversity. Our students will be fully prepared to embark upon a lifetime of leadership and service to the economic, political, technological, environmental and societal advancement of the country and will act, at all times, with integrity and a sense of justice. They will be physically healthy, emotionally mature and spiritually rich. Above all, they will be able to persevere in the face of adversity, strive to succeed in every area of human endeavour, and be able to resolve conflict positively and peacefully.

We also see building of character an inseparable part of the spiritually developed and balanced persons and therefore, PS students take Character education lessons that help them to shape their character, such that they can become wiser, more courageous, fairer, self-controlled and compassionate, in the very different situations and circumstances of their lives. It also wants students to be able to do the right thing, at the right time, for the right reasons, and in the right way.

8. Presidential Schools Extra-Curricular Activities

The aim of the Presidential Schools program is to develop future leaders of the nation, competitive in the world market and serving their country in the areas of science, economics, politics, technology, ecology and others. These goals are achieved through our rigorous Cambridge curriculum however, we also believe strongly in the development of the whole student. Parallel to a rigorous curriculum we believe that students can be helped to achieve academic goals through the pursuit of extra-curricular activities such as sport, clubs, and hands-on activities. These courses provide enrichment opportunities for students that are not usually found within the academic curriculum. These courses allow students some academic freedoms to explore new areas and to learn to work together as a team.

We intend for our students to develop the following characteristics:

- Love their country/caring/active citizens

I show empathy, compassion and respect towards the needs and feelings of others. I have personal commitments to service, and act to make a positive difference to the lives of others and to the environment. I readily take part in the development of society, economics, politics, technology, ecology and other spheres of Uzbekistan.

- Knowledgeable

I explore concepts, ideas and issues that have local and global significance. In so doing, I acquire in-depth knowledge and develop understanding across the broad range of disciplines.

- Responsible

I take responsibility for my own actions and the consequences that accompany them.

- Risk takers

I have confidence to try new things. I stand up for the things I believe in. I take risks to implement my ideas.

- Strong leaders of themselves and others

I am able to assess and understand my strengths and limitations in order to support my learning and personal development, I lead others by setting direction and building and inspiring vision to create something new.

- Open-minded

I understand and appreciate my own culture and personal histories, and I have respect for others' perspectives, values and attitudes. I seek and evaluate a range of points of view, and I am willing to grow from the experience.

- Honest

I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

- Communicators

I understand and express ideas and information confidently and creatively and in a variety of modes of communication. I communicate my emotions in a way that others understand. I am willing to work in collaboration with others.

- Balanced

I develop myself in mind, body and spirit and understand the importance of emotional balance to achieve personal well-being to myself and others.

- Thinkers

I apply critical and creative thinking skills to recognize and solve both familiar and unfamiliar problems, and make reasoned ethical decisions. I use my imagination to generate ideas, questions, experiment with alternatives and evaluate my own and others' ideas.

It is important to understand that situations do arise from time to time and not every situation is listed in this policy. When this happens, the extra-curricular committee (defined below) will work together to make the best decision for the program involved.

Courses Offered

Below is an example of some of the courses that are offered at Presidential schools. It is important to note that due to scheduling and other possible issues all courses may not be offered at all campuses.

Academic Extracurricular	Non-Academics/Clubs
Math Club (insert club information)	Visual and performing arts (insert club information)
Sciences Club (insert club information)	Entrepreneurship (insert club information)
Language Club (insert club information)	Music Club (insert club information)
Computer Science (insert club information)	Sports and recreation (insert club information)
Technology (insert club information)	Drama (insert club information)
Robotics (insert club information)	Public Speaking (insert club information)
SAT Club (insert club information)	National handcrafting (insert club information)
IELTS Club (insert club information)	Graphic design (insert club information)

History Club (insert club information)	Eco design club (insert club information)
	Social and Political club (insert club information)

POLICY:

1. The students have to choose extra-curricular courses that are balanced between academic and non-academic courses. No student should be enrolled in only academic or only non-academic courses. This is to reinforce our belief in the education of the whole student. Any variation to this policy must be approved by the local school administration.
2. At the beginning of the school extra-curricular sign-up period each school site should provide students with information regarding each potential course offering. This could be in the form of a school assembly, newsletter, video, or other format. The Presidential Schools administration will provide a four school day time in which students will have the opportunity to find out more about the extra-curricular courses. Once a students' schedule has been developed the student needs to attend and complete courses they are registered for during that entire course time period. After this term is completed students will have the option to select new courses, or to stay in their current course(s).
3. Attendance for students is vital to successful completion of the prescribed curriculum. With this being said, it is important that the teacher of the course records student attendance.
4. It is agreed that students should receive some feedback for their participation in the extra-curricular course. At the end of the course it is suggested to provide a certificate based on completion/effort. In addition, students will complete a course reflection outlining student based outcomes (Annex 1)
5. Effective teaching focuses on learning outcomes. It is important that each teacher develops an educational outcome overview (EOO) at the beginning of each year, so that the students participating know course objectives. Sample of EOO is given in ANNEX 2
6. Students are allowed flexibility in choosing courses as long as they follow a balance between academic and non-academic courses however, participation is a requirement and failure to participate actively in courses or missing courses without pre-excuse could result in losing school privileges.
7. Scheduling of extra-curricular courses is a site-based decision based on availability of teacher and students registered for the course.
8. Teachers may choose to offer extra-curricular classes that are outside of their academic specialty. The most important component is for the teachers to drive student interest of the courses in which they are teaching. This may include activities outside of the normal schedule class period.
9. Teachers are expected to teach at least two extra-curricular activities within the school week. Teachers are strongly encouraged and supported to teach more if they are able/willing.
10. Extracurricular activities can be conducted in a co-teaching format according to the teachers wish.
11. Extracurricular course information will be introduced to parents in a variety of forms such as, brochures, website, and telegram.

Extra-Curricular Committee

1. The Extra-Curricular Committee will consider and handle all major rule violations. Major rule violations are those which might result in suspension from extra-curricular activities. Individual coaching/teacher decisions, such as a determination to play or "bench" a player, or decisions by individual coaches/teachers to discipline participants for rule violations which do not involve suspension from extra-curricular activities are not a major rule violation.

2. The Extra-Curricular Committee will consist of a minimum of two people (Academic Director and Assistant Principal).

3. Procedures for dealing with violations will be:

A. When a violation is suspected, the teacher shall call a meeting of the appropriate extra-curricular committee. This committee will determine if the infraction has occurred.

B. After reviewing all information, the participant, parents, and coach will be notified in writing of the decision of the extra-curricular committee.

ANNEX 1

SAMPLE COURSE REFLECTION

Name _____ Period _____ Date _____

Student Course Reflection

Instructions: Write on your own paper. Use the following to assist you as you write a one page personal course reflection.

Name of course:

Period:

My grade level:

What topics/skills did you learn about in this course?

Of the topics covered in this course, which were the most relevant to you? What was your favorite course assignment or activity?

What was your least favorite course assignment?

Ten years from now, what skill learned in this class do you see yourself using?

Which topic do you wish we would have spent more time on?

On a scale of 1 -10, ten being the highest, one being the lowest, how would you rate your performance in this class? Why?

What are the strengths and weaknesses of your own participation in this course?

This course has taught me a great deal about.....

I would like to tell my teacher.....

I would recommend this course to other students because.....

ANNEX 2

Sample (EOO)

Robotics:

In this course you will acquire the skills necessary to understand many computer and robotics-based devices you use every day. You will learn how robots use sensors and programmed plans to take effective action. You will learn how to program robots' sensors and will learn age-appropriate handling of robot-drive geometry and distance-rate problems. You will physically design and learn about the constraints and challenges of robotic design.

You will use the following skills: Algorithmic thinking, collaborative engineering, experiment and analysis, creative engineering, sense and logic, and mobility and sequence.

9. School Facilities at Presidential Schools

Classrooms: There are spacious classrooms of 8 x 5 sq. m. accommodating 12 students so that each and every student can be observed personally by a teacher to inculcate the interest in academics. Each classroom is equipped with a TV screen, overhead projector and a white board.

Library: The school boasts of a well-stocked library with an impressive index of titles, covering fiction and non-fiction, periodicals, magazines, and newspapers. Students are encouraged to make full use of these facilities in order to inculcate a love for books and the habit of reading from an early age. Internet facilities are available for research and study. The library is managed by qualified personnel and has thousands of age-appropriate books.

Information and Communication Technology (ICT): The School has an ICT lab with computers equipped with multimedia kits and interconnected nodes with internet facilities. Technology is used to make teaching and learning meaningful and fun. ICT is well integrated into all subject areas and all classrooms are equipped with laptops and overhead projectors. New technology tools like Interactive LED boards are used for visualizing and modeling, especially in the Sciences.

Science Laboratories: To provide hands-on practical experience to our students, excellent equipment and facilities are provided in separate laboratories for Physics, Chemistry and Biology in accordance with the IGCSE and A-level curriculum.

Robotics Laboratory: This laboratory is equipped with interactive smart board, laptops, Lego kits, and other innovative Robotics resources thus making our students techno smart. This has provided teachers and students with highly interactive instructional tools enabling them to cater to all learning styles.

Art Room: The school is equipped with an Art Room where the creative surge of the student finds expression in varying forms. It provides a whetstone to hone their budding talents. The students are geared to excel in their artistic caliber by a team of experts.

Subject Rooms: The school has designated areas for various scholastic and non-scholastic activities which include well-equipped Music room and Studies room.

Outdoor Sports Facilities: The school has full-fledged Outdoor Sport fields such as Soccer field Basketball court.

Indoor Sport Facilities: The Indoor Sport Hall provides a safe and sheltered environment for the students to train under any kind of weather conditions. It has been used to host important zonal games for Basketball, and Volleyball, as well as many exciting inter-class activities and mass exercises.

The school has a 25 meters indoor pool with full change room and shower facilities as well.

Canteen: The canteen is open every school day for breakfast, lunch and dinner.

The canteen offers a selection of freshly prepared and cooked meals.

Daily specials and seasonal food are advertised on the noticeboard in the canteen area.

Medical Room: The school has a well-equipped health unit manned by the qualified General Practitioner and nurse. Students undergo regular growth assessments medical check-ups, and a health record is maintained for each student. While routine first aid is administered by the unit, any emergency is referred to the nearby Hospital.

Security System & CCTV: The safety and security of the students is a priority in school. In order to provide a secure environment for the students, the school has taken the initiative to install CCTV cameras around the school campus to ensure safety at all times.

Elevators: The school is equipped with an elevator for the smooth evacuation and movement of children with disability and immobility.

10. Code and rules of conduct for Presidential Schools Students

A. Code and rules of conduct

The objective of this Code and Rules of Conduct (hereinafter the – “Code of Conduct”) is to establish a disciplined, conducive and purposeful school environment. This code of conduct is dedicated to promote and maintain the quality of the learning process at Presidential Schools across the country.

This code of conduct shall be brought to the attention of and made accessible to all Presidential Schools’ responsible role players, namely educators, students, parents and other staff members.

Students, parents and guardians must familiarize themselves with the Presidential Schools’ code of conduct and its provisions. As soon as students are enrolled at the school, they are subject to the code of conduct, and must strictly adhere to it. Should students violate or break the school’s code of conduct, they shall be brought to responsibility in accordance with the disciplinary procedures.

B. Code of conduct (General rules)

Presidential School Students are expected to be good ambassadors of the school. They should always conduct themselves appropriately and in accordance with the school's code of ethics, whether at school premises, or in the course of activities hosted by Presidential Schools or in any place where they can be identified as Presidential School Students. The following rules will apply to all students enrolled at Presidential Schools:

1. If the student is representing the school in any form and can be identified as student of Presidential School in the public eye, he/she must avoid any misconduct that could bring the school, staff or their fellow students into disrepute.
2. Students shall be courteous and respectful at all times when talking or interacting with the principal, educators and other staff of the school.
3. Students shall practice self-respect, mutual respect and tolerance when interacting with one another.
4. Any action aimed at harming or that could possibly cause harm to another student physically, spiritually, psychologically and morally is strictly prohibited.
5. Students may not eat or drink in the classroom, school conference hall or library. Additionally, chewing gum during school activities is prohibited.
6. The use of cell phones during school activities is strictly prohibited unless for academic purpose with permission. Only in an emergency situation, calls may be made with the permission of the principal.
7. All Presidential Schools are smoke-free zones. Tobacco smoking, possession of tobacco products and illegal drugs, or other alcoholic substances during any school activity within the territory of school, or at any time outside the school territory while the student is in school uniform, is strictly prohibited.
8. Students shall not cheat or plagiarize. Copying work from another student and handing it in as your own work is strictly prohibited. This includes telling another student the answers, supplying the unwritten test to other student, copying from Internet or books without reference (for more details please refer to Academic Dishonesty policy document)
9. Students must always be present and on time for the lessons.
10. Students must timely submit all their work/assessments and work to the best of their ability in lessons and perform all academic tasks (homework, assignments, projects, tests, exams)
11. Students must always dress up neatly and appropriately. School uniform must be worn during different subject lessons and appropriate sport-wear during sport lessons. (for more detail please refer to Uniform and Sport-wear policy document).
12. Students must not act in breach of any provision of the Criminal Code and any other related legislation of the Republic of Uzbekistan.
13. The school principal or teacher is entitled to inspect students or the student's property in case of a reasonable suspicion that students have violated the code of conduct i.e. possession for prohibited items (any harmful and dangerous substances, stolen goods or illegal drugs). During the inspection, students' dignity shall be respected, this means the inspection shall be conducted in private, male student shall be inspected by male teacher and female student shall be inspected by female teacher. The inspection shall be done in the presence of at least one (but not more than three) witnesses and shall be documented as an act and signed by all participants.
14. In regards to control and discipline of the student according to the code of conduct, the school principal and teacher shall have the same rights as a parent, both during student's school attendance as well as at any school activity.
15. Students and their parents or guardians have the right to appeal in case they feel they have been treated unfairly.

16. Students who conduct themselves exceptionally well with excellent academic performance, will be rewarded.

Grounds for suspension or immediate dismissal:

1. The student is found guilty of fighting, assault, and swearing or immoral conduct.
2. The student is found guilty of disrespect, offensive behavior and verbal/physical abuse aimed at teachers or other school staff or students.
3. The student is found guilty of bullying and intimidation of other students.
4. The student is found guilty of racism expressed in any form (verbal, written and etc.).
5. The student engages in activities that disrupt the proper functioning of the school, by insulting threatening and frustrating a staff member which leads to disrupting the teaching and learning in a classroom.
6. The student is found guilty of theft, possession of stolen goods.
7. The student is found guilty of repeatedly violating the school's code of conduct.
8. The student is found guilty of possession of test or examination papers before such test or examination has been conducted.
9. The student is found guilty of distribution of the test or examination papers before such assessments have been conducted or violation of examination rules.
10. The student and/or his/her parents provide false information/falsified documentation intentionally and knowingly in order to gain an unfair advantage at school.
11. The student poses a threat to the safety of other students by possession and threatening the using of dangerous weapons.
12. The student is found guilty of being under influence of drugs and/or alcohol.
13. The student is found guilty of possession of weapons (knife, gun, etc.).
14. The student is found guilty of unlawful conduct such as vandalizing, destroying or damaging school property including furniture, textbooks, electronic equipment etc.
15. The student is found guilty of breach any provision of the Criminal Code and any other related legislation of the Republic of Uzbekistan and has been convicted by the court.

C. When a student is found guilty

Should a student be found guilty by school management team for breaking the code of conduct of the Presidential Schools, the specific school involved has the right, after a fair hearing through the school management, to recommend immediate dismissal of the student.

Suspension of a Student by the Principal as a Precautionary Measure

1. The school principal has the right to institute suspension, as a precautionary measure, with regard to a student who is found guilty of breaking the school code of conduct.
2. Before a student is suspended, the student and his parents must be given an opportunity to defense
3. The disciplinary proceedings must commence within one week after the suspension.
4. This suspension will be applicable until his/her the decision is made a finding of not guilty is made or, in the case of a finding of guilty, until the appropriate sanction is announced.

Guides for Punishment

Punishment and the process by which it is imposed must be:

- Fair
- Reasonable
- Humane (not to cause physical pain)
- Educative
- Appropriate
- Relatively immediate
- Acceptable

- Consistent

Disciplinary action taken by the school should be clear and communicated to the staff members, the students and the parents. Furthermore, written reasons should be ready in case parents request such document. The school management team may formulate and adopt a policy regarding pardoning the students found guilty in consideration of misconduct record of the student. Pardoning the student would be considered depending on the gravity of the offence after consultation with the teachers, parents and students of the school. The rights of parents and students to appeal against convictions of students and imposing the punishment for misconduct are set out in the code of conduct.

Appeal

- The student or their parents/guardian have the right to appeal to the school principal against a conviction imposed by the disciplinary committee.
- The appeal must be written and given to the school principal within five working days after the conviction and sentence have been communicated to the student.
- No late appeals will be allowed.
- The decision on appeal or on re-hearing must be given in writing within three days after the date the hearing took place.

More on appeal please refer to appeal policy document.

11. Presidential Schools Assessment Policy

Purpose of This Document

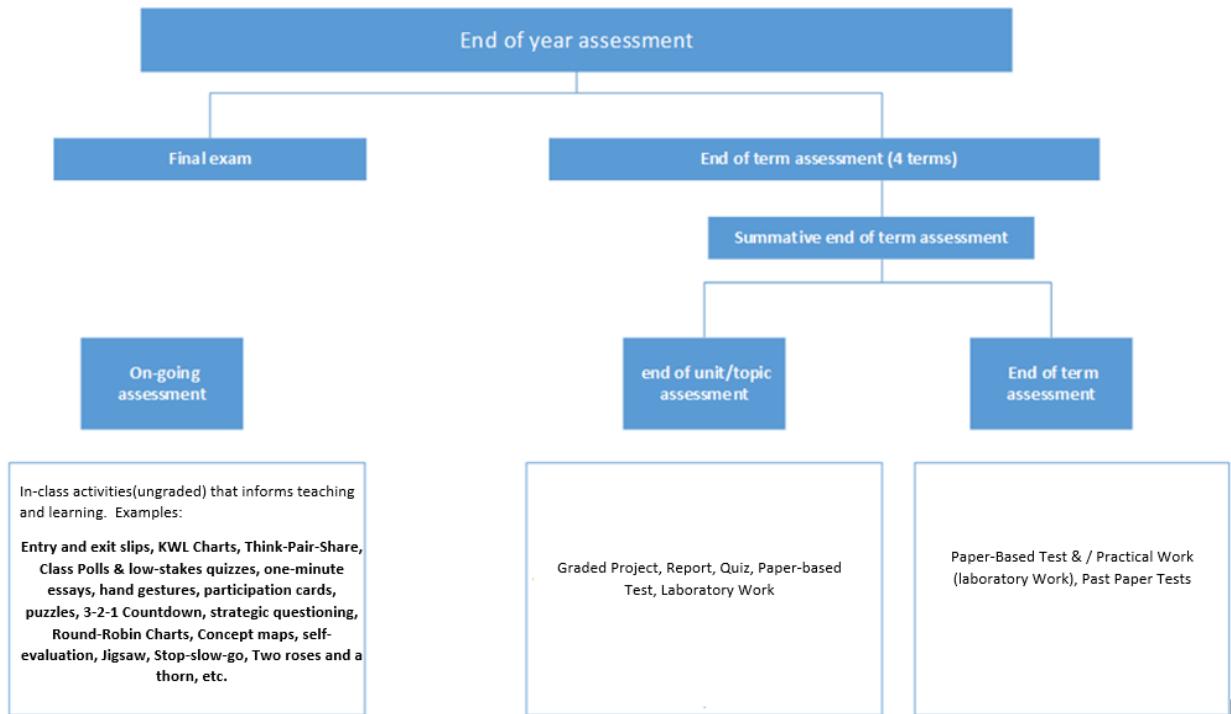
Presidential Schools support the concepts of 'Assessment for Learning' and 'Assessment of Learning'. These concepts underline the belief that effective Assessment provides information to improve teaching and learning, as well as providing ways to ascertain and develop the academic standards in each grade. Students are given regular feedback on their learning; so that they can better understand what it is that they need to focus on to develop their skills and knowledge more effectively. Through continuous assessment, teachers are able to adapt their teaching, using a detailed knowledge of each student (assessment for learning). Parents receive regular reports on their child's progress so that all stakeholders are able to work together to continuously develop the academic proficiency in all students.

At the Presidential Schools, the purpose of assessment is to collect, analyze and interpret information in order to report on the progress of the learners and inform teacher preparation. Assessment should provide evidence of learner performance according to the Learning Outcomes and Assessment Standards provided in the Cambridge and Uzbek curricula that are studied at the school (assessment of learning).

The Presidential Schools use a criteria and standards-based approach to student assessment. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task.

A criteria and standards-based approach to assessment provides a quality framework that: guides and encourages effective student learning; fairly, validly and reliably measures student performance of intended learning outcomes; and defines and maintains academic standards. This approach to assessment also articulates expectations to students about what is required of them in an assessment task. It informs them what to aim for in their learning and on what basis their work will be judged. Adopting criteria and standards-based assessment also provides a defensible framework for evaluating and justifying the legitimacy of judgments about student performance and also facilitates benchmarking and maintenance of academic standards. Below is the Internal Assessment framework for Presidential Schools.

Presidential Schools Internal Assessment Framework



Formative assessments

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the curriculum, woven into the daily learning process and is an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher to plan the next stage of learning for their classes. Students are involved in the formative assessment of their own learning and that of their peers through feedback and discussions. Formative assessment strategies will be used to provide both teachers and students with invaluable information about what students understand, and what they don't. These ungraded assessments are valuable guides for students to help them enhance their performance. They focus on the process of student learning and also help teachers determine if further instruction is necessary. The choice and use of formative assessment is determined by an individual teacher.

In formative assessment a teacher:

- 1) Observes learners to identify student progress and areas for improvement
- 2) Creates a learning environment where a teacher is providing constant feedback to learners on their progress (not tied to grades or formal assessment). In formative assessment a learner has the right to make mistakes and correct their mistakes. Mistakes are seen as stepping stones in their learning and are taken positively.
- 3) Involves learners in the learning process and from this they gain confidence in what they are expected to learn and to what standard. Teachers also create opportunities for learners to learn from each other and provide feedback to each other.

Planning and use of formative assessment

Formative assessment is not standardized and therefore, teachers develop or select types of formative assessment based on their goals and learning outcomes. It is expected that teachers share their assessment criteria and goals with the learners.

It is recommended that teachers regularly evaluate the formative assessment results to improve student performance, alternate the assessment types, adjust their teaching accordingly to meet learners' needs and share the assessment results with colleagues.

Summative Assessments

Summative assessment occurs at the end of a teaching and learning cycle when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. These can occur at the end of a unit, chapter, or term and are most commonly associated with final projects & standardized tests. It evaluates what a student has learned and how much they understand. Teachers will use these results to assess student progress. Summative assessments are a means to gauge student learning relative to the standards communicated to students prior to and during formative assessment. Summative assessment is generally used as part of the grading process. The timing, type, scope, and format of each summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments are distributed and discussed.

A summative assessment plan should be created for each subject, by grade, per term. This document will be used to ensure that all students across the Presidential Schools network are being assessed the same way and will be used as a measuring tool to ascertain how students across the network are performing at the same Grade level in each subject. This information will in turn be used to provide further resources and support for students and teachers where necessary.

The document will outline types of Summative Assessments to be given for each topic per term, and will include approximate dates that these will be administered. (see appendix for sample Assessment Plan).

It is the responsibility of the subject leaders to oversee the development of End of Term tasks. Each subject area in each grade level will be required to collectively create ONE (1) test that will serve as the End of Term assessment for ALL students across the PS Network of that grade level in that subject.

Homework

Homework is given to support learning in each class and can consist of formative and summative assessments. Only the minimum amount of homework necessary to achieve the goals of the class will be given.

Tests & Quizzes

Class tests can be used, provided that the test has been designed to satisfy the Assessment Standard/s. Tests must assess both lower and higher levels of the cognitive domain to ensure validity, reliability and alignment with the standards. Class test will form part of the End of term aggregate score obtained by a student. This is recorded on the students' academic report as 'Assessment Grade' and will be combined with the teacher's assessment grade of the students' performance based on each objective/learning outcome for the period.

Projects

Projects (written report, oral presentation, creating a model, etc.) can be used to assess students' understanding of a topic or concept. Students should be given an opportunity to choose how they want to communicate what they have learnt in a way they feel most comfortable. In order for students to have a clear understanding of criteria by which they will be assessed on a given product, rubrics should be provided to students at the same time that an assignment is being given. This will provide all students with a clear understanding and guidelines with criteria that align with the standards or learning outcomes that will be assessed. Rubrics should be general in nature, and should allow for students to be able to provide evidence of their learning in multiple ways. Teachers should provide opportunities for students to work collaboratively or independently on these products.

End of term Assessments

End of Term Assessments will be administered by all Presidential Schools at a scheduled time each term. These assessments will be the same across all Presidential Schools for all subjects, and should be designed to satisfy the Assessment Standard/s using both lower and higher levels of the cognitive domain to ensure validity, reliability and cover the learning outcomes of the period being assessed. End of term assessments will form part of the End of term aggregate score obtained by a student.

Examinations

At the Presidential School, students study both Cambridge and Uzbek Curricular. In light of this, students are required to write both Cambridge and Uzbek Standard Examinations throughout their school life at the Presidential schools.

Grades 5 - 7

At this level, students will be required to complete Cambridge Progression Tests in each STEAM subject at the end of each of the three (3) years of this program. The Cambridge Lower Secondary testing structure allows assessment of learner performance in English, Mathematics and Science and reports progress to learners and parents. This assessment uses internationally benchmarked tests, giving parents extra trust in the feedback they receive. There are two assessment options:

- Cambridge Lower Secondary Progression Tests (marked in school)
- Cambridge Lower Secondary Checkpoint (marked by Cambridge examiners).

Cambridge Lower Secondary Progression Tests

Cambridge Lower Secondary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English as a first or second language, mathematics and science. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each learner equivalent to Grades 5, 6 and 7 at the PS schools
- enable teachers to give structured feedback to learners and parents
- enable teachers to compare the strengths and weaknesses of individuals and groups
- are marked by teachers at the school
- come with clear guidance, standards and mark schemes

There is an available choice between paper-based and on-screen versions of the tests. A reporting tool for Cambridge Lower Secondary Progression Tests is also provided, where administrators can upload learners' test results and then analyse the results and create and print reports. Administrators across the PS network can then compare a learner's results against other schools in the network or other schools around the world and on a year-by-year basis.

Cambridge Lower Secondary Checkpoint

This is a diagnostic testing service that helps learners by giving comprehensive feedback on their strengths and weaknesses in each subject area. These tests are administered twice per year and they are usually taken at the end of Cambridge Lower Secondary (Grade 7). The tests are marked in Cambridge and each learner receives a statement of achievement and a diagnostic report.

Cambridge ICT Starters is assessed in the classroom through a structured scheme of assessment, operating at three levels:

- Initial steps
- Next steps
- On track.

Each level is made up of two stages and certificates are available on successful completion of each stage.

Students between Grades 5-7 will be administered the Cambridge Lower Secondary Progression Tests at the end of each year, and the Cambridge Lower Secondary Checkpoint at the end of Year 7. These assessments will serve as End of year assessments and will be administered by all Presidential Schools at a scheduled time. The scores obtained from the Cambridge Progression Tests will act as an End of Year Assessment score and will form part of the students overall score for the year. Additionally, at this level, students will sit the Statewide transferring examinations. Here, the Ministry of Public Education, will administer tests in two (2) subjects, one of which is mandatory and another is chosen by the Grade level students across all the Presidential Schools out of the suggested by the Ministry¹.

¹ The number and type of state examinations in local subjects will be determined by the MoPEd.

Grade 8

At this level, students will be required to complete an End of year Assessment which will be created and scored by subject teachers collaboratively across all Presidential Schools. STEAM subjects will be designed according to the Cambridge Assessment standards. The scores obtained from the End of year assessment will form part of the students' overall score for the year per subject. These assessments should be designed to satisfy the Assessment Standard/s using both lower and higher levels of the cognitive domain to ensure validity, reliability and cover the learning outcomes of the period being assessed. Additionally, at this level, students will sit the Statewide transferring examinations. Here, the Ministry of Public Education, will administer tests in two (2) subjects, one of which is mandatory and another is chosen by the Grade level students across all the Presidential Schools out of the suggested by the Ministry.

Grade 9

At the end of Grade 9, students will be required to sit the Cambridge IGCSE available in all STEAM courses. A Mock exam will be administered to students at this level to ascertain their level of readiness for the Cambridge Examination that will be sat between May and June of Grade 9 year. This Mock Examination will be administered in the 2nd and 3rd weeks in January; and will be administered under the same conditions as the Cambridge Examinations. At this stage, students will also sit the State Exam, administered according to the Ministry of Public Education in all Uzbek courses offered at the Grade 9 level.

Grade 10

At the end of Grade 10, students will be required to sit the Cambridge AS Level Examinations available in the STEAM courses that they study. A Mock exam will be administered to students at this level to ascertain their level of readiness for the Cambridge Examination that will be sat between May and June of Grade 10 year. This Mock Examination will be administered in the 2nd and 3rd weeks in January; and will be administered under the same conditions as the Cambridge Examinations. Additionally, at this stage, students will also sit the State Exams, administered according to the Ministry of Public Education in all Uzbek courses offered at the Grade 10 level.

Grade 11

At the end of Grade 11, students will be required to sit the Cambridge A Level Examinations available in the STEM courses that they study. A Mock exam will be administered to students at this level to ascertain their level of readiness for the Cambridge Examination that will be sat between May and June of Grade 11 year. This Mock Examination will be administered in the 2nd and 3rd weeks in January; and will be administered under the same conditions as the Cambridge Examinations. Additionally, at the Grade 11 level, students will also sit the State Exams, administered according to the Ministry of Public Education in all Uzbek courses offered at the Grade 11 level.

Mock Examination Procedures

Grade Level	Content of Mock Examination	Next Steps
Grade 9	Complete IGCSE Past Paper (to be decided upon by subject teachers collectively across schools), to ensure Assessment Standard/s are satisfied and to ensure validity and reliability.	In the event a student fails an IGCSE Level course in the Summer (May/June) sitting, he/she will have the opportunity to complete a resit of the same course during the Winter (October/November) sitting, in their Grade 10 year. The cost of the retake will be covered by a student.
Grade 10	Complete AS Level Past Paper (to be decided upon by subject teachers collectively across schools), to ensure	In the event a student fails an AS Level course in the Summer (May/June) sitting, he/she will have the

	Assessment Standard/s are satisfied and to ensure validity and reliability.	opportunity to complete a resit of the same course during the Winter (October/November) sitting, in their Grade 10 year. The cost of the retake will be covered by a student.
Grade 11	Complete A Level Past Paper (to be decided upon by subject teachers collectively across schools), to ensure Assessment Standard/s are satisfied and to ensure validity and reliability.	<p>In the event a student fails the Mock Examination, the procedures below should be followed:</p> <ol style="list-style-type: none"> 1. Meeting with the subject teacher to ascertain if the student has been consistently performing below the A level requirements for the subject. 2. Decision made if students will continue on A level path with the subject, or to discontinue pursuing the subject and spend more time focusing on the other subjects that they are pursuing at this level. 3. Decision communicated to parents and students.

Table 1

Missing Internal Exams

Students may miss an internal assessment for many unforeseen reasons. In the event a student has to miss an End of term Examination, the decision should be made by the school's administration on the course to take, depending on the nature of the reason given. Accepted reasons that will be taken into consideration include:

1. Student is representing the school at an event
 2. Student is representing the country at an event
 3. Student has a medical issue that is certified by a medical practitioner and indicates that if a student is present it could be detrimental to their health or the health of others.
 4. Any other reasons deemed as being valid as determined by school administration
- Scheduling for missed assessment tasks/Exams

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given, or the student may be required to complete the assessment task before they leave or upon their return. Each case will be reviewed individually by the subject teacher in conjunction with the Subject Leader, Vice Principal and Academic Director, before a decision is made.

Assessment: Presidential Schools' expectations of the student

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence

Assessment: Presidential Schools' expectations of the teacher

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

Assessment: Presidential Schools' expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

Submission of Students' Work

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher. All work is expected to be submitted on the due date at the time specified by the teacher. Work must be handed to the relevant teacher or submitted online when requested. It is the responsibility of the student to ensure that work has been received by their teacher. There will be consequences for late submission of work. This will be determined by the professional judgment of classroom teachers. Teachers are encouraged to liaise with Vice Principals or Academic Director if they have concerns over late/non-submission of student work. If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

In-class task

If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task.

Extensions

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

Academic Honesty

PS is committed to academic honesty and will ensure that all students are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else without proper referencing and submitting it for assessment as one's own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Assessment cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: helping another student to be academically dishonest.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the relevant Academic Director OR Vice Principal. Together they will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, on the other hand, it can be shown that inappropriate work has been submitted, the Academic Director OR Vice Principal will make a recommendation to the Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement and will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work submitted was a summative assessment, the student will have to resubmit his work. His/her work will not be graded.

A second violation - in any subject - will result in the matter being referred to the school's disciplinary committee who will consider disciplinary action. The consequence will be appropriate to the year level.

Academic misconduct during External Assessments.

Any instance of academic misconduct during an examination or external assessment will be reported as required to the examining authority who will determine their own action. The School may also take disciplinary action against the student in line with this policy.

Assessments - Feedback

Feedback for formative assessments should be immediate, as these will give students a fair idea of where they are. For Summative tasks, however, provide feedback to students based on the Assessment Objectives (in the syllabus), so students understand the criteria by which their work is assessed.

If the summative piece requires students to produce some product that shows their understanding of a concept, rubrics should be provided to students at the same time that an assignment is being given. This will provide all students with a clear understanding and guidelines that must be followed to complete assignments. Rubrics should be general in nature, and should allow for students to be able to provide evidence of their learning in multiple ways.

If the Summative activity is a paper-based test, questions should be aligned to the outcomes of the unit/topic and should address both the lower and upper level of the cognitive domains. It is advised to consider using Cambridge Past paper type questions for these types of assessments, as Mark Schemes are provided for teachers to be guided in how Cambridge would structure questions and the type of responses required. This will help teachers to explain to students exactly how they are progressing based on Cambridge's standards

Recording of Assessments

Records of students' progress and attainment are used for a variety of purposes including:

- Monitoring progress against departmental and whole school targets
- Comparing performance of students between subjects
- Discussing progress with and mentoring students
- Setting learning objectives and targets for and with students
- Providing written and oral reports to parents and other agencies
- Satisfying teacher assessment, reporting and national data collection requirements
- Passing information from teacher to teacher or between schools when a student transfers
- Allocating students to appropriate teaching groups
- Monitoring student progress
- Providing evaluative information for curriculum planning and review

Accurate and accessible records are crucial to the assessment policy.

Summative assessment results for units/topics and quarter results are recorded in the journal (hard copy) in accordance with the instruction as well as in the electronic journal (at the moment in google sheets).

The assessments are recorded as grades from «1» to «5».

Grades 5 – 7 Scale

Summative Assessment results as Percentage	Score	Level of Achievement
80 - 100	5	Excellent (Mastery)
70 - 79	4	Good (Approaching Mastery)
55 - 69	3	Satisfactory (Developing)
45 - 54	2	Unsatisfactory (Beginning)
1 - 44	1	Fail

Grades 8 – 11 Scale

Summative Assessment results as Percentage	Score	Level of Achievement
85 - 100	5	Excellent (Mastery)
75 - 84	4	Good (Approaching Mastery)
60 - 74	3	Satisfactory (Developing)
45 - 59	2	Unsatisfactory (Beginning)
1 - 44	1	Fail

The school's formal records:

Each teacher is required to record a minimum of two (2) and maximum of four (4) summative tasks and one (1) End of Term Cumulative Test per subject every term (Monitoring Document). This is recorded in percentages and shows students' progress over each term for every student. Academic Directors and Vice Principals review the data for students and send letters of commendation to those students who are achieving well. They also send letters to those students who are underachieving in a number of subjects and provide the necessary support when needed.

Reporting Assessment

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment. Individual students and their parents/carers are entitled to receive regular reports of students' achievements. An End of Term and monthly reports, based on assessment records, are issued to all parents/carers electronically through the use of Google Sheets (at present, a sheet is created for each student, and this link is shared with the parent of each student).

At Presidential Schools, the aims of reporting are:

- To provide specific information for parents, pupils and teachers.

- To enhance home/school partnership.
- To inform parents and pupils of progress in a positive manner.
- To alert pupils and parents to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents' Teacher Conferences.

The table below shows the formal reporting structure at PS:

PS Formal Reporting Structure		
Time Period	Assessment Cycle	Reports
End of October	End of First Term	1st Term Progress Report
3rd Week in December	End of 2nd Term	2nd Term Progress Report
3rd Week in March	End of 3rd Term	3rd Term Progress Report
3rd Week in May	End of 4th Term	4th Term Progress Report
End of Year	End of Year Examinations	End of Academic Year Report

Table 2

Monthly reports

These are completed by all teachers and they contain:

- Each objective/topic that was covered over the period
- The students':
 - Competency level/Score (5, 4, 3, 2, 1) according to each objective and a descriptor of each Competency level/score
 - Competency level/score when an overall assessment is done at the end of the month/end of a topic and a descriptor of each Competency level/score
 - Overall Competency level/score over the period, which is ascertained by averaging the Competency level/scores for each objective and the overall assessment score.

End of Term reports

These are also completed by all teachers and these are completed at the end of each term.

They contain:

1. Subject name
2. Teacher's Name
3. Average of the Term's Competency level/score
4. End of Term assessment Competency level/score
5. Term Average - which is calculated as the average of #3 and #4
6. Subject Teacher's Comment

The Guiding principles for End of Term reporting at Presidential Schools are:

- Report comments should be positive and demonstrate a sound knowledge of the child concerned.
- Report comments should be written by the class teacher and reflect pupil progress against a course description.
- Report comments should highlight pupil strengths as well as indicating areas in need of development.
- Report comments should be seen as a positive strategy in raising attainment.

The table below shows each Competency level/score and its description:

Competence Level	Performance Level	Description
5	Mastering Expectations	The student demonstrates consistent and thorough understanding of the required knowledge and skills, as described by the Grade-level standards, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking and is able to perform the skills as articulated in the grade level standards.
4	Approaching Expectations	The student demonstrates a general understanding of the required knowledge and skills, as described by the Grade-level standards, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking and only a basic ability to perform the skills as articulated in the grade level standards
3	Developing Expectations	The student demonstrates limited achievement against most of the objectives, as described by the Grade-level standards, and has clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
2	Beginning Expectations	The student demonstrates minimal achievement against some of the objectives, as described by the Grade-level standards, and has clear difficulties in most areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
1	Failing Expectations	The student demonstrates minimal achievement in terms of the objective, as described by the Grade-level standards. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.

Table 3

Appendix A (Summative Assessment Plan)

Policy

Summative Assessment Plan for the 2020 academic year

12. Language at Presidential Schools

Introduction

Language is a key factor to support the objectives of Presidential Schools.

The main objective of Presidential Schools is to identify, select and educate gifted and talented children to increase their intellectual, scientific and creative potential and to develop them into critical thinkers and independent learners.

Presidential Schools pursues both modern knowledge and strong sense of national identity and hereby establishes its beliefs about the place of language in education.

Purpose

This Language Policy was developed in accordance with the law of the Republic of Uzbekistan “On education”, “On the state language” and other related legislation of RUz and applies to students, parents, faculty, staff, and the whole community of Presidential Schools.

This language education policy recognizes the official language of Uzbekistan, promotes Uzbek language for all members of the community and develops its acquisition. In addition to the Uzbek language, English has been chosen as the language of instruction for STEM subjects.

The purpose of this policy is to share our beliefs about the language learning and language of instruction in Presidential Schools as well as the responsibilities for all stakeholders in relation to this policy.

Language

Language learning is not a passive act or an isolated action. Language learning involves; learning language, learning about language, and learning through language.

Language is always taught meaningfully and in context. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate.

Presidential Schools maintain the following beliefs and practices:

high standard for teaching of languages in teaching practices, curriculum documents, and professionalism as educators.

every teacher is a language teacher and the teaching of language(s) is a shared responsibility across the Presidential Schools.

all members of staff are language aware, understand the importance of teaching academic language and the importance of continuous development of Uzbek/Karakalpak (for the republic of Karakalpakstan) as a native language.

language environment where bilingualism and multilingualism thrive will develop students as global citizens, establish recognition of internationalism and multicultural awareness.

Implementing the language policy

The policy is implemented through the flowing dimensions: curricular, extracurricular, and stakeholders.

Curricular:

From grade 5, all STEM subjects (Maths, Physics, Biology, Chemistry, and Computer Science) are taught in English. Teachers of STEM subjects shall use English language and shall be committed to provide a high standard of communicating, teaching and learning in English. In STEM classes students shall communicate in English, regardless the subject matter of the discussion.

All other subjects are taught in Uzbek or Karakalpak (in the Republic of Karakalpakstan).

This facilitates the creation of a focused language learning environment:

- By ensuring that the content and the language of instruction are integrated, thereby consolidating both aspects of student learning.
- By the co-constructing of content and language learning environments by teachers and students which are safe, supportive and engaging.
- By the use of differentiation and scaffolding of both content and language.
- By encouraging critical thinking about language, content and the learning process.

Extra-Curricular:

Taking the language of instruction and the content of instruction beyond the classroom, helps to:

- promote a language-rich environment in order to stimulate the ongoing development of language competence by staff and students
- engage students in extra-curricular activities that promote multilingualism in a wide variety of domains.

Language support

Those students who need additional language support will be provided with additional language tutorials either individually or in a small group. The progress on language improvement will be reported on a monthly basis to the school administration for further decision and support.

Stakeholders:

In order to successfully implement and develop the multilingual model, the Presidential Schools focus on active engagement by all stakeholders. This is achieved by:

- the development of a common vision of multilingual practice by parents, students, teachers and school principals.
- the articulation of high expectations for school principals, teachers, and students regarding content learning and multilingualism.

The Presidential School believes that all of these languages have an important role to play in the development of local and global economy. Therefore, competency in multiple languages is a central aim of the school. To be the leaders of tomorrow our students need to be masters of the medium of communication.

13. Communication with parents at Presidential Schools

Communication

Presidential Schools always welcome contact with parents/carers because this fosters mutual understanding and support, which has a positive effect on children's performance and their attitudes to learning.

PS want to ensure that parents/carers always have an appropriate and helpful response to their communications. However, unlike some businesses and other occupations, the professional duties of staff can make it difficult for them to speak or meet with parents/carers during the school day.

Due to teaching commitments, staff will typically be unavailable between 8.00am and 4.30pm each day. There are also other times outside these hours when they may attend meetings.

Parent Meetings

Doors open day

Meeting on doors open day provide an overview of the school year at the beginning of academic year for new groups of parents. Vice Principals give the overview and then parents meet with Tutors.

Meeting with parents

Meetings with subject teachers, parents/carers and students to discuss progress as well as any areas of development take place at least two times a year. This is at the end of term 2 and term 4 for each year group and information on these will be sent out in advance by the Academic Vice Principals. If individual schools feel the need to meet with parents more, often, they could do so. End of year meeting provides an overview of the school year, main achievements and planning for the next academic year.

Schools can also choose to communicate with individual parents via a communication notebook or similar means if necessary.

Email

At times, the school will send emails to all parents regarding timely notices and other announcements. These emails are typically not posted on our website or other social media. In order to receive these emails, please ensure that the office has your current email address.

- We aim to acknowledge your email within 48 hours and endeavour to provide a response as soon as possible, but always within 10 work days
- In the event you wish to email, please send your enquiry to info@piima.uz and it will be forwarded to the right person.

Meetings/Phone Conversations

- Discuss sensitive issues (usually more effective than an exchange of emails and minimises misunderstanding)
- Address major behavioural/progress issues.

Reports on academic progress and other areas of development

At the end of each term parents get reports from teachers on academic performance of their children and other areas of development. The reports are available electronically but can be printed on request.

School website

Our school website provides information about many aspects of our school including documents such as our Education Plan, policies and others (www.pm.piima.uz)

Telegram Channel

The telegram channels are used to make regular updates and keep in constant and immediate contact with parents.

Who to Contact?

- Subject specific – Class Teacher
- General issues – Form Tutor
- Any academic or school related issues – Academic Vice Principal
- If you are unsure who it is that you need to contact, please send your request via info@piima.uz

14. Presidential Schools Curriculum Policy

At the Presidential Schools, our vision and mission are to:

Our vision is to prepare the next generation of Leaders ready to actively and positively contribute to the development of Uzbekistan by creating the country's most effective schools' network that is highly regarded as excellent student achievement and well-rounded education.

Mission

To enhance the educational experience for gifted students by providing them with educational opportunities to meet their maximum potential and become responsible and active citizens and lifelong learners by fostering creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing global society.

To achieve the vision and mission, the following aims & objectives will be applied to curriculum development:

1. Develop and practice higher order and critical thinking skills
2. Develop and practice creative thinking and problem-solving skills
3. Develop advanced research and study skills
4. Develop and practice skills in the utilization of advanced technology
5. Strengthen communication skills (verbal, nonverbal, and written) using various forms of media.
6. Develop leadership and social skills
7. Encourage students to develop “can- do” attitudes, positive self-concept, and respect for others.

Our rigorous curriculum (Uzbek National & Cambridge) will demand that students:

- Go deeper into content and explore the complex nature of the content they are studying
- Consciously include thinking skills in daily activities and make connections to real-world experiences
- Learn strategies more than answers and understand how to ask the right kinds of questions
- Think creatively with agility
- Access, analyze, and evaluate information

Our curriculum promotes:

Creative and Critical Thinking. Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

Problem Solving. Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

Thinking Skills. Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

Communication. Students will use communication to construct knowledge through a variety of different modalities

Research. Students will make effective decisions about the identification, implementation, and presentation of ideas.

Personal Development. Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

Organization and Planning

The school adopts three stages of instruction starting from lower secondary, upper secondary and High school. The content in each stage embraces “spiral” approach where learners build on previously learnt knowledge and skills to advance further. An academic year comprises of four terms onto which both curriculum enrichment and collaborative events are integrated.

The curriculum is taught through STEAM subjects and Uzbek values subjects), with cross – curricular links where applicable. STEM subjects are taught in English and follow Cambridge curriculum whereas Uzbek values subjects are taught in Uzbek. The Uzbek values block follow the Uzbek curriculum for these subjects and aim to promote appreciation for Uzbek culture, values, language and country of Uzbekistan. Each year group has a Long-Term Plan, highlighting the units of study in each subject area per term and over the course of the academic year. This is reviewed on an annual basis by the respective subject lead teacher in collaboration with other teachers across all the Presidential schools.

To promote progression while giving room for cross curricular links, the subject teachers plan and update Schemes of work on regular basis. The regular planning promotes upgrading of the system, use of new accelerated learning techniques and use of effective assessment for learning strategies to cater for children’s individual needs through personalized learning.

It is acknowledged that, whilst the intake of presidential school is selective, there is still a range of abilities within each cohort. The teachers are expected to take this into account while planning their teaching. Gifted and talented students are identified and where appropriate, differentiated activities are provided for such students. In addition, a range of teaching methods such as whole class, group, paired and individual are used. Academic directors liaise with teachers to ensure that the needs of all students are aptly met in time.

A wide range of high-quality resources are used to underpin the curriculum. Homework is set weekly to link the curriculum with learning at home in addition to a Virtual Learning Environment (VLE) which further enhances the work we do in school.

Principles of teaching and learning

Teachers and other educational instructors must develop a deep understanding of how learners learn, so that they can effectively apply and adapt teaching strategies to meet their own goals and their learners’ needs. Presidential Schools approach to curriculum is based on the following principles.

A. Teaching Principles

Teaching is a multifaceted work, often requiring teachers and educational instructors to perform multiple tasks and goals at the same time and in a flexible way. To make this work effective and more efficient, the following principles are important. They support learner’s learning and saves time and energy for both teachers and learners.

Effective teaching involves:

1. Start where learners are

Learners are different; they learn differently and approach problems in different ways depending on their cultural, generational, financial, disciplinary and religion backgrounds. The learners’ prior knowledge whether accurate or inaccurate aspects, shapes new learning. This helps teachers and other educational instructors to decide about teaching objectives, pacing, examples and format of the material to use. Also, learner’s

prior knowledge will help the teacher to identify and explain learners' common misconceptions and recognize the need for additional practice.

2. Share learning objectives with your learners.

Teaching is more effective and learners' learning is enhanced when educators set clear learning objectives (knowledge and skills that teachers expect learners to demonstrate by the end of a course/unit/lesson). Articulating the knowledge and skills that we expect learners to demonstrate by the end of the lesson or course gives learners a clear target to aim for and enables them to monitor their progress along the way. Additionally, stating clearly our expectations and communicating them explicitly helps learners learn more and perform better.

3. Use variety of instructional activities.

These are case studies, labs work, discussions and readings to support the learning objectives.

4. Make assessment transparent and aligned to learning objectives.

Assessments might be formative or summative in the form of tests, quizzes, project work, exams, etc. These provide opportunities for learners to demonstrate and practice the knowledge and skills articulated in the objectives, and for the teachers to offer feedback that can guide further learning (refer to assessment policy).

5. Prioritize your learners' needs and interests.

Teachers and other educational instructors make difficult decisions by choosing what will be and what will not be included in a course. This is done by recognizing class size, learners' backgrounds and experiences, course position in the curriculum sequence, etc.

6. Give feedback and use differentiated instructions.

Giving feedback to learners helps them to see where they have performed well and where they still need to improve and this encourages them to study hard and if possible, change a way of studying for an assessment. Also, by using differentiated instruction, educators ensure that they teach same topic in a different style making sure that they reach and accommodate every learner regardless of their learning differences.

7. Refine your subject based on reflection and feedback.

We need to continually reflect on our teaching and be ready to make changes when appropriate. When something is not working, we want to try something new. Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. The change can be done by considering learners' work, previous semesters' subject evaluations, class participation, classroom observation feedback etc. we can also seek additional feedback with help from other educational institutions (example: Universities).

B. Learning Principles

Learning is the lifelong process of being taught, transforming information and experience into knowledge, skills, behaviors, and attitudes. There are some important basic principles that underlie effective learning. These principles are:

1. How learners organize knowledge influences how they learn.

Learners naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently.

2. Learners' motivation determines and directs how they learn.

Motivation plays a critical role in guiding the direction, intensity and quality of the learning in which learners engage. When learners find positive value in a learning activity, expect to successfully achieve a desired learning outcome, they are likely to be strongly motivated to learn.

3. Learners must acquire skills, practice them and apply them.

Learners must practice what they learn. They must be able to know when and how to apply the skills and knowledge they have learned.

4. Learners' development interacts with positive learning environment

Learners are human beings and still developing the full range of intellectual, social, and emotional skills. Educators cannot control the developmental process of their learners, but they can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways.

The climate we create has implications for our learners. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

5. Fostered independent study leads to self-directed and responsible learners

Learners may engage in a variety of metacognitive processes to monitor and control their learning by assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, learners tend not to engage in these processes naturally. When learners develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

15. Student Dismissal Policy

Presidential Schools are committed to taking all reasonable steps to ensure that all students have the opportunity to successfully complete their programs. Within this framework, Presidential Schools has a commitment to ensure that all students are treated fairly and equitably.

Students who do not support the academic and ethical goals of the institution for themselves and their fellow students may be subject to penalties, up to and including dismissal. Presidential Schools always consider dismissal as a last resort that is exercised only in the most severe cases. Students have the rights with respect to notice, a right to be heard, and a right of appeal. For this reason, verbal warnings, written warnings, and suspension will generally precede dismissal.

However, if Presidential Schools deem the integrity, safety, and well-being of Presidential Schools students, staff, visitors and other stakeholders to be in danger, then Presidential Schools reserve the right to expel students immediately without going through the entire dismissal process.

In conjunction with this policy, Presidential Schools will ensure that students receive and are aware of its Code of Conduct, Academic Honesty Policy and Attendance Policy.

1. Grounds for dismissal

1.1. Violation of Code of Conduct

All students are required to adhere to Presidential Schools' Code of Conduct policy.

In accordance with core principles of the Code of Conduct, while on Presidential Schools' premises and/or in the course of activities and/or events hosted by Presidential Schools, students are expected to:

- comply with all applicable Presidential Schools' policies, including the Academic and Attendance Policy;
- treat all students and staff with respect and not engage in physically aggressive, threatening, harassing, discriminatory or otherwise offensive behaviour;
- timely submit all their work/assessments;
- work to the best of their ability in lessons and on homework tasks;
- be prepared for classes;
- treat others politely and with courtesy;
- act responsibly;
- treat all school property with care and keep grounds clean and tidy;
- attend all classes and be on time;
- dress smart for any school activity;
- be polite and courteous to all adults;
- not consume, possess or distribute alcohol or controlled or restricted substances; and
- must not act in breach of any provision of the Criminal Code and any other related legislation of the Republic of Uzbekistan.

Students who continuously violate general rules of the Code of Conduct and/or commit violations which serve as a ground for dismissal as specified in the Code of Conduct will be subject to dismissal procedure as outlined below, which may include immediate dismissal from the institution in case of serious violation.

1.2. Dismissal with Cause

The following outlines the conditions under which a student may be expelled (dismissed) with cause.

Where Presidential Schools have specific policies in these areas, they may refer to them. Where no specific policy exists, the institution will provide sufficient detail to allow the student to comprehend the conditions that will result in dismissal.

1.3. Academic Dishonesty

PS is committed to academic honesty and will ensure that all students are aware of what this entails. While PS trust that all students enrolled in the school will submit work of their own that is appropriately referenced it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard in Academic Honesty Policy.

Serious or continuous violation of the Academic Honesty Policy serves as sufficient ground for dismissal of the student from the School and is subject to dismissal procedure as specified below:

1.4. Academic Failure

Students who fail to achieve the required academic standing in their programs may be expelled from the program.

The decision to dismiss a student will require one of the following circumstances:

- Consistent academic underperformance and academic failure despite teacher support, additional classes and opportunities to re-take assessment.
- conclusions of the Academic committee.
- Students of grades 8, 9, 10 and 11 could be dismissed from PS if they received satisfactory (3) or lower assessment results in one subject at the year level on the condition that they have studied at PS for full academic year.
- Students at grades 5,6 and 7 are not dismissed from PS based on academic performance but they can choose to be transferred to another school. It is recommended that students at lower secondary level are provided with opportunities to improve their achievements as much as needed.

1.5. Attendance

Students who do not achieve attendance requirement, as stated in the Attendance Policy, are subject to dismissal.

2. Dismissal Procedure:

1. All concerns relating to student misconduct shall be directed in written to the Principal or Director of Academics. Concerns may be brought by staff, students, parents, or the public in the form of statement, complaint, notification.
2. The Principal or Director of Academics shall immediately inform the student and his/her parents or legal representative about the submitted concern and require written explanation of the student.
3. The Principal or Director of Academics will arrange to meet with the student and his/her parents to discuss the concern(s) within 3 school days of receiving the complaint. Any enquiry or investigation necessary to determine whether the concerns are substantiated shall be processed before the meeting.

If the alleged conduct is of such a serious nature that an immediate dismissal may be warranted, the Principal or Director of Academics will meet with the student as soon as is reasonably possible.

4. Following the meeting, The Principal will decide the following:
 - a. Determine that the concern(s) were unsubstantiated
 - b. Determine that the concern(s) were substantiated, in whole or in part, and either:
 - i. Give the student a warning setting out the consequences of further misconduct;

- ii. Set a probationary period with appropriate conditions; or
 - iii. Recommend that the student be dismissed from Presidential Schools
5. The Principal will prepare a written summary of the determination. A copy shall be given to the student and parents, and the original will be placed in the student's file.
 6. If the student is issued a warning or placed on probation, the Principal and the student will both sign the written warning or probationary conditions and the student will be given a copy. The original document will be placed in the student's file.
 7. If the recommendation is to dismiss the student, the Principal must review the recommendation and take the final decision. If the recommendation is accepted, the Principal issues letter of dismissal and parents shall immediately collect it together with personal documents of the student upon signing Receipt as per Annex No.1 hereto. If the recommendation is rejected by the Principal, the Principal will provide reasons for rejecting the recommendations.

3. Notification

Prior to dismissal, depending on the severity and nature of the situation, Presidential Schools may take intermediate steps at its discretion including:

- Verbal warning
- Written warning
- Suspension

Students who are subject to dismissal for any reason and their parents (or other legal representatives) will be notified in writing, either hand-delivered or by registered mail with a return receipt.

Presidential Schools are not responsible for non-delivery by registered mail if the student has not provided a valid home address.

The notification letter will be composed and signed by the Principal. The notification will contain a description of the basis for dismissal and the effective date.

Depending on the nature of the incident leading to dismissal and on the decision of Presidential Schools, the notification may indicate a specified dismissal period after which the student may apply for re- admission to the school. It is at the discretion of the school whether the student will be granted approval to re-apply for re-admission. For this reason, decisions will be on a case-by-case basis.

4. Rights to Appeal

Students notified about dismissal wishing to dispute the conditions of their dismissal must appeal the decision within five (5) days of the notification, following the Code of Conduct and Appeal Policy available from the school secretary, Student Services department, or from the school's Web Site.

The appeal must be accompanied by sufficient proof to support the dispute. Students who file an appeal and are unsuccessful are considered withdrawn from Presidential Schools

5. Return of Property

A student who is dismissed is responsible for the return of any institutional property in his/her own possession within ten (10) days and will be held financially responsible for any property not returned in good condition.

16. Presidential Schools Continuous Professional Development Policy

1. Rationale or background to policy:

In order to ensure the success of our students, teachers' qualification and professional maturity and confidence are essential. Only well qualified teachers who are committed to constant professional development and growth can serve as role models for their students and guide them to outstanding results.

Presidential Schools are learning communities. We believe that everyone in Presidential Schools has an entitlement to high quality support and development for learning and progress and we are committed to providing opportunities for all staff to learn and develop, individually and

collaboratively. Through our PD programme, we will be able to deliver the priorities of the Presidential Schools as well as those of teams and individual members of staff.

It is the responsibility of all teachers in Presidential Schools to take an active role in their own professional development and to support the professional development of their colleagues.

The schools believe in the philosophy that effective teachers should take ownership and give a high priority to professional development. We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale, through personal and professional fulfillment and assists recruitment and retention.

CPD is the means by which the school is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning.

This policy is designed to:

- Make sure all teachers have access to and engage actively in high quality professional development in order to improve their practice
- Make sure that there is effective auditing in order to identify individual and group needs and aspirations
- Make sure that all professional development offered is high quality and focused on improving the quality of learning and teaching
- Make professional development integral to the culture of Presidential Schools.
- Make sure that professional development of teachers facilitates school improvement and development

All staff have a responsibility to utilize CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners.

In particular, the Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- know and understand how to assess the relevant subject and curriculum areas.
- commit to effective classroom practice and ongoing improvement
- take responsibility for building confidence with Cambridge syllabus, materials, assessments and teaching approaches

This policy is complementary to the Teacher appraisal guide, Team Teaching, Subject Lead, Academic Director and all other related policies.

2. Approaches to CPD

The Presidential Schools will support a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and their own professional development goals. As far as possible, CPD is personalized and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School.

The School acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be relevant to the individual and to the school
- be sustained over time.
- challenge individuals to improve and develop, supporting them to do so

- support innovation and risk taking
- excite and motivate
- involve a range of opportunities
- include opportunities for individual learning and collaborative learning
- include opportunities for peer support and coaching
- be aspirational
- make effective use of resources
- be monitored and evaluated for impact it has on classroom practice and student performance

Therefore, CPD approaches may include:

- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the School, e.g., pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development.
- practical experience, e.g. external examination marking practice, subject mentoring, peer observations, and even presentations to other staff.
- school-based collaboration, e.g. Practitioner Partnership, learning study triads, department meetings, Heads of Department meetings, pastoral meetings, and other aspects to develop aspects of learning and teaching;
- external collaboration, e.g. contributing to and delivering a training program, coordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice;
- job enrichment or enlargement, e.g. co-teach training, acting leadership roles, or peer observations;
- school-based work overseen by an external consultant, adviser or relevant expert;
- on the job training overseen by a team teacher and Academic Director (team teaching practice).

2. Induction

All those involved in the school community shall have an entitlement to equality of access to high-quality induction, continuing support and development. Directors of Academics, Vice Principals and mentors (if available) have discrete responsibilities within this process. Every member of staff will receive a professional growth plan document (Annex 1). Teachers will be required to fill out this form in consult with the Director of Academics, Vice Principal/ and mentor prior to the start of the school year.

Days before school and during school breaks are reserved for professional development and are structured to ensure that new and returning members of staff benefit from a positive and purposeful start to their career at the Presidential Schools.

3. In-Service Training

The School holds in-service training days during the academic year. The professional development is planned in advance by the Director of Academics and Vice Principal, and the content of which is informed by the needs of the School outlined through data collection, teacher surveys, professional growth plans, and the yearly School Development Plan.

The principle purpose of in-service training days is to promote effective classroom practice improvement:

- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge, e.g. differentiation, or Cambridge Curriculum;
- considering how to implement pedagogic practices successfully in different contexts;
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs;

- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices,
- enabling staff to contribute to the delivery of the School's mission and improvement plans;

The School aims to make the best use of all available resources and will draw from providers such as:

- in-school expertise; making use of the knowledge, experience and skills of staff;
- representatives of agencies or independent organizations or individuals who have specific areas of expertise
- a variety of institutions including schools, universities and examination boards;
- local authority experts

The list of some PD providers might include but not limited to WIUT (executive, professionally certified, credit-based and online courses, PGCert); Cambridge Professional Development Qualifications; Edu Action (TKT, CELTA); Webster University in Tashkent (TESL MA)

4. Practitioner Partnership

During the academic year, every teacher in the School will be invited to take part in a Peer Review. This is where teachers work collaboratively to observe each other's lessons and offer feedback to one another using coaching techniques. This will be a teacher driven initiative with the Director of Academics and Vice Principal acting only as facilitators in the process. The aim is to:

- promote discussion about how pupils learn, challenge beliefs and improve pupil outcomes;
- share, refine and adapt practice across the curriculum;
- encourage deeper reflection;
- promote collegiality and an ethos of collaborative working;
- support a culture of trust, respect and scholarship;
- facilitate formative feedback on the quality of teaching;

6. Leadership and Management of CPD

The Director of Academics with responsibility for Learning and Teaching is the CPD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the School and its development priorities; the development needs of each department and the career aspirations of the individual

The CPD leader will:

- identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of evaluation and target setting, formal and informal discussion with curriculum and pastoral leaders, mentor(s) and school management team;
- discuss CPD priorities and budgetary implications with the school principal;
- maintain accurate and up-to-date records of the training undertaken and delivered to staff;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- report to the principal on the provision and impact of CPD;
- keep up-to-date with CPD developments nationally and locally;
- promote CPD as a central element of performance and appraisal;
- provide details of CPD opportunities and disseminate information to the appropriate staff

Individuals will:

- Reflect on their own practice to identify areas of strength as well as for development (through self-assessment as specified in the Teacher and School Leader evaluation policies)
- Record these reflections and complete a PD plan (as specified in the Teacher and School Leader evaluation policies)

- Seek out and engage actively in opportunities to share strengths and to learn from colleagues
- Support colleagues in achieving high professional standards
- Engage in appropriate, identified PD opportunities to help make sure that our students receive the best and most appropriate educational experience possible
- Reflect on their professional development activities and record their evaluation in their portfolio

7. Procedures

In the first instance, the Director of Academics and Vice Principal should ensure that all teachers have completed a professional growth plan. Thoughtful reflection on a teacher's goals should take place and a professional development plan tailored to meet the individual teacher needs.

In an effort to secure evidence of all professional development needs the Director of Academics, the Vice Principal and mentor should look at school data, and perform a survey of teachers to uncover professional development needs.

Once the professional development course of action has been agreed to the Director of Academics and the Vice Principal are responsible for the organization, development, and planning for professional development activities.

It is recommended to consider length of professional development, and follow-up activities in the planning process. In addition, the Director of Academics and the Vice Principal are responsible for documenting the teacher's professional development activities.

8. Funding

Before approval is given to CPD training, careful consideration must be given to value for money and the resources available, e.g. How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive, provider or by another means? Can training be accessed locally rather than further afield? What is the impact on students?

- Schools should have an annual professional development fund allocated for individual and team PD needs. An individual teacher can apply for funding for PD course which has to be approved by AD and school Principal. Please see request for CPD form in the Annex.
- A school can also apply for additional funds to the Agency should they justify the request for additional funds for PD
- English language training for local teachers should be provided by the school as part of their PD

9. Evaluation

The quality and short-term effectiveness of CPD is evaluated through the CPD Evaluation pro forma and informal discussion with staff, reflection of student data outcomes, and classroom observations. The effectiveness of CPD is evaluated through:

- student survey;
- student outcomes;
- lesson observations;
- impact on effective classroom practice;
- staff well-being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.

Professional Growth Plan Sample

Teacher:

School:

Year:

Appraiser:

Based on the areas of growth identified in your Self-Reflection process, complete the following plan WITH your evaluator/ and mentor.

Connection to Standards		
What standard does your goal relate?		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Professional Learning Goal Statement		
What do I want to change about my professional practice that will effectively impact student learning?		
What is my personal learning necessary to make that change?		
Action Plan		
Strategies/Actions	Resources/Support	Targeted Completion Date
What will I need to do in order to learn my identified skill or content?	What resources will I need to complete my plan?	
How will I apply what I have learned?	What support will I need?	
How will I accomplish my goal?		
Indicators of success		
1. 2. 3. 4.		
Appraiser's comments		
Follow up review meeting comments		
Year End Review Comments:		

Appraiser's Signature:	Date:
Teacher's Signature:	Date:

Request for CPD training

Title of course:	
Venue:	
Date/s of training:	Cost:
Name of staff member attending CPD:	
Which area of the School Development Plan does this training support? (check blue file for areas)	
How will the course benefit school?	
How will the information be shared?	
What impact will be seen from attending the course and how will this be measured?	
Does this course support your Performance Management Targets?	
Permission granted by:	

Feedback from CPD training

Title of course:	
Date/s of training:	Cost:
Name of staff member attending CPD:	
Which area of the School Development Plan does this training support? (check blue file for areas)	
How would you rate the CPD in supporting your needs? 1=Outstanding 2=Good 3=Satisfactory 4=Poor Comments:	
What impact has been made? 1=High level 2=Moderate level 3=No impact Evidence for this can be seen by:	
Any other comments?	

17. Presidential Schools Health and Safety Policy

1. Rationale for the Presidential Schools Health and Safety Policy

Presidential Schools recognise and accept their responsibility as an employer and provider of services and will provide a safe and healthy workplace and learning environment for students, staff and visitors.

Presidential Schools will strive to meet and adhere to all relevant health and safety legislation and standards of the Republic of Uzbekistan.

Good health and safety management will be an integral part of the way that the school operates and will be considered across all work activities and across the wide range of educational activities delivered.

This Presidential Schools' Health and Safety Policy (hereinafter the – "Policy") explains the steps that will be taken in the Presidential Schools to protect individuals from injury and/or ill-health, and the expectations of those individuals in maintaining a healthy and safe environment.

2. Objectives of the Policy

PS sets the following objectives:

- (i) to conduct all activities safely and in compliance with legislative standards;
- (ii) to provide safe working and learning conditions;
- (iii) to provide adequate resources to implement this Policy;
- (iv) to ensure a systematic approach to the identification of risks and the allocation of resources to control them;
- (v) to encourage and assist all staff and students to co-operate in complying with all legal obligations and to take reasonable care of their own health, safety and wellbeing and have regard for the health, safety and wellbeing of others;
- (vi) to be a school that promotes a positive health and safety culture that is demonstrated by open communication and a shared commitment to the importance of health, safety and welfare;
- (vii) to provide the necessary information, instruction and training to all staff and students where applicable.
- (viii) to promote the principles of sensible risk management which enables innovation and learning
- (ix) to evaluate and review of health and safety policy to ensure its objectives are met and, as necessary, to modify the policy in light of new legislation and other changing circumstances.

3. Roles and responsibilities

It is a requirement of PS that this policy and its provisions are understood and acted upon by all staff, students and other relevant persons within the school.

Copies of the policy will be issued to all staff and will be available on the website or at the site of PS.

Strict NO SMOKING policy exists in school buildings and on the school site. Everybody will be instructed that this must be adhered to at all times.

3.1. School Principal

School Principal has the responsibility for ensuring that reasonable measures are put in place to ensure the health and safety and welfare of employees, students, visitors and other people affected by the School's activities

Principal will:

approve a school health and safety policy and devise appropriate procedures for managing health and safety related issues;

implement applicable health and safety related legislative standards, policies or procedures of Uzbekistan;

ensure adequate resources, in terms of both personnel and finance, are allocated to secure implementation of the Policy;

plan, organize and implement arrangements to eliminate or control significant risks and to comply with relevant statutory provisions;

determine and document procedures, operational instructions, guidelines and codes of practice to implement the school's health and safety policy;

ensure that responsible managers and staff are competent through recruitment, training or otherwise, to carry out their duties for health, safety and welfare.

ensuring that all hazards are identified, significant findings of assessments are recorded, groups exposed to risks are identified and the actions taken to protect the health and safety of these groups are recorded;

ensure that all staff, students and others are familiar with, and comply with, the requirements of the school's health and safety policy and that all new staff are inducted into the requirements of the health and safety policy.

3.2. Vice Principal

Vice Principal will:

Visibly support the students' health and safety arrangements, ensure that all employees are aware of and accountable for their specific health and safety responsibilities and duties;

Ensure health and safety policies, procedures, action plan and risk management programme is implemented as an integral part of business, operational planning and service delivery;

Support accident and incident investigations, review reports and statistics, utilise information on trends and hot spots

Undertake monitoring and ensure the provision of adequate resources to achieve compliance.

In addition, Vice Principal is responsible to achieve the objectives of the health and safety policy. The Vice Principal will ensure that all necessary health and safety activities, requirements and standards are undertaken and met within his area of control.

3.3. Competent person

Competent person in PS will undertake general responsibility to ensure that all necessary health and safety activities, requirements and standards are undertaken and met within their respective areas of control. This will be done under the direction of the Vice Principal.

Competent person will:

Identify hazards, initiate risk assessments, record the significant findings and implement any necessary control measures;

Check and document that the working environment is safe; equipment, products and materials are used safely; that health and safety procedures are effective and complied with and that any necessary remedial action is taken;

Inform, instruct, train, supervise and communicate with staff and provide them with equipment, materials and clothing as is necessary to enable them to work safely;

Complete the health and safety induction checklist for all new staff at the commencement of their employment;

Report all accidents, incidents and near miss events, undertake an investigation into the cause and take appropriate remedial action to prevent recurrence.

3.4. Staff

All staff, agency and peripatetic workers and contractors must comply with the school's health and safety policy and associated arrangements and in particular are required to:

Take reasonable care of their own health and safety at work and of those who may be affected by their actions or by their omissions;

Cooperate with responsible staff members to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required;

Not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare;

Report to Vice Principal any health and safety concerns, hazardous condition or defect in the health and safety arrangements;

Support the school in embedding a positive safety culture that extends to the students of the school and any visitors to the site.

3.5. Students

All students are expected to behave in a manner that reflects the school's behaviour policy and in particular are expected to:

Take reasonable care of their own health and safety at school and of their peers, teachers, support staff and any other person that may be at school;

Cooperate with teaching and support staff and follow health and safety policy and instructions given;

Not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare;

Report to a teacher or other member of school staff any health and safety concerns that they may have

4. Procedures

4.1. Types of Health and Safety Hazard

The following are examples of health and safety hazards which might be present in a school environment:

- Electric shock
- Hot objects and surfaces
- Hot liquids
- Corrosive liquids (eg acids and alkalis)
- Chemical reagents which are absorbable through the skin
- Breathing in fumes or vapours from chemical reactions
- Tripping on an uneven floor surface
- Slipping on a wet floor surface
- Food poisoning as a consequence of poor food hygiene
- Sharp items
- Laser lights in science lab work
- Animals/bird borne disease
- Moving objects (eg. fan blades)

Please note this is an indicative list, not an exhaustive one.

4.2. Hazard Analysis

Hazard analysis is the process of identifying the particular health and safety hazards present in a school, and will cover all parts of the buildings and grounds. It will also include a consideration of hazards associated with any vehicle used by the school for transporting students. Hazard analysis is concerned only with identifying hazards, and does not seek to assign a risk level to each hazard identified

4.3. Risk Assessment

The process of risk assessment follows hazard analysis and involves assigning a risk level to a particular hazard. The risk level will reflect both the likelihood of an event taking place which would leave to disease or injury, and the seriousness of the disease or injury.

PS will adopt a planned risk based approach to health and safety management based on the principles of sensible risk management. This will involve:

Assessment of hazards and associated risks;

Identification and implementation of preventive and protective control measures against those risks to an acceptable/ tolerable level;

Monitoring the effectiveness of those measures including the enforcement of proper working practices by the management team and other supervising staff;

Provision of information, instruction, training and protective equipment to staff (and students where required)

Review of risk assessments, policies, procedures and practices on regular basis and where additional information is gained through monitoring or following an incident.

The school will ensure that all those staff members who carry out risk assessments will be competent do so.

When a decision on the suitable risk controls is made the risk assessment will be recorded and copies made available to all those who require them. Where it is identified as being necessary, additional training or information will be provided for any staff member.

Vice Principal will bring to the attention of staff all the necessary precautions detailed in the written risk assessment and will monitor systems of work and the working environment to ensure that staff acts in accordance with the details outlined in the written assessment.

The school will make arrangements for putting into practice all the control measures that have been identified as being necessary in the risk assessment.

All risk assessments will be reviewed at least annually, or earlier should the need arise e.g. following an incident, change of method of work, etc.

4.4. Staff Development Training: Health and Safety Awareness

- All staff at the school will receive comprehensive H and S awareness training at initial induction and thereafter at least once each year.
- The training will be organised by the Vice Principal.
- Staff development training will include:
 - General H and S awareness.
 - Completing the H and S section on the lesson plan.
 - Carrying out a simple Health and Safety audit.
 - Carrying out a simple H and S risk assessment.
 - Giving healthy and safe lessons.
 - Using a fire extinguisher to put out small fires.

4.5. Student Awareness of Health and Safety Issues

- Students will receive H and S awareness training.
- Students will be made aware of specific H and S considerations, if relevant, in advance of a lesson. This will include a discussion of the particular hazards and the methods to be used to control personal and group risk.
- Students will receive informal guidance and feedback from their teachers on H and S issues as appropriate.
- H and S notices will be placed in all classrooms, laboratories and other learning areas in the school. These will include fire evacuation protocols and, in science laboratories, details of the international health and safety hazard symbols.

4.6. Recording and Reporting of Critical Incidents

- Appropriate authorities will be contacted in the event of a dangerous occurrence, death, injury or appearance of disease, the school Principal or his/her representative will initially investigate and produce a report of their conclusions and recommendations within 48 hours to the respective authorities.
- Five copies of the report will be sent to the Agency for distribution to appropriate parties.

Any damage or defect to the premises or equipment and furnishings shall be reported. Defective equipment is isolated and labelled as defective to prevent use until replaced or repaired. Where premises defects are identified a dynamic assessment is carried out to decide whether an area should be isolated or cordoned off whilst awaiting repair.

4.7. Health and Safety Audit and Action Plan

- An annual H and S audit will take place in each school during the summer break to establish the actions that need to be taken. This will be initiated by Vice Principal /Principal and will result in the publication of a fully costed annual H and S Action Plan for the school.
- A standardized format will be used for the H and S Action Plan
- The H and S Action Plan will be distributed to all school subject departments and other functional areas in the school and will include a series of actions to be taken to improve H and S practices.
- Monitoring of the implementation of the H and S Action Plan will be the responsibility of the Vice Principal /Principal.
- A copy of the H and S Action Plan will be provided to the Head of PS department of the Agency.

4.7. Fire Protection and Evacuation Procedure

- Appropriate instruction and training relating to fire safety including safe evacuation and emergency procedures will be provided to staff and students.
- A whole school fire evacuation drill will take place at least termly.
- Students and staff will assemble in a specified area of the school grounds in class groups, and an attendance register for each group will be taken by a specified member of staff. This will be compared to the daily arrival register at the school to ensure that all students are accounted for.
- Fire evacuation drill notices will be placed in all classrooms, and in all staff rooms, corridors and other locations in the school.
- Suitable fire extinguishers will be placed throughout the school and will be maintained in a suitable condition for use through a process of periodic inspection.

4.8. Storage and Disposal of Hazardous Substances

- Appropriate provision will be made for hazardous substances at the school to be stored securely in locked cabinets or rooms, as appropriate. For example, art materials and cleaning fluids will always be stored in a locked room, toxic, inflammable or reactive chemical reagents in a locked metal cupboard, and biological material in a locked refrigerator.
- Hazardous substances will be disposed of periodically in accordance with the environmental laws of Uzbekistan.
- Detailed records will be maintained of hazardous substances stored at the school and disposed of by the school.

4.9. Canteen

- PS provides the opportunity for children to have a meal five times a day. We do all we can to ensure that the meals provided have a suitable nutritional value, in line with the requirements and standards of applicable legislation of Uzbekistan.
- Presidential School canteen staff will carry appropriate food hygiene.
- The canteen area of each Presidential school will be included in the annual H and S audit process.
- A Presidential school canteen will be closed down temporarily if there are at any time concerns about food toxicity.

4.10. School security

PS will ensure that standard procedures are in place to minimise risk and that all staff are fully aware of the security arrangements and of their own responsibilities, receiving such training as is necessary to fulfil those responsibilities.

All staff are made aware of the security procedures and know how to:

Protect pupils from harm

Guard against assault

Safeguard property

Contact the police/emergency services

4.10.1. School Grounds

Security fencing bounds the perimeter of the school grounds, and access to the school car park is restricted to staff, contractors and deliveries. All children enter the school grounds via the main gates.

Parents are not allowed to drive their cars into the school car park. Parents are asked to wait outside the classrooms when collecting their children and should not be encouraged to enter the school buildings. If parents/guardians want to meet with staff, formal appointments must be made with the administration office. When attending appointments, parents/guardians should enter through the main entrance and sign-in.

If a stranger is seen on the school grounds, a member of staff should establish his or her identity and the reason for the visit. If the reason is not legitimate, the stranger should be asked to leave.

4.10.2. Access to the School Building(s)

To prevent unauthorised or unknown visitors entering school, security locks are fitted to all external doors (excluding the fire doors, which open only from the inside), apart from the main entrance to the school, which has a secure reception area with an access control system installed.

All office doors should be locked when not in use and all cloakroom/external doors closed at the end of break times.

All visitors to the school should report to the administration office, which is clearly signed. In the first instance, a member of admin staff will meet visitors; they will be asked to sign in and give the reason for their visit.

No visitor is given unrestricted access to the school; this includes parents. All children and staff are alert to unrecognised adults in school. Children should report strangers to the nearest member of staff. If a stranger is noticed in school, staff should establish his or her identity and reason for the visit.

Parents have permission to enter the school premises. However, they should act as any other visitor to the school, complying with the appropriate school arrangements. They should not roam at will around the school, enter classrooms or interfere with members of staff carrying out their professional duties.

If parents wish to take their child/children out of school during the school day, they should report to the administration area. A request to take a child out of school should normally be made in advance in writing on a form requesting leave of absence.

4.11. Internet safety

We regularly use the Internet in school, because it has many educational benefits. In order to minimise the risk of children coming across unsuitable material, we provide constant supervision, and we use only a filtered service, selected links, and child-friendly search engines. Parents are asked to sign authorisation for their child to use the Internet.

18. Special Education Needs Policy

1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for students with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing services/education for students with SEN

2. Legislation and guidance

This policy and information report is based on the Law of the Republic of Uzbekistan of August 29, 1997 No. 464-I "About education" and other related legislation of the Republic of Uzbekistan.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SEN co-coordinator

They will:

Work with the principal to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be the point of contact for the Agency for Presidential, Creative and Specialized schools under the Cabinet of Ministers of RUz.

Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

Work with the principal and governing board to ensure that the school meets its responsibilities under the Law "About education" with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all students with SEN up to date

4.2 The principal

The principal will:

Work with the SEN co-ordinator to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

The progress and development of every student in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SEN co-ordinator to review each student's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

5. SEN information report

5.1 Grounds for provision of SEN

Our school provides additional and/or different provision for students with a range of needs as recommended and directed by the Medical psychological committee under the Ministry of Public Education of RUz (hereinafter the – “Committee”).

In case if student with SEN applies to PS or if SEN is identified on current student of PS, documents of the student shall be forwarded to the Committee under the Ministry of Public Education.

The Committee will:

- a) Assess physical and psychological condition of the student;
- b) Confirm or disprove SEN;
- c) Provide written opinion for referral of the student to specialized school or possibility of education in general educational institution;
- d) Recommend measures to organize education of the student effectively.

The Committee shall timely provide written conclusion in the manner prescribed by the legislation of RUz. Upon receipt of the conclusion by the Committee, PS shall proceed with application and implement the recommended measures (if any).

5.2 Identifying students with SEN and assessing their needs

We will assess each student’s current skills and levels of attainment on entry, which will build on previous knowledge, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child’s previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the student’s areas of strength and difficulty

We take into account the parents’ concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student’s record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:

The teacher’s assessment and experience of the student

Their previous progress and attainment and behaviour

Other teachers’ assessments, where relevant

The individual’s development in comparison to their peers and national data

The views and experience of parents

The student’s own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

Reviewing students' individual progress towards their goals each term

Reviewing the impact of interventions on a regular basis

Using student questionnaires

Monitoring by the SEN co-ordinator

Using provision maps to measure progress

Holding annual reviews for students with statements of SEN plans

5.11 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our field trip(s).

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

Students with SEN are encouraged to be part of the school council

Students with SEN are also encouraged to be part of different clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Appeals about SEN provision

Appeals about SEN provision in our school should be made to the class teacher/SENCO/principal in the first instance. They will then be referred to the Appeal Policy.

6. Monitoring arrangements

This policy will be updated if any changes to the information and related legislation are made during the year.

Any changes and updates to the Policy are subject to the approval of the Principal of the School.

19. Presidential School Child Protection Policy

Introduction

Presidential Schools (hereinafter the – “PS”) believes child protection is the responsibility of everyone and every child matters. PS is committed to support the rights of children, ensure their safety, well-being and prevent child abuse.

PS staff members and those working with PS share a common responsibility and commitment to the awareness, prevention and reporting of and responding to child abuse in the course of their work.

PS will follow relevant laws of the Republic of Uzbekistan and standards, as well as ensuring international legal compliance, and will adhere to Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) 1989.

PS Child Protection Policy (hereinafter the – “Policy”) sets out common values, principles, and beliefs and describes the steps that will be taken to meet our commitment to protect children.

Scope

This policy applies to:

All part-time, full-time, and casual PS employees, management members, freelance and other experts, interns and volunteers (hereinafter “PS staff”);

All those acting on behalf of Eurochild, such as members, consultants or trainers as well as associate firms and sub-contractors;

Parents, legal guardians, or other individuals legally responsible for children;

All those who participate in PS’s activity, events and meetings involving children, including Journalists, sponsors, donors, policy makers, etc.

All the individuals cited above will be expected to read PS Child Protection Policy and adhere to its principles and procedures.

Principles and values

PS operates within the following principles and values to reflect its stance on child protection:

Zero tolerance for child abuse: PS does not tolerate any form of child abuse, nor does it tolerate possession or access to any material that is abusive towards children. PS will not knowingly engage anyone who poses a direct risk to children.

Protecting children’s rights and their best interests.

Placing the child as the first priority when dealing with all identified or suspected cases of child abuse.

Empowering and educating children on their rights, personal safety and steps they can take, if there is a problem.

Integrating child protection into all aspects of our organizational strategy, structures and work practices.

Measures

PS will meet its commitment to protect children from abuse through the following means:

Awareness: PS will ensure that all staff and others are aware of the problem of child abuse and the risks to children.

Prevention: PS will ensure, through awareness and good practice, that staff and others minimise the risks to children.

Reporting: PS will ensure that staff and others are clear what steps to take where concerns arise regarding the safety of children.

Responding: PS will ensure that action is taken to support and protect children where concerns arise regarding possible abuse.

In order that the above standards of reporting and responding are met, members of the PS will also ensure that they:

Take seriously any concerns raised

Take positive steps to ensure the protection of children who are the subject of any concerns

Support children, staff or other adults who raise concerns or who are the subject of concerns

Act appropriately and effectively in instigating or co-operating with any subsequent process of investigation

Are guided through the child protection process by the principle of ‘best interests of the child’

Listen to and takes seriously the views and wishes of children

Work in partnership with parents/carers and/or other professionals to ensure the protection of children.

Awareness

For effective implementation of the Policy, it needs to be understood accurately by all those that the policy applies to. PS will ensure that all its staff, partners and affecting parties are informed about this policy and act in accordance with all its provisions, and do no harm to children who may come into their contact within or outside their work.

The Policy will be sent to all responsible individuals after they have engaged in activity of PS.

Prevention

Preventing abuse entirely is the ultimate goal for any child-aid organization. Presidential School believes that we must do everything in our power to reduce cases of abuse as much as possible to help ensure children’s safety. The key to our strategy is education:

Training children and staff on how to identify and prevent child abuse.

Giving children the opportunity to participate in programs that educate them on their rights, personal-safety techniques and steps they can take in case of a problem.

Encouraging and supporting children, staff and community members to report cases of abuse.

Incorporating child protection information into other Presidential School programs. In this way, we reach a broader audience and reemphasize the importance of protecting children.

Allowing all children and teens the opportunity to participate in programs regardless of gender, disability, ethnicity or religion.

Reporting

Reporting suspected or actual child abuse is mandatory for all staff, volunteers, consultants and sub-contractors.

Responsible reporting also means that any person making a report should bear in mind that all concerns are allegations until they have been investigated. For this reason, it is important for anyone raising a concern to follow the specific reporting guidelines set out below. In particular, confidentiality is expected within the reporting chain.

Reporting Procedures

All staff should normally discuss their concerns with their immediate senior manager, be it the Director or a Head of Department. Any information provided to the President/Head will be handled with strict confidentiality.

Discussions held with a senior manager or with the President should focus on:

- Evidence that the Policy has been broken;
- The identified risks to the child/children;
- Measures to safeguarding children and minimise risk;
- Action/next steps
- Assessment of the reported concerns and support needs
- Whether, and at what stage, the issue should be reported to external bodies
- Appropriate response, e.g. Disciplinary process or urgent action if children are judged to be at risk.

Reporting Guidelines

Any concerns, allegations or disclosures must be recorded in writing, signed and dated, and communicated as soon as possible to the Director. Records should be detailed and precise, focusing

on what was said or observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting.

Any concern, disclosure or allegation is alleged rather than proven at this point. All such records should be treated as extremely confidential. They should be passed only to the persons specified in these specific reporting guidelines. It is the responsibility of each individual in possession of the information to maintain confidentiality.

In certain instances, provided by legislation, there will be the obligation for PS and its staff to report concerns to the appropriate external bodies.

All concerns from third parties (not members of PS staff) shall be communicated in accordance with Appeal Policy.

Responding to concerns

Responding

The best interests of the child and the desire to secure the best outcomes for the child should always govern decisions regarding what action should be taken in response to concerns.

The Director in consultation with the Agency for the development of Presidential, creative and specialized schools will ultimately decide what sanctions will be taken against breaches.

Some concerns may be so serious that they would have to be reported to local authorities and police. In these circumstances, based on local guidelines, PS will assess on a case-by-case basis what steps to take. If the concerns are reported to local authorities, PS staff will assist the authorities wherever possible.

Presidential School Communications

As provided through our web and print materials, you may have already noticed some of the measures we take to protect children. These include:

Telling the truth of the story. This means never using manipulated or sensationalized text and/or images, and certainly not employing discriminatory or degrading language.

Never using images of inappropriately clothed children.

Not publicly disclosing a child's personal information, personal address or other information that could be used to locate a child within the country.

Not publishing health information, unless the family or individual has given us written consent.

Additionally, children, youth and individuals featured in our materials must consent (or their parents or guardians must consent) to us using their image or story prior to publication.

Reporting a child in need of protection (including child abuse)

Presidential School staff play a very important role in the lives of children. Because they see children on a regular basis and they can play a supportive role to families, staff is often in a position to note some of the early warning signs of abuse or other protection problems. Children may trust a School staff member enough to disclose abuse. This policy seeks to ensure that suspicions of a child in need of protection will be properly reported and that staff will act appropriately and with confidentiality.

In Presidential Schools, every school staff member must report any case of suspected abuse relating to a child attending school. Anyone who has information that leads the staff member to reasonably believe that a child is being or has been abused or is in need of protection or might be in need of protection, must report this suspicion. Suspicions that a child is in need of protection must be reported to Institutions of Self-Government of Citizens (Mahalla) when there is reason to be concerned that the child's home or custodial environment cannot protect the child.

School staff to report suspicions that a child might be in need of protection in the manner prescribed by the law. Those who know or suspect that a child might be in need of protection but do not report is in breach of the legislation. The law protects the identity of individuals reporting a child in need of protection.

School staff shall report any suspected abuse using the reporting procedures in the attached regulations:

School staff should document in an objective manner, any behaviour by a student that might be a sign or symptom suggesting that the child may need protection. Records should be kept on file according to Student File Guidelines and should include:

- Date and time of entry,
- Full name of the child referred to in entry,
- Date of birth of the child referred to in entry,
- Signature and printed full name of the person making the entry,
- Any of the following objective data
 - description of the injury observed including size, shape and location on the body,
 - drastic unexplainable changes or chronic problems with child's health or behaviour,
 - direct quotes (disclosure by the child). Dents/Student Safety

Responsibility to Report

The primary responsibility for reporting a child in need of protection rests with the individual who suspects it. Consultation with others in authority in the school (Principal, Director of Academics) is strongly advised.

It is not the staff member's responsibility to prove that a child is in need of protection. The responsibility is to report any suspicions, concerns or information that leads the person reasonably to believe that a child is or might be in need of protection. This report must then be made to Mahalla, police, medical personnel or to a parent/guardian of the child.

In the case of making a report to a parent/guardian, it must be believed that the parent/guardian can protect the child once information about the suspicion is given.

If staff cannot determine whether the report can/should be made to a parent/guardian, it is strongly recommended that staff consult first with Mahalla, police, and/or medical personnel.

How to Make A Report?

The duty to report is the direct responsibility of the person who suspects or has reason to suspect the abuse. Reports will be generated from observations documented over time or through a once-only disclosure.

Reports of suspected child protection issues may be made to a parent, guardian, Mahalla, police and/or medical personnel. Agencies must be contacted specifically when there is a concern that the child is need of immediate protection and it is judged that the parent/guardian cannot protect the child.

If School Staff Is Accused of Causing a Child of Being in Need of Protection

School staff may be accused of causing a child to be in need of protection.

If a school staff member is accused of causing a child to be in need of protection:

The safety of the child comes first,

Reporting procedures are followed,

The person reporting the abuse makes notification of the report to others in authority in the School (Principal / Director of Academics).

School staff suspected of child abuse may be subjected to:

An investigation by Mahalla and/or the police,

Criminal charges,

An investigation conducted by the Principal/Director or designate,

In all situations, Mahalla indicates that at the conclusion of an investigation, if a person caused a child to be in need of protection and has care, custody, or control of children in their employment, then the Mahalla must report the findings to the employer.

In situations where a person is charged with an offence under the Criminal Code of Uzbekistan or Mahalla and that person's employment involves the care of children, the police are required to advise the person's employer that the accused has been charged.

20. Cambridge Exams

The Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of

subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Getting into a university is notoriously competitive, with competition for places becoming increasingly global. With this in mind, the Presidential School, Uzbekistan sought to provide students with the opportunity to increase the qualifications that students take in high school that will help boost their chances of getting into and succeeding at university. The Cambridge curriculum is one that provides such an opportunity. Cambridge courses encourage good study habits, motivate and satisfy students, and prepare them for post-secondary programmes of study, particularly at university.

In short, Cambridge gets students ‘university-ready’. Cambridge qualifications go beyond teaching skills like note-taking, essay-writing and public speaking to strategies for coping with heavier workloads and independent research. Cambridge students will also value the critical thinking skills the programme will help them develop, and the ability to work independently. Crucially, they will get a taste of time management, and learn how to handle stress better. ‘Cambridge is a mini-version of university.

This document outlines the steps that will be taken to ensure students’ continued success at Cambridge Qualifications at the Presidential Schools. Cambridge assessments take place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. Teachers are required to ensure students’ success at these assessments and will therefore need to be supported in different areas. These include provision of:

- Classroom Support through Materials & Resources
- Teacher Support through Professional Development
- Familiarity with test requirements through assessment and Mock tests

Teaching & Learning - The Cambridge Way

The Cambridge adapts the Assessment for learning (AFL) approach to teaching and learning. This is an approach that creates feedback which is then used to improve students’ performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

Teachers will be required to plan tasks which help learners to do this. AFL involves students becoming more active in their learning and starting to ‘think like a teacher’. They think more actively about where they are now, where they are going and how to get there. The five main processes that take place in assessment for learning are:

1. Questioning enables a student, with the help of their teacher, to find out what level they are at.
2. The teacher provides feedback to each student about how to improve their learning.
3. Students understand what successful work looks like for each task they are doing.
4. Students become more independent in their learning, taking part in peer assessment and self-assessment
5. Summative assessments (e.g. the student’s exam or portfolio submission) are also used formatively to help them improve.

The teachers’ role at this level is to help students develop knowledge, understanding and skills in:

Cambridge IGCSE	Cambridge International AS & A Level
Subject content	In-depth subject content
Applying knowledge and understanding to new as well as unfamiliar situations	Independent thinking
Intellectual enquiry	Applying knowledge and understanding to new as well as familiar situations

Flexibility and responsiveness to change	Handling and evaluating different types of information source
Working and communicating in English	Thinking logically and presenting ordered and coherent arguments
Influencing outcomes	Making judgements, recommendations and decisions
Cultural awareness.	Presenting reasoned explanations, understanding implications and communicating them logically and clearly
	Working and communicating in English.

1. Classroom Support through Materials & Resources

Cambridge provides several documents to help teachers plan and teach to prepare students for success at the Cambridge Qualifications:

Syllabuses, Specimen Papers, Schemes of Work, Teacher Guides, Past Papers, Mark Schemes & Examiner's Reports

Syllabuses explain what learners need to know, how they will be assessed, and the relationship between assessment objectives and papers. Specimen papers are available to be downloaded and can be used by teachers to:

- to familiarise yourself with the overall assessment approach
- to check your learners' progress
- to help your learners develop confidence and understanding.

Schemes of work are medium-term course plans. They suggest a possible teaching sequence, activities for the classroom and suitable past paper exam resources. They help teachers to:

- improve their teaching
- develop innovative and engaging lessons
- stretch the more able learners in the classroom (differentiate).

Teacher Guides are available and they provide:

- guidance on planning the course
- example lesson plans and templates
- example exercises to build language learning into subject lessons
- information on active learning and differentiation
- guidance on preparing students for final assessment.

Teacher guides also include tips to help teachers develop their learners' language skills at each stage of the course.

Past papers help the teacher to support students in becoming familiar with exam requirements and command words in questions. The mark schemes explain how to answer questions to meet assessment objectives.

Example candidate responses provide teachers with sample examples of candidates' work to show how different levels of performance (high, middle and low) relate to the subject's curriculum and assessment objectives. They will help teachers understand the standard required to achieve marks, beyond the guidance of the mark scheme.

Cambridge Chief Examiners write detailed reports describing candidates' overall performance on each part of the question. The reports give insight into common mistakes which teachers can explore in class. For teachers that have not taught the syllabus for long, they can use these reports to better understand what examiners are looking for from candidates and where common errors occur. Teachers can also share them with students before the exam.

Test Maker is a new online service that makes it easy for teachers to create high-quality, customised test papers for their learners using Cambridge questions. This application allows teachers to:

- Create test papers easily – It is easy to find the questions you need and build your paper. Choose from 500 past paper questions for each syllabus.
- Check learners' knowledge and understanding – teachers can search for questions by topic to test specific areas of syllabus content.
- Tailor tests to learners' needs – teachers can design a test for your whole class, or create individual tests for each learner. Teachers can select questions depending on the level of difficulty and the assessment objectives they test.
- Save time on your marking – produces a customised mark scheme for each test that is built.
- Share tests with learners, or save them for later – you can download tests in PDF or word document format, or save them to use later.

2. Teacher Support through Professional Development & Training

At PS, we believe that supporting teachers in their professional development leads to improved outcomes for learners. Good quality training and reflective practice are essential parts of a teacher's professional life. With all the support that are provided by Cambridge for Teaching & Learning and assessing students, the Presidential school will:

- a. Provide training for teachers in their subject groups about how the subject is assessed, assessment criteria and all requirements of the subject. All this information is available in detail within each subjects' Syllabus in the front and back sections.
- b. At the beginning of the year, during orientation/training, all teachers should meet in subject year-level groups to view and discuss syllabus requirements for the subject so all teachers are aware of the expectations and requirements of the syllabus.
- c. During the year, there can be intermediate check-ins to make sure that all requirements and expectations are being adhered to/followed across all schools. This will also act as a means of familiarizing teachers who may have joined the staff after the initial training.
- d. Teachers should have access to and continuously review past papers, mark schemes and examiner's reports to ensure that they are familiar with the content of the exams and the different ways that the questions on the papers can be asked. This will allow them to minimize any type of surprises for students and also become familiar with the format of the examination.
- e. Cambridge Training courses are available online or face-to-face, that supports teachers to become confident, responsible, reflective, innovative and engaged. All SUBJECT LEADERS should be trained and certified at the Introductory, Extension and Enrichment Professional Development, so that they can mentor and encourage teachers to transform their classroom practice, raising the quality of teaching and learning in their respective subject areas.

3. Familiarity with test requirements through assessment and Mock tests

In order to help learners at Presidential Schools succeed at Cambridge exams, teachers will regularly use past exam papers in end of topic/unit tests and end of term tests to provide learners with an opportunity to familiarise themselves with the test requirements, mark schemes and task types.

The mock tests allow teachers to assess what learners know and what they don't know. Mock tests are also a good opportunity for learners to experience a test in conditions close to real test situation. Mock tests help learners build confidence before the real exam.

21. Presidential Schools Uzbekistan Teacher Appraisal Guide

Teacher Supervision and Appraisal at Presidential Schools

Presidential Schools Mission:

To enhance the educational experience for gifted students by providing them with educational opportunities to meet their maximum potential and become responsible and active citizens and lifelong learners by fostering creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing global society.

Standards for the teacher at Presidential Schools

The teacher at Presidential School consistently demonstrates an exceptional ability to:

- 1.** Apply effectively the most up-to-date, research-based strategies to address the needs of diverse learners.
- 2.** Create positive learning environment.
- 3.** Model the skills and attitudes of a global citizen, including: cultural sensitivity, positive attitude and international mindedness.
- 4.** Support learning in a culture of transition and mobility.
- 5.** Collaborate positively with all members of the international school community (students, colleagues, parents, leaders).
- 6.** Collaborate positively and effectively with all teaching staff at school and across the network of Presidential Schools (subject groups, cross subject communities of practice, team teacher)
- 7.** Meet the learning needs of non-native speakers of English in the mainstream classroom.
- 8.** Skillfully and positively contribute to the curriculum development and monitoring process.
- 9.** Hold oneself accountable for student learning.
- 10.** Use the student assessment process to improve learning and teaching.
- 11.** Think systematically about, reflect upon, and learn from practice.

Introduction

Presidential Schools recognize that the effectiveness of its workforce is paramount in its quest for excellence, and that the quality of its teaching staff is a key component. The main task of teachers is to bring about systemic and sustained learning for all students and, with the support staff and administration, to facilitate a positive, structured, safe and encouraging learning environment.

Teacher Supervision and Appraisal provides a structure for monitoring and improving the effectiveness of teachers and, therefore, the school as a whole. Evaluation is a two-way process. It must take place in an atmosphere of trust and confidentiality, with professional growth as its central focus. Teacher performance will be assessed on the basis of classroom observation, the perspectives of students AND student performance results.

Aims and objectives

- 1.** To promote effective classroom practice improvement by:
 - Using a developmental evaluation approach that is based upon observed behaviours and other forms of evidence.
 - Facilitating teacher self-reflection and self-evaluation of their work.
 - Recognizing the achievements of teachers and helping them to identify ways of improving their skills and performances, thus upholding teachers' morale and promoting self-esteem and professional growth.
 - Supporting teachers who are experiencing difficulty, by providing the necessary feedback, encouragement, guidance and training.
 - Identifying priorities for teacher professional development.
- 2.** To provide reliable information for those who write teacher testimonials and references.
- 3.** To provide evidence for school management to make informed decisions about the teachers in their school.

Benefits of Supervision and Appraisal

- Creates a supportive environment.
- Provides a structure to facilitate teacher self-evaluation.
- Provides a forum for the interchange of ideas.
- Clarifies priorities.

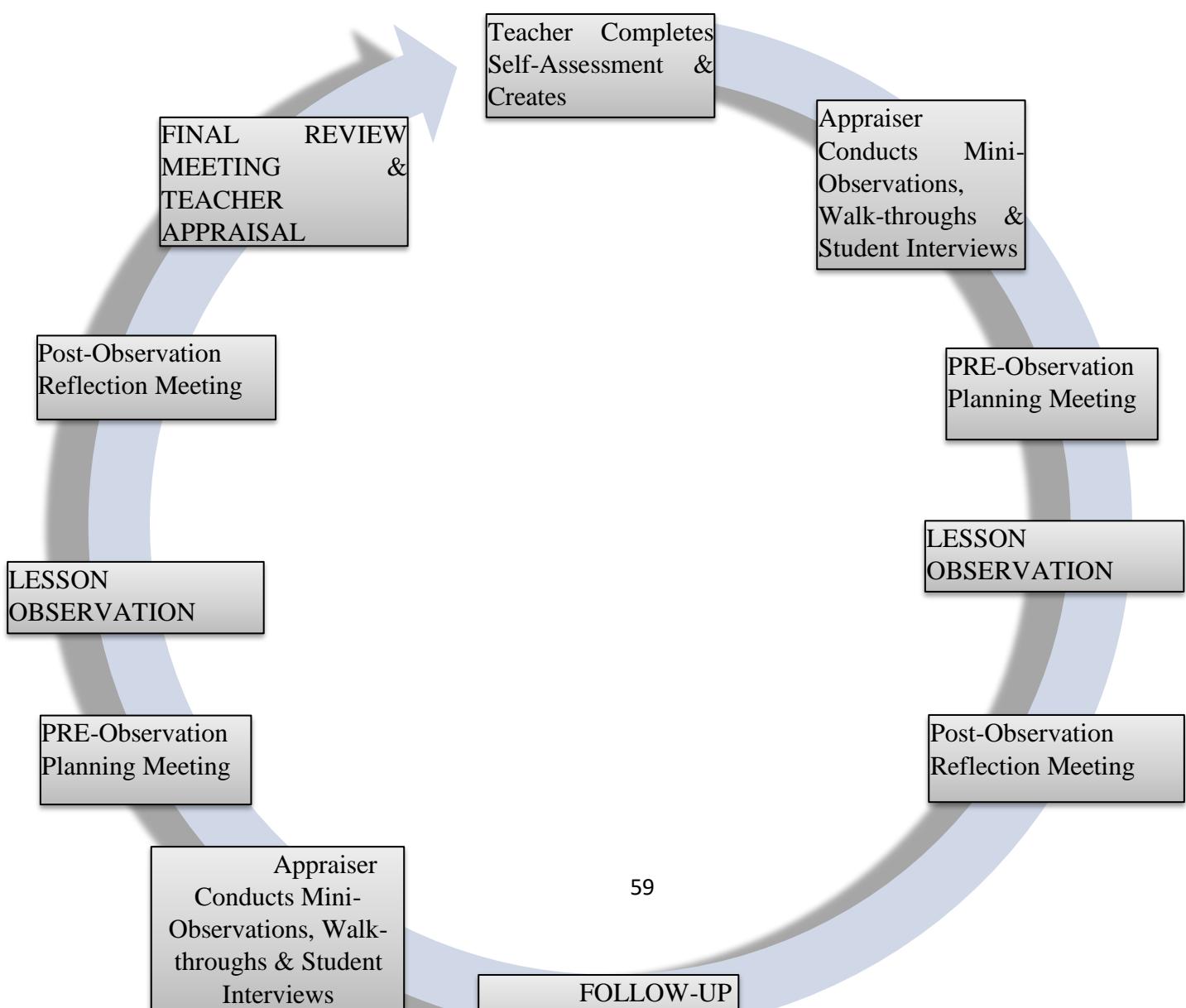
- Enables professional development needs to be identified and more closely aligned to the school's strategic development plans.
- Offers professional feedback and recognition.
- Enables greater motivation and job satisfaction.
- Provides a structure for evaluating both individuals, departments and the whole school.

Teacher Appraisal Format

Teacher Appraisal is carried out by Vice Principals, Academic Director and any other member of the School's Administration who receive training and guidance in how to conduct teacher Appraisals.

The formal Appraisal process takes place annually. For teachers, scheduled classroom observation and feedback will take place on at least two occasions throughout the year.

Annual Appraisal Flow Chart



Teacher Identifies
Specific Goals for
Professional Growth

Evaluation Timeline

Process Steps	Timeline	Date Completed
Initial Meeting	Before any formal evaluation is performed the EVALUATION team shall acquaint the Teachers with the evaluation instrument	
Self-Assessment & Goal Setting	To be completed within the first month of academic year	
Goal Setting Meeting	First meeting with assigned Evaluator (s) to discuss Self-Assessment & Goals set	
Pre-Observation Meeting	A pre-observation meeting shall be held prior to each formal observation (at least 2 times per year)	
Observation	Formal observation (at least 2 times per YEAR)	
	Informal Observations (any number of times without prior notice)	
Post-Observation Meeting	A post-observation meeting shall be held after each formal observation (at least 2 times per year) and shall be scheduled within five (5) school days after formal observation. The date must be agreed upon by the evaluator and the observee.	
Submission of Artifacts/Evidence	Due at least five (5) school days prior to the Final Evaluation Meeting/ FINAL REVIEW MEETING	
Final Evaluation Meeting		

Roles & Responsibilities of Presidential School Teachers (according to each Domain)

To supervise students assigned to his/her specific class(es), students with whom he/she is in contact during the school day, and students with whom he/she is in contact during times established by administration outside of regular school hours. Under each of the following domains, the teacher shall:

Domain 1 – Planning and Preparation

1. Demonstrate knowledge of the content and current pedagogy in his/her assigned classes.
2. Demonstrate knowledge of student backgrounds, cultures, skills, and interests in his/her assigned classes.
3. Prepare class goals/objectives that represent authentic student learning and are aligned to the curriculum and academic standards set by the Presidential Schools Network.
4. Demonstrate an awareness of resources available for teaching and an understanding of how to gain access to them for his/her students.
5. Demonstrate coherent instruction with a clearly defined structure, which supports the stated goals and engages students in meaningful learning.
6. Align student assessment with instructional goals, appropriate to the needs of the student. Assessment results are used to plan future lessons.
7. Understand and use appropriate formative and summative assessments for determining students' needs and respond appropriately according to the data.
8. Develops lesson plans and instructional materials that are designed to provide individualized and small group instruction in order to best serve the needs of the students. Lesson plans clearly include identification of purpose, assessment and strategy.

Domain 2 – The Classroom Environment

1. Demonstrate classroom interactions that are warm and caring, and are respectful of the cultural and developmental differences between groups of students.
2. Establish a classroom environment that represents a culture for learning with a commitment to the subject and with high expectations for student achievement.
3. Establish classroom schedules/routines and procedures that function smoothly and maximize effective, purposeful instructional time.
4. Establish clear standards of conduct and respond to student misbehavior appropriately and respectfully with an emphasis on the Presidential School standards; "be respectful, be responsible and be a role model".
5. Establish a classroom that is safe with learning that is accessible to all students. Classroom furniture and equipment supports learning activities.

Domain 3 – Instruction

1. Communicates objectives, purpose and expectations clearly and accurately to students, both orally and in writing. Communication shall be appropriate to students' cultures and levels of development.
2. Uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving and performance capabilities.
3. Varies his or her role in the instructional process as instructor, facilitator, coach or audience in relation to the content and purposes of instruction and the needs of students.
4. Creates opportunities for students to apply what they have learned.
5. Uses technology to accomplish differentiated instructional objectives that enhance learning for each student.

6. Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning.
7. Integrate reading, writing and oral communication within the content area and recognize and address student needs in these areas to build content area knowledge.
8. Assess regularly in instruction through self-assessment by students, monitoring of progress of learning by the teacher or students, and through high quality feedback to students. Students are fully aware of the assessment criteria and used to evaluate their work.
9. Ensure the successful learning of all students by making adjustments as needed to instruction plans and by responding to student interests and questions.

Domain 4 – Professional Responsibilities

1. Reflect on the lesson, citing characteristics that were not fully successful, and determine improvements.
2. Maintain accurate academic and behavioral records in an efficient and detailed manner.
3. Communicate frequently with families and successfully engage them in the instructional program. Convey information to families about individual students in a culturally appropriate manner.
4. Participate in Presidential School events and projects, and maintain positive and productive relationships with colleagues.
5. Seek opportunities for professional development based on an individual assessment of need and Presidential School strategic plan goals.
6. Maintain professional competence through in-service, professional development opportunities and research of relevant educational articles and journals
7. Make a genuine effort to ensure that all students are well served by the school.
8. Appropriately administer standardized assessments with honesty and integrity.
9. Assist as appropriate in curriculum development, mapping and student data analysis.
10. Plan, deliver and reflect on team teaching together with the team teacher.
11. Help a team teacher design a developmental plan based on his/her development plan objectives and support the team teacher in their development by holding reflection sessions (checks on progress in their development plan) on a regular basis.

Evidence To be collected During Appraisal Process

Teachers are required to assemble and retain evidence of teaching & learning in a way which can be updated on an ongoing basis. This section lists examples of documentary evidence that teachers may include as evidence within each domain of the Framework for Teaching and Learning. Teachers are not required to include examples of all items listed below. Other forms of evidence are available to Appraisers as itemized in each component of the FRAMEWORK;

these include:

- ✓ observed behaviours and interactions between teachers and students or teachers and staff
- ✓ oral descriptions and explanations provided by the teacher or by students,
- ✓ other sources of information.

Domain 1: Planning and Preparation

- Scope and sequence of the course, unit plans, lesson plans
 - Unit plans should include clearly identified summative assessment criteria, the assessment task(s) that will be used, and the rubric(s) that will be applied, and the task sheets that will be given to the students as well as the timing when each summative assessment will be given and why.
 - Details of formative assessment tasks should be included in the unit plan.
- Instructional resources and artefacts.
- Feedback comments on students' work.
- Evidence of knowledge of students as written descriptions.
- Evidence of knowledge of students in instructional plans, choice of topics, examples and resources.

- Written description of how the learning objectives:
 - Relate to the subject's aims and objectives.
 - Are appropriate for their students.
 - Fit within a sequence of learning.
 - Reflect the balance among different types and levels of learning.
 - Are coordinated or integrated with topics and skills taught in other subject areas.
- Evidence of the use any of the following resources:
 - Classroom resources, such as texts and supplementary materials, physical objects, models, equipment, tools, printed resources, trade books.
 - External resources, such as museums, concert performances, materials from local businesses.
 - Human resources, such as experts within the classroom community (students or their parents), or the local community.
 - Library and electronic resources, resources found through the Cambridge Support Hub
 - Professional associations that help teachers stay up to date with current subject content and pedagogy.
 - Collaboration with Special Educational Needs or English as a Foreign Language teaching staff.
 - Collaboration with colleagues as a part of professional learning.
- Records of participation in professional growth activities.

Domain 2: The Classroom Environment

- Planning documentation including scope and sequence, unit plans, lesson plans, activities and assessment tasks demonstrate high expectations for student learning.
- Evidence of agreed code of conduct for classroom behaviours.
- Setting plans and rationale.

Domain 3: Instruction

- Evidence of effective questioning and discussion techniques is found through:
 - Planning documents that show the initial questions used to frame a discussion.
- Analysis of student work in response to well-designed assignments.
- Planning documentation that indicates when assessments will happen within a unit and for what purpose i.e. diagnostic, to check whether students are on track with the syllabus or check how much they have learnt (summative).
- Assignment task sheets that include rubrics; use of checklists.
- Samples of student work and the feedback written on it.

Domain 4: Professional Responsibilities

- Evidence of reflecting on teaching can be found through:
 - Written reflections.
 - Reflections written on Unit Plans.
- Evidence for maintenance of accurate records is found through:
 - Grade books, including Google Sheets or any other Learning Management System (LMS) used
 - Student skills inventories and portfolios
 - Results of student assessments
 - Use of Learning Management System (LMS) for setting deadlines and recording achievement data and comments
 - Records of classroom non-instructional activities
- Evidence for a teacher's communication with families can be found through:
 - Record of emails or Telegram messages
 - Learning Management System (LMS) curriculum documentation
 - Reports and online grade books (Google Sheets)

- Parent-Teacher Meetings
- Evidence for participation in a professional community is found through records of activities, involvement and contributions:
 - Contributions to Co-curricular Activities programme / coaching / performances / clinics.
 - Leading or supporting service opportunities for students / staff.
 - Participating in professional learning opportunities at Presidential Schools.
 - Leading professional learning at Presidential Schools and elsewhere.
 - Educational research.
 - Mentoring / team teaching.
 - Applying for professional development opportunities.
 - Contributions to the faculty / department.
 - Making a presentation to faculty following attendance at a workshop.
 - Participation in task forces and consultations.
 - Participation in staff social activities.
 - Initiating special educational activities.
 - Organizing and leading an educational trip.
 - Writing for school publications.
 - Student competitions.
- Evidence for growing and developing professionally includes:
 - Teacher's log of professional development and professional learning activities, including informal activities such as observing colleagues.
 - Teacher's annual Professional Growth Plan.

Self-Assessment/Needs Assessment & Development Plan

Teachers complete Needs Assessment Survey to examine their own practice against the Standards and Indicators and to identify areas of strength as well as areas requiring further development. Teachers then carefully review the Appraisal Document/Rubric and agree on elements and/or Indicators that will be the focus area of their attention during the evaluation cycle and those that may receive only cursory attention for now, based on the results of the Needs Assessment survey. Teachers develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one element or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting of “specific, measurable, and actionable” professional practice goals.

The Formal Lesson Observation protocol

The Formal Lesson Observation protocol includes four steps: the pre-observation planning meeting; the lesson observation; the post-observation reflection meeting; the follow-up review.

Pre-observation Planning Meeting

The Planning Meeting allows the Appraiser and the Appraisee to discuss the plans for the lesson that will be observed, to talk about the students in the class and their specific attributes and needs, and to identify any aspects of practice that the Appraisee would specifically like the Appraiser to observe. These could be linked to the teacher’s Professional Growth Plan.

Interview protocol for a pre-observation planning meeting

- 1. Which part of your curriculum does this lesson relate to?**
- 2. How does the learning ‘fit’ in the scope and sequence of learning for this class?**
- 3. Briefly, describe the students in your class, including those with special needs (if any).**
- 4. What are the learning objectives for this lesson? What do you want the students to learn/understand?**
- 5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.**
- 6. How will you differentiate instruction for different individuals or groups of students in the class?**

- 7.** How and when will you know whether the students have learned what you intended?
- 8.** Is there anything that you would like me to specifically observe during the lesson? How will this link to your Professional Growth Plan?

Materials required:

- Lesson plan.
- Worksheets and materials that will be used in the lesson.
- Unit plan / three-week unit/topic plan for subject.
- Assessment materials for the unit, including learning objectives, modified/final criteria and assessment rubrics.
- Scope and sequence documentation for the course.
- Draft of Professional Growth Plan.
- Other evidence of parts of the appraisal that may not be observed during instruction (Professional Responsibilities).

Lesson Observation Protocol.

- 1.** Observer will have established in advance which lesson / part of lesson will be observed and whether there are any specific areas the teacher would like them to focus on.
- 2.** Observer will record data relevant to the focus of the lesson observation.
- 3.** Observer will look for evidence of the teacher's level of performance against each element of the Framework for Teaching and Learning, making notes.

Materials required:

- Framework for teaching and learning.
- Appraisal Checklist.
- Whatever tools are required to record data as planned.

Aspects of performance, as outlined in the initial meeting, will be assessed and recorded by the appraiser in the appropriate Observation Form.

Post-observation reflection meeting

These meetings, which provide an opportunity to review the on-going Appraisal process, should take place within two working days after lesson observation.

The discussion should:

- Assist the teacher in carrying out a self-reflection on his or her practice.
- Be constructive. It should allow for the recognition of elements of good practice observed and assist the teacher in identifying strategies for further improvement in any area of their practice.
- Reflect on the teacher's Professional Growth Plan.
- Help the teacher set specific goals for professional growth and establish a timescale for their completion.
- At the end of the Post-observation Meeting the appraiser and the appraisee will reach an agreement on the following:
 - o What the member of staff will do to meet their goals for professional growth.
 - o How progress will be monitored and measured.
 - o The support, training or resources that could be provided in order to achieve this.
 - o The date for the Follow-up Review.

Interview protocol for a post-observation reflection meeting

- 1.** In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- 2.** If you were able to bring samples of students' work, what do those examples reveal about the students' levels of engagement and understanding?
- 3.** Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
- 4.** Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g. activities, seating plan and grouping of students, materials and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?
7. What goal or goals for your professional learning can you identify from this or other analyses of your practice? How are these reflected in your Professional Growth Plan?

Materials required

- Evidence, e.g.:
 - records of contacts with families
 - use of positive and negative comments
 - contributions to Co-curricular Activities programme / coaching / performances / clinics
 - leading or supporting service opportunities for students / staff
 - participating in professional learning opportunities at Presidential Schools
 - leading professional learning at Presidential Schools and elsewhere
 - educational research
 - mentoring / peer coaching
 - applying for professional development opportunities
 - contributions to the faculty / department
 - making a presentation to faculty following attendance at a workshop
 - participation in task forces and consultations
 - participation in staff social activities
 - initiating special educational activities
 - organizing and leading an educational trip
 - writing school publications
 - student competitions
- Analysis of student work in an activity, assignment or assessment task (if requested).

The Follow Up and Final Review Meetings

In the latter half of the school year the appraiser will review with the appraisee his or her progress towards meeting their professional learning goals in their Professional Growth Plan, or arising from the first formal lesson observation. This may involve a further classroom observation(s), student interviews, and a review of ANOTHER documentary evidence provided by the teacher.

At the Final Review Meeting of the current cycle, the appraiser should present the completed Teacher Appraisal Record and both parties should sign their agreement. Teacher will receive a personal copy of his/her Teacher Appraisal Record. The school's copy will be filed and the Appraisal cycle will be concluded. IF A teacher is dissatisfied with the outcome, he/she is entitled to record this on the Statement and to seek redress through the Grievance Procedure outlined below.

Goal Setting: The Professional Growth Plan

All professional members of staff are required to complete an annual Professional Growth Plan. This should identify specific goals for professional growth each year and establish a time-scale for their completion. The teacher may have identified targets for growth prior to the formal appraisal and prepared draft of Professional Growth Plan form (see below). This form should be reviewed and completed with input from the teacher's Appraiser in the Post-observation reflection meeting.

Teachers are encouraged to keep in mind school-wide School Improvement Planning goals, departmental goals, their own self-reflection on their practice and other identified priorities for school improvement as they formulate their goals. These goals will be monitored by the appropriate Appraiser (Academic Director, and /or Vice Principal) who are available for consultation. The teacher's progress towards meeting their goals will be reviewed in the Follow-up Review Meeting of the current Appraisal cycle, and can be revisited in the Pre-Observation Meeting in the next Appraisal cycle.

Analysis of student activity, assignment or assessment task

This analytical protocol is designed to facilitate teacher reflection on an aspect of their work directly related to student learning. Teaching staff may choose to, or be asked to, conduct an analysis to include in their Appraisal.

Protocol for analysis

Select an assignment that engages students in learning an important concept. This might be a homework assignment, a worksheet, a project or a problem to solve. Select examples of students' work in response to the assignment. The selection should reflect the full range of ability in the class and should include any feedback you offered to students on the work. Please include any assessment criteria, rubrics or grade boundaries as appropriate.

Consider the following questions, as appropriate:

- 1.** What is the concept you intend for your students to learn or explore?
- 2.** How does this assignment "fit" within the prior and future learning of students in this class?
- 3.** Why did you choose to organize the assignment in this manner? How does the approach advance student learning?
- 4.** Consider the student work, both of the class as a whole and those for whom you have examples.
 - a.** What does it tell you about their level of understanding?
 - b.** What does it say about their perseverance?
- 5.** If you had the opportunity to make the same assignment again, would you do it in the same way? If not, how might you alter it, and why?
- 6.** Given the examples of student work, what do you plan to do next with these students?

Other types of lesson observation

1. Mini-observations (informal supervision)

What is a mini-observation?

These are unannounced 10-15-minute informal classroom observations. They may focus on one of the following broad areas:

- Instructional methods and techniques
- Questioning technique
- Differentiation
- Organisation
- Classroom management
- Student engagement and involvement
- Subject matter and content
- Feedback strategies
- Use of technology

What does the observer do?

Observer collects data (quantitative or qualitative) to present back to teacher without judgement.

Examples of qualitative data:

- Open narrative. Anecdotal notes with or without a specific focus
- Video. Use Smart Phone to video 10-minute segment. Post to teacher with questions to guide analysis.
- Class traffic. Track the teacher or students' physical movements.
- Checklists. Use lists to check for presence of item / behaviour / component.

Examples of quantitative data:

- Selected verbatim notes. Record words spoken by teacher and / or student
- Tally marks. E.g. tally the numbers of students (from a limited selection) who are on- or off-task at 1 minute intervals
- Who's talking and when

Feedback to the teacher

It is important that the observer feeds back to the teacher within 24 hours in a face-to-face meeting. The objective of the meeting is to present the teacher with the data that was recorded so that they can analyze it themselves and reflect on what it reveals about his/her practice in the classroom.

2. Student interviews (informal supervision)

These are brief interviews with individual students during a lesson, using the following three key questions:

- What are the objectives of this lesson?
- What are you doing?
- What are you learning?
- Why is it important to learn this?

3. Walk-throughs (informal supervision)

Typically, the Academic Director, Vice Principal or any other member(s) of the appraisal team will walk through a number of classrooms in a defined period of time, observing the presence or absence of specific evidence to address a specific focus. Eg, a walk-through to count the number of students using ICT to communicate, collaborate, or create.

Planning prior to the walk-through

1. What is the purpose of the walk-through? State it as a focus question.
2. Who will participate as observers?
3. Where will it take place? Which classrooms?
4. When will it take place?
5. How will you inform and notify all relevant parties?
6. Who will train observers?
7. What data collection tools will the observers need?

During the walk-through

1. At least two people should visit each classroom together.
2. Spend enough time in each classroom to gather data.
3. Look for evidence relevant to the focus question.
4. At least one observer should interact with the students.

After the walk-through

1. How will the feedback be provided?
2. Who will the feedback be given to? (Only lead teacher or both lead and co-teacher)
3. When will the feedback be given, by whom and in what form?

Observers should provide both warm and cool feedback with concrete examples of evidence.

Observers can frame comments in the form of a question to provoke reflection.

Observers can provide suggestions for improvement.

4. ELEOT Observations (formal evaluation of student learning experiences)

What is ELEOT?

- ELEOT stands for Effective Learning Environments Observation Tool
- ELEOT focuses on students, student experiences and student behaviours
- ELEOT is not a teacher observation or Appraisal instrument
- It does not assess individual students
- ELEOTS can be conducted any number of times during the year, however, a minimum of 1 per group that each teacher is in charge of.

Who carries out ELEOT Observations?

- Subject Leads, Academic Directors, Vice Principals, Principals who have been trained in the use of ELEOT

What happens during the observation?

- Observations will be unannounced
- Observations will last for a minimum of 20 minutes
- Observers may interact with students
- Observations may take place at the beginning, middle or the end of the class.
- Observers will position themselves to face students

- Teachers and students should continue with their teaching and learning activities without interrupting the flow of the lesson

What will the ELEOT observation data be used for?

- For school improvement planning purposes & professional development planning purposes

Grievances related to Appraisal

Anyone who makes a complaint about any aspect of the Appraisal process should be given the right to a hearing, and may choose to be accompanied by a co-worker whose role is as an observer. A member of staff wishing to appeal about his/her Observation Form or Appraisal Statement should do so within 5 working days of first access to it. Such appeal shall be dealt in accordance with Appeal policy.

In the event of such appeal, the Principal will appoint a person with relevant knowledge and experience to act as a Review Officer and to supervise the Appraisal process. The Review Officer must hold a more senior position than the appraisee and would not have been a part of the original appraisal process. The Vice Principal, Academic Director or a member of the Presidential Schools Department in the Agency with relevant qualification and training may act as the Review Officer.

After examining all the evidence collected for the purpose of Appraisal, and reviewing the Appraisal Statement, and any previous statements that exist, the Review Officer may:

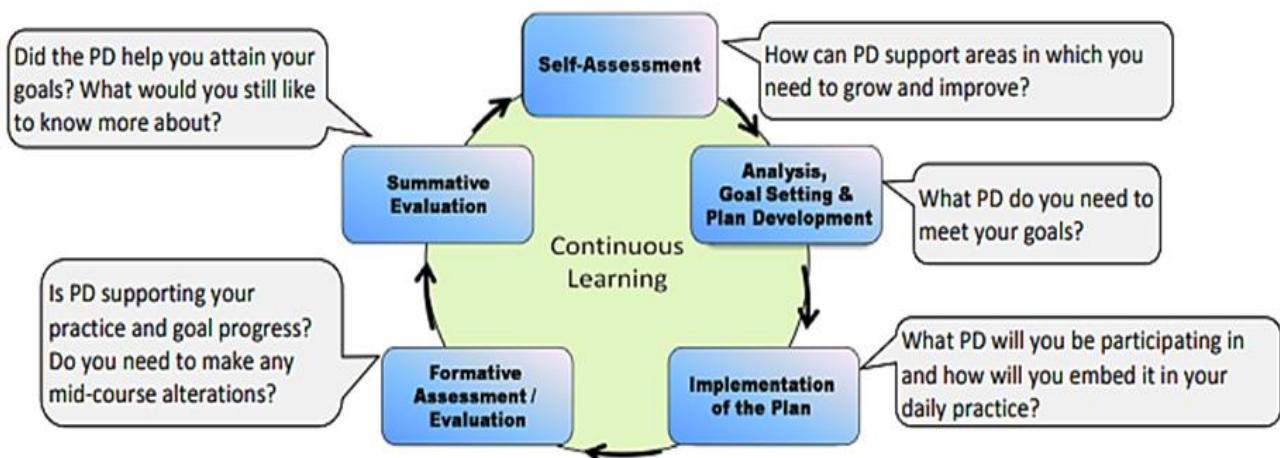
- Order the Appraisal Statement to stand.
- Amend the Statement with the agreement of the appraiser.
- Cancel the Statement and order a new Appraisal. In this event, the Principal will appoint a new appraiser.

If the member of staff remains dissatisfied with the recommendations of the Review

Officer, he / she may appeal to The Presidential Schools department of the Agency, who will consider the circumstances and, with the permission of all parties, review the Observation Forms and the Appraisal Statement. The Head of the Presidential Schools department of the Agency will then make a ruling, which will be final.

Appendix Professional Development at Presidential School

Opportunities for educators to plan for and engage in professional development take place throughout the Cycle. The following questions are intended to guide educators and evaluators in thinking about how to connect the process of educator evaluation with professional development.



Professional Growth Plan

Professional Growth Plan Sample

Teacher:

School:

Year:

Appraiser:

Based on the areas of growth identified in your Self-Reflection process, complete the following plan WITH your evaluator/ and mentor.

Connection to Standards			
What standard does your goal relate?			
Goal 1			
Goal 2			
Goal 3			
Goal 4			
Professional Learning Goal Statement			
What do I want to change about my professional practice that will effectively impact student learning?			
What is my personal learning necessary to make that change?			
Action Plan			
Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date	
Indicators of success			
1. 2. 3. 4.			
Appraiser's comments			
Follow up review meeting comments			

<p>Quality of Evidence and Reflection</p> <p>How have Professional Growth Plan goals improved teaching and learning in my classroom?</p>	
<p>In what areas do I have room to improve professionally?</p>	
<p>Year End Review Comments:</p>	

Appraiser's Signature:	Date:
Teacher's Signature:	Date:

Teacher Appraisal Record

Name of Teacher _____

Name of Appraiser _____

Year of Appraisal _____

Domain 1: Planning and preparation		Unsatisfactory	Needs Improvement	Proficient	Exemplary
1a	Demonstrating knowledge of content and pedagogy				

1b	Demonstrating knowledge of students				
1c	Setting learning objectives				
1d	Demonstrating knowledge of resources				
1e	Designing coherent instruction				
1f	Designing student assessments				

Evidence	Targets for development

Domain 2: The classroom environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
2a Creating an environment of respect and rapport				
2b Establishing a culture for learning				
2c Managing classroom procedures				
2d Managing student behaviour				
2e Organising physical space				

Evidence	Targets for development

Domain	4: Professional responsibilities	Unsatisfactory	Needs Improvement	Proficient	Exemplary
4a	Reflecting on teaching				
Domain 3: Instruction	Maintaining accurate records	Unsatisfactory	Needs Improvement	Proficient	Exemplary
4b	Communicating with students				
3a	Communicating with families				
4c	Using questioning and participating in discussion techniques.	a			
3b	Participating in professional community				
4d	Engaging students in growing and developing professionally				
3c	Growing and developing professionally				
4e	Using assessment in instruction				
3d	Showing professionalism				
4f	Demonstrating flexibility and responsiveness				

Evidence	Targets for development
Evidence	Targets for development

Signature of Teacher _____ Signature of Appraiser _____
 Date: _____

Effective Learning Environment Observation Tool (ELEOT)2

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____	School _____	City _____	State or Province _____	Country _____	Grade Level _____		
Time In _____	Time Out _____	Check ALL that apply:	Lesson Beg. _____	Lesson Middle _____	Lesson End _____	Subject Observed _____	Observer Name _____

2 Adopted from AdvancED Student-focused Observations		Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:					
1. Has differentiated learning opportunities and activities that meet her/his needs		4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support		4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied		4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		4	3	2	1
B. High Expectations Environment:					
1. Knows and strives to meet the high expectations established by the teacher		4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1
NOTES:				

22. Policy of absenteeism

Presidential School administrators have an obligation under State law to enforce compulsory school attendance laws. Students have an obligation to avail themselves the opportunity for a free education, an education that should help the students develop the skills and knowledge necessary to function in a modern democratic society.

RIGHTS

Students and parents have the right to information and school policies that clearly define excused absences and tardies.

Students have the right to appeal a decision pertaining to an absence (excused or unexcused). Participation in a school-sponsored activity shall be considered a field trip.

Students have the right to make up class work in case of any absence. Students shall not be suspended for "lateness," "tardiness," or truancy. Other forms of discipline alternatives should be applied to these violations.

RESPONSIBILITIES

Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and promptly.

Students have the responsibility to provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence.

Students have the responsibility to request make-up assignments and inquire as to the deadline for completion upon their return to school.

23. Complaints and Appeal Policy at Presidential Schools

1. Statement of intent

Presidential schools (hereinafter the – "School(s)" and/or "PS") believe that all stakeholders are entitled to expect courtesy and prompt, careful attention with regards to provided services and duties assigned to PS.

PS ensures free exercise of right to appeal and welcomes any suggestions and concerns on its activity. PS is committed to give prompt and serious attention to any Appeal and achieve an effective resolution in a positive atmosphere.

2. Aim

The aim of this Appeal Policy (hereinafter the – "Policy") is to regulate the relations in the area of appeals of individuals and legal entities (hereinafter - "the appeals") to PS based on the core principles of full, fair and prompt consideration of all appeals.

Appeals shall be regulated in accordance with the procedures stipulated by this Policy, Law of the Republic of Uzbekistan "On Appeals of Individuals and Legal Entities" and other acts of legislation.

3. Scope of Policy

This Policy applies to any and all submitted appeals of any individuals and/or legal entities (or authorized representative(s) directly or indirectly affected by the activity of PS.

This Policy shall not be extended to:

the appeals, consideration procedure of which is set forth by the legislation on administrative liability and civil procedure, criminal procedure, penal enforcement, economic procedural and other acts of legislation;

mutual communication of government authorities as well as their structural subdivisions;

appeals that are dealt with under other statutory procedures as set out in Annex No.1 to this Policy.

4. Forms and types of Appeals

Appeals may be in verbal, written or electronic forms.

Appeals may be in form of applications, proposals and complaints.

Application is an appeal requesting the assistance in enforcement of rights, freedoms and legitimate interests.

Proposal is an appeal containing recommendations for the improvement of government and social activity.

Complaint is an appeal requiring restoration of violated rights, freedoms and protection of legitimate interests.

Regardless of their type and form, appeals shall have equal significance.

5. Requirements to Appeals

In appeals of individuals, full name and the information on the place of residence of individual shall be stated.

In appeals of legal entities, full name of legal entity and information on its location (postal address) shall be stated.

Appeals shall include position and full name of the official to whom the appeal is addressed and shall explain the subject matter

Appeals may be submitted in state and other languages.

A written appeal shall be signed by an applicant (individual) or by the head or the authorized person of applicant (legal entity). If it is impossible for applicant to sign individual's written appeal, it shall be signed by a drafter with additional statement of his/her full name.

Appeals submitted by representatives of appealing individuals and legal entities shall be attached with documents supporting their authority.

6. Prohibition of Discrimination

Discrimination when exercising right to appeal depending on gender, race, nationality, language, religion, social origin, beliefs, personal and social status of individual as well as forms of ownership, location (postal address), organizational and legal forms and other circumstances of legal entities is not permitted.

7. Appeals Procedure

This Policy sets out the following Appeal procedure that includes 5 stages.

Stage 1

- Any stakeholder who has an Appeal regarding any aspect of the PS activity communicates, first of all, his/her matter to the person concerned and/or PS leadership.
- Most Appeals should be dealt with amicably and informally at this stage.

Stage 2

- If Stage 1 does not have a satisfactory outcome, or if the problem recurs, the applicant moves to Stage 2 of the procedure by putting the written Appeal in accordance with Clause 8.
- The PS shall investigate, consider and respond to the Appeal as prescribed in this Policy.

Stage 3

- If applicant is not satisfied with consideration results and response to the Appeal, he/she may appeal further to the higher authority – the Agency, and/or any other governmental authority.

8. Filing Appeals

Appeals shall be submitted directly to the PS. Individuals and legal entities can file an appeal independently, as well as to authorize their representatives or to file an appeal in electronic form. In the interests of minors, incapable and partially incapable persons, appeals may be filed by their legal representatives in accordance with the procedure established by the legislation.

Decisions and copies of decisions previously made on the appeal as well as other documents, that are necessary for its considerations and not subject to return, except in case of written application of applicant for their return, may be attached to the appeal.

9. Term of Filing Appeals

Application and complaint to the higher authority in the line of authority shall be filed within three months after individual or legal entity became aware either of act (omission) or of making decision violating rights, freedoms and legitimate interests. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Term of filing an application or a complaint missed for a valid reason shall be reestablished by PS.

10. Registering Appeals

All Appeals received by PS, its staff and/or officials shall be registered on the same day, or on the following day – if received after working hours.

All schools are required to keep a 'summary log' of all Appeals which shall include number and date of receipt of the appeal, full name of the applying individual, name of the legal entity, subject matter of the appeal and other information.

PS may implement electronic document management system to deal with Appeals.

Registration of verbal appeals received by the Director and/or other authorized officials of PS is not required.

11. Appeals Consideration

Appeals received by PS shall be forwarded to relevant department to be processed further.

If appeals do not contain necessary information for their forwarding to relevant department, then no later than five days after they shall be returned to applicant with a reasonable explanation.

If there is a need for additional information, inquiries and materials for a full, objective and prompt consideration of an appeal, responsible official of PS considering this appeal may additionally request individual or legal entity appealed or other government authorities within the scope of powers to provide information.

Individuals and legal entities shall have right to withdraw their appeals before and during consideration thereof and before making a decision on the appeal by submitting an application in writing or in electronic form.

An application to appeal withdrawal shall not rule out the adoption by the government authorities of measures to detect and eliminate violations of the law.

12. Response to Appeals

PS and/or its department that has considered the Appeal is obliged to inform the applicant in writing or in electronic form of the results of the consideration and the decision taken, immediately after the consideration of the application.

If possible, response to an appeal shall be stated in language of the appeal, shall contain specific justifications (if necessary, with reference to the acts of legislation), rebutting or confirming the arguments on each matter specified in the appeal. Written response to the appeal is signed by the Director or other authorized official of PS.

In addition, PS we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

An official or any other authorized person of PS that has made decision on the appeal is obligated to explain the procedure for lodging a complaint against it, if an individual or a legal entity does not agree with it.

PS that has considered the appeal or official or any other authorized persons are obligated to monitor the execution of the decision taken on the results of the consideration of the appeal.

13. Terms of Consideration

An application or a complaint shall be considered within fifteen days after the date of receipt by PS, and when additional examination and (or) verification is required, the request for additional documents is within - up to one month.

In the events when it is necessary to conduct an inspection, request additional materials or take other measures necessary to consider applications and complaints, the terms of their consideration may be extended, as an exception, by the Director of PS but no more than by one month, followed by the notification of the applicant.

A proposal shall be considered within up to one month after its receipt by PS, except for the proposals, which require additional examination, which is reported in writing to the individual or legal entity who has submitted the proposal, within ten days.

14. Dismissal of Appeals without Consideration

The following appeals shall not be considered:

anonymous appeals;

appeals filed by representatives of individuals and legal entities in the absence of documents confirming their authority;

appeals that do not meet other requirements established by law.

Appeals that do not contain full name and information on the place of residence of an individual or full name of legal entity and information on its location (postal address) or contain false

information on the above as well as appeals that are not confirmed with signature (digital signature) shall be considered as anonymous appeals.

Applicants whose Appeals are dismissed without consideration shall be informed about such dismissal in written within five days from receipt of appeal.

15. Following steps

If the applicant is not satisfied with the response and decision, believes PS did not handle the appeal in accordance with this Policy and/or other related legislation and/or acted unlawfully or unreasonably in the exercise of their duties, the appeal can be further referred to the Agency.

The Agency will not normally reinvestigate the substance of complaints or overturn any decisions made by Presidential Schools. They will consider whether Presidential Schools has adhered to education legislation and any statutory policies connected with the appeal.

Annex No.
To Appeal Policy
Appeals not covered by Appeal Policy
 Appeal Policy does not cover appeals that are dealt with under other statutory procedures, including those listed below.

Subject matter of Appeals	Responsible Authority/Policy
<ul style="list-style-type: none"> • Admissions to schools • Statutory assessments of Special Educational Needs • School re-organisation proposals 	Appeals about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with Presidential Schools' department of the Agency
<ul style="list-style-type: none"> • Matters likely to require a Child Protection Investigation 	Appeals about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant legislation of RUz.
<ul style="list-style-type: none"> • Exclusion of children from school* 	Appeals about the application of the behaviour policy can be made through the school's complaints procedure.
<ul style="list-style-type: none"> • Whistleblowing 	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Director of Agency is the prescribed person for matters relating to education for whistle-blowers in education who do not want to raise matters direct with their employer.</p>
<ul style="list-style-type: none"> • Staff grievances 	Appeals of staff will be dealt with under the school's internal grievance procedures.
<ul style="list-style-type: none"> • Staff conduct 	<p>Appeals about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>Applicant will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the applicant will be notified that the matter is being addressed.</p>
<ul style="list-style-type: none"> • Appeals about services provided by other providers who may use school premises or facilities 	Providers should have their own appeals procedure to deal with appeals about service. Please contact them direct.

24. Mobile Phone Use Policy

1. Purpose

The increased ownership of mobile phones requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. This Mobile Phone Use Policy is designed to ensure that potential issues (such as mobile etiquette) can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety and security) can continue to be enjoyed by our students.

Presidential Schools have established the following Mobile Phone Use Policy for mobile phones that provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile phones at presidential Schools.

Our core business of teaching and learning needs to be conducted in an environment free from unnecessary distractions or disruptions. Therefore, the school strongly discourages the bringing of mobile phones to school by students. The school is prepared to allow mobile phones on the premises but only within the parameters of this policy.

The Mobile Phone Use Policy for mobile phones also applies to students during school excursions, camps and extra-curricular activities.

2. Rationale

2.1. Personal safety and security. Presidential Schools accept that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child if there is a need.

3. Responsibility

3.1. Students are discouraged from bringing phones to school.

3.2. It is the responsibility of students who do bring mobile phones onto school premises to adhere to the guidelines outlined in this document.

3.3. The decision to provide a mobile phone to their children and bring their phone onto school premises is made by parents or guardians.

4. Student Use

4.1. Mobile phones must not be used during class time and at school. Parents are reminded that in cases of emergency, the Front Office is the first point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

4.2. Students can use button mobile phones which are not connected to internet in their dorms to connect with parents after classes. Equally, students can approach school administration to use schools staff phone to connect with their parents; however, any use is to be discreet.

5. Staff Use

5.1. During teaching time, while on outdoor duty and during meetings, mobile phones will be switched off or put on 'silent' or 'discreet' mode. Except in urgent or exceptional situations, mobile phone use is not permitted during teaching time, while on outdoor duty and during meetings. The exception to this will be the Leadership Team who use their work phone for work purposes.

6. Theft or damage

6.1. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Their safety and security is wholly in the hands of the student.

6.2. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phone and/or passwords may not be shared.

7. Inappropriate use

7.1. Generally, a mobile phone will be deemed to be used inappropriately if:

7.1.1. It disrupts or is likely to disrupt the learning environment or interfere with the operation of the school

7.1.2. It threatens or is likely to threaten the safety or well-being of any person including using them to bully, intimidate or otherwise harass other people through any text message, photographic, video or other data transfer system available on the phone or social media

7.1.3. Is in breach of any law. The school may consider it appropriate to involve the police.

7.1.4. Gains a student advantage in exams or assessments

7.1.5. Any student uses vulgar, derogatory, or obscene language while using a mobile phone

7.1.6. A student posts private information about another person using social media, SMS messages, taking/sending photos or objectionable images, or phone call

7.1.7. A mobile phone is seen, heard or used at an inappropriate time.

8. Sanctions

8.1. For students who fail to follow these guidelines the following sanctions (in no particular order) may be applied, in line with our Student Behaviour Management Policy:

8.1.2. Confiscation of the mobile phone (handed back to parent at the end of the week).

8.1.3. An office time-out, in school detention or, internal or external suspension.

8.1.4. Communication with parents/guardians regarding mobile phone use at school.

8.1.5. A student being banned from bringing a mobile phone onto the school grounds.

9. Related Technology

9.1. The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable information and communication technologies.

10. Exemptions

10.1. Exemptions of this policy can only be approved by the Principal and then only in exceptional circumstances.

25. REGULATIONS FOR FOREIGN PERSONNEL

“Freedom without rules doesn’t work” (Judith Martin)

I. GENERAL PROVISIONS

1. Regulations

1.1. These Regulations for foreign personnel (hereinafter the – “Regulations”) have been formulated in accordance with the Labor Code of RUz, Resolution of Cabinet of Ministers of the Republic of Uzbekistan No.526 dated from 25th June, 2019 “On approval of regulations of Presidential Schools” and other statutory acts on labour relations and describe the basic rules and standard procedures for arrival and stay in Uzbekistan for foreign academic and administrative personnel (hereinafter the – “Personnel”) hired by the Agency for Development of the Presidential, Creative and Specialized Schools under the Cabinet of Ministers of the Republic of Uzbekistan (hereinafter the – “Agency”) to work at the Presidential Schools (hereinafter the – “PS”) in Uzbekistan.

1.2. These Regulations shall come into force from the date of approval and shall apply to foreign personnel only.

1.3. Compliance with the Regulations shall be binding upon Personnel and failure to comply with them may serve as the grounds for bringing to responsibility in the manner established in the legislation.

II. ORGANIZATIONAL MATTERS

1. Visa

1.1. According to the legislation of the Republic of Uzbekistan foreign citizens can enter Uzbekistan or travel through its territory for transit on the basis of entrance visas only.

1.2. Foreign citizens can get visas at the diplomatic missions and consular offices of the Republic of Uzbekistan abroad on the basis of the visa support (confirmation of the Ministry of Foreign Affairs of the Republic of Uzbekistan).

1.3. Visas for Presidential schools’ Personnel and his/her family members (if they accompany him/her) are issued by the Ministry of Foreign Affairs of the Republic of Uzbekistan on the basis of application of the Agency.

1.4. Foreign citizens arriving from the countries where there is no diplomatic mission or consular office of the Republic of Uzbekistan can get visas upon arrival at the Visa Section at the Tashkent International Airport.

1.5. In this case the Agency gets visa confirmation (stamp) of the Consular Department and forwards it to the invited person. This confirmation should be shown by invited person while buying an air-ticket and passing through passport control and the visa shall be issued on its basis on arrival at the Visa Section at the Tashkent International Airport.

2. Registration at Local Authorities.

2.1. The immigration regulations of Uzbekistan require that all foreigners present in Uzbekistan be registered with the local authorities immediately upon arrival in Uzbekistan. Please note, that these regulations require the foreigner to have a valid registration by the morning of the third business day of their presence in Uzbekistan. Therefore, foreign personnel (and family members, if any) are strictly advised to contact responsible person (School Director) as soon as possible upon arrival.

2.2. To apply for registration, the passport and 3 pictures (size 3x4) will be required. In the absence of registration, foreigners are liable to pay fines. The registration will be issued for the period of visa validity. Registration can be extended by applying to the immigration authority not later than 3 days before its expiry date.

2.3. No registration is required for foreigners staying at hotels for the period of such stay. In this case application on registration in local authorities shall be submitted on the day of leaving the hotel. Non-submission of application for registration within 24 hour after leaving the hotel results in imposition of fine.

2.4. Personnel is personally liable to check validity dates of visa and registration and shall inform the Director of Presidential School at least 14 days before expiration dates and timely submit to the Agency documents required for extension of visa and registration. It is necessary to pay attention to registration; usually it should correspond to the period of visa validity. In case the registration expires earlier than the visa, it is necessary to extend the registration first.

2.5. Personnel is personally liable for violation of rules of stay in RUz and holds harmless the Agency and the Presidential school against any liability that may arise out of such violation.

3. Insurance

3.1. The Agency provides insurance to the Personnel and his/her family members (spouse, child/ren) arriving with him/her in Uzbekistan with a standard insurance package covering insurance events generally accepted in the Republic of Uzbekistan within 30 days from start date of the work.

3.2. In case if the foreign personnel wishes to expand or supplement the insurance with any specific insurance events, this might be done at his/her own expense.

4. Air fare

4.1. Agency refunds one Economy Class round trip air ticket for the hired Personnel and his/her family members (spouse and children under the age of 16) for the duration of the contract: at the beginning – for arrival in Uzbekistan, at the end of the Contract – for leave to home country. No compensation is provided for trips outside the specified time.

4.2. Agency does not cover extra luggage expenses and other services of Airline Company.

4.3. Agency will only cover the flight of family members if they come along with the Personnel or later and stay in Uzbekistan for the period not shorter than six months.

4.4. The flight reimbursement will be added to the first month salary, therefore, receipt, ticket and boarding pass shall be kept.

4.5. The Personnel upon approval by the International Department of the Agency shall book Tickets. Maximum cost of the one Economy Class round trip air ticket to be covered shall not exceed 2000 (two thousand) USD.

4.6 If Personnel books the return ticket to the country different from the country of origin, maximum cost of the one Economy Class round trip air ticket to be covered shall not exceed 2000 (two thousand) USD and the cost of the two-way ticket from the country of origin to Uzbekistan and back to the home country. For instance, if Personnel arrives from SA and at the end of the academic year books the return ticket to Morocco, the overall cost of the two-way ticket SA-Uzb-Uzb-Morocco shall not exceed the overall cost of the two-way ticket from SA to Uzbekistan and back to SA.

4.7. Employee does not cover airfare (tickets back to home country) in case of early termination of the Contract regardless the reason of such termination.

5. Transfer from Airport

5.1. The Agency will arrange transfer from the Airport to the place of stay for the first arrival to Uzbekistan only. Transfers to the Airport and transfers from the Airport on subsequent arrivals are to be organized by Personnel at their own expense.

5.2. Temporary accommodation in Tashkent for Personnel going to regional schools is organized at the Agency's expense. The accommodation in Tashkent is not covered by Agency if Personnel travel for vacation.

6. Travel inside Uzbekistan

For the Personnel hired to the regional schools Agency provides one-way air or railway ticket to the destination city. Thereafter, the local school will arrange the transport from the airport or train station to the school where the Personnel will be staying.

7. Medical examination

7.1. Upon arrival in RUZ Personal shall pass medical observations for socially sensitive diseases (AIDS/HIV, tuberculosis, oncologic diseases/malignant tumors, mental disorder, Hepatitis B, C) and other diseases that may prevent effective performance of labor duties and affect wellbeing (either physical or mental) of the students of Presidential School.

7.2.

Existence of any of the abovementioned diseases may serve as a basis for refusal of employment or early termination of Employment Contract. Expenses for the airfare in this case are covered by the own funds of the Personnel.

7.3. The medical examination results shall be kept strictly confidential and they should not be revealed to a third part without the result's owner permission.

8. Accommodation

8.1. Presidential School provides on campus accommodation for Personnel, which will be a one-bedroom hotel room partly furnished and equipped with necessary appliances. Bedding, blankets and towels will be provided as well. The room will have a private bathroom and a small kitchen. The laundry is available in the basement of the teacher residence building.

8.2. Under no circumstances, shall Presidential School provide any accommodation outside campus or cover related expenses. However, the Personnel can rent an apartment or stay in the hotel at his/her own expense.

8.3. Personnel living in the on campus residence shall respect the rules set up in the residence and campus. The following are some of campus residence rules:

- Smoking is not allowed on the territory of the Presidential School
- No pets are allowed on the territory of the Presidential School
- Personnel is responsible for keeping his/her dwelling places clean and neat and shall allow regular sanitary check by the administration of the Presidential School;
- No screws, nails, tape, or the like may be used on the walls or other surfaces of the room, and no furniture removed, unless approved by the Residential Manager. Tapes can be used instead of screws or nails.
- Music and other media are to be kept at a low volume so as not to disturb one's neighbors.
- All appliances should be used according and in line with their purpose. Any questions concerning the proper use of the appliances in the apartment should be emailed to Residential Manager
- Residents are not to touch any of the breakers in their apartment. Housing Maintenance staff should be the only ones to make any adjustments.
- Residents are not permitted to drink alcohol in their private rooms. Our residence goals are educative and staff is expected to promote a safe and non-coercive social environment.
- The use, possession of the illegal drugs or narcotics in the territory and buildings of Presidential School and private rooms is a criminal offence and absolutely prohibited.
- Guests are welcomed as visitors to Residence. Residents are responsible at all times for the behaviour and conduct of their guests. Inviting guest after 22.00 and for overnight is strictly prohibited.

- Personnel leaving the territory of Presidential School for recreation or meeting with friends shall come back until 23:00 unless he/she has informed the principal of coming back later than 23:00
- Personnel shall previously agree with the school administration holiday trips and any other leave from the territory of Presidential School. Please refer to Section III of this document for the safety of our foreign personnel.

8.4. Upon arrival Personnel shall pay key money (USD 300) for the loss and/or damage to documents, equipment and other property that will be returned upon termination of Employment Contract in case if no such loss and/or damage is caused.

9. Dress code at school

The following dress code for staff members is required:

9.1. Professional Dress Standards for Men

9.1.1. Acceptable Attire / Grooming

- Pants or slacks; creases in pants help to improve the image of apparel.
- Collared shirts to include polo-type and button-down shirts. Sweaters, turtlenecks and Henley shirts are acceptable. (Physical Education instructors should wear shirts with collars and shorts or pants that exhibit professional attire).
- Ties and dress coats improve the image; recommended but not required.
- Visible body piercing; ONLY the ear(s) is acceptable.
- Cologne or aftershave should be unobtrusive.
- Shoes that are clean and polished improve the image. (Tennis shoes often detract from the image and should be worn only at the direction of the director).
- Hair and facial hair must be neat and well groomed.

9.1.9.1.2. Non-Acceptable Attire / Grooming

- Jeans and T-Shirts may not be worn except during special days determined by the director. In no case should T-Shirts be worn other than special days.
- Tattered cuffs, tears in clothing, and heavy wear marks are unacceptable.
- Sweat pants and jogging suits are not acceptable.
- Hats are not to be worn in building.
- Visible body tattoos are unacceptable.
- Extreme hair styles are unacceptable.

9.2. Professional Dress Standards for Women

9.2.1. Acceptable Attire / Grooming

- Pants, slacks, capris, dresses, or skirts. (Jean skirts and dresses are acceptable). Mini-skirts and dresses are not acceptable.
- Blouses and shirts - collared shirts to include polo-type and button-down shirts. Sweaters, turtlenecks and Henley shirts are acceptable, as well as other blouses (with or without collars) that would be considered professional in nature. (Physical Education instructors should wear shirts with collars and shorts or pants that exhibit professional attire).
- Tennis shoes often detract from the image and should be worn only at the direction of the principal.
- Coats and vests often add to a professional image but are not required.
- Makeup, perfume, or cologne should be unobtrusive.
- Visible body piercing; ONLY the ear(s) is acceptable.
- Hair must be neat and well groomed.

9.2.2. Unacceptable Attire / Grooming

- T-Shirts and jeans may not be worn except during special days determined by the principal. In no case should T-Shirts be worn other than special days.
- Mini-skirts and dresses are not acceptable.
- Sweat pants, spandex pants, leggings, and jogging suits are unacceptable.
- Tattered cuffs, tears in clothing and heavy wear marks are unacceptable.
- Hats are not to be worn in the building.

- Visible body tattoos are unacceptable.

III. SAFETY OF OUR FOREIGN PERSONNEL

It is the duties of the government of Uzbekistan to protect its citizens and all foreign personnel living or working in Uzbekistan. The government of Uzbekistan highly values the safety and security of international staff working at Presidential Schools. It is in this line that the Agency for the Development of Presidential Schools requests the following from the international staff:

1. If outside campus

1.1. The international staff who resides on Presidential School Dormitory and is gone outside the campus to visit friends or for recreational purposes or any other reasons, he or she must be back on campus by 11:00 PM (23h).

1.2. If the staff plans to come back on PS campus later than 11:00 PM, he or she must inform the school principal so that the security personnel are aware of the situation as this will help in case of emergency.

1.3. It is also advised to inform a colleague when going outside the campus as this will help in case of emergency.

2. If residing off-campus

2.1. The international staff who resides off-campus must make sure that he or she registers with the local authorities.

2.2. The international staff must have all emergency numbers such as police, ambulance, fire brigade etc.

2.3. The international staff must respect and obey all rules and regulations of the Republic of Uzbekistan.

3. Travelling to another region

3.1. If international staff is travelling to another region for medical reasons, visiting friends, recreational reasons or any other reasons, he or she may inform the School Principal about his/her trip outside the region.

3.2. The international staff travelling to another region may provide the contact details of the driver and the details of the car, train or flight he or she is on. This will help to provide necessary assistance in case of emergency.

3.3 International staff may leave their working phone number and be in touch with Agency and School administration for safety reasons.

IV. ACADEMIC ACTIVITIES

1. Working hours

1.1. Personnel shall work five days a week from Monday to Friday.

1.2. Working hours for academic personnel as specified in Employment Contract consist of teaching hours allocated at the discretion of the Presidential School and pedagogical hours calculated as 0.8 of allocated teaching hours.

1.3. Working hours of academic personnel employed for full time at the rate of 1.0 (1.0 ставка) shall be 36 hours per week, from which 20 are teaching hours and 16 are pedagogical. Individual schedules will depend on the school timetable.

1.4. Administrative personnel employed for full time at the rate of 1.0 shall work 40 hours per week, from which at least 8 hours should be allocated for teaching.

1.5. Full salary is paid on the basis of fully performed or completed workload.

2. Academic year and school breaks

2.1. The academic year in Uzbekistan starts on 2nd September and ends on 25th May. However, there is an evaluation period which may last from two to four weeks.

2.2. Students have the following school breaks:

Autumn - 4 November - 11 November

Winter - 20 December - 6 January

Spring - 21 March - 1 April

Summer - 24 June - 1 September (These dates vary from grade to grade where grade 5 starts summer holidays earlier)

2.3. Break time is subject to change and shall be approved by the Presidential School annually for academic year.

2.3. The abovementioned breaks are provided for students only, Personnel shall use the time of school break for CPD, planning and training for teachers during the academic year. Teachers have their paid annual leave in summer,

2.5. The school day usually starts either at 8.00 am or 8.30 am in Uzbekistan, depending on the school.

3. Leave

3.1. Personnel has annual paid leave with the duration of 48 working days (Saturdays counted) subject to fully performed 12 months.

3.2. For the Personnel who has not worked 12 months, paid leave is provided proportionately to the performed period.

3.3. Personnel may apply for the paid leave after six months' of work period subject to the approval of the director.

3.4. Presidential School can provide additional unpaid leaves and/or sick leaves upon request of the Personnel. New Personnel may take unpaid leave during the Christmas/New Year break if agreed with director.

3.5. Any and all leaves are provided during the school break periods without interruption to teaching hours and the whole activity of the Presidential School.

4. Sick leave

4.1. Sick leave is not part of the annual paid leave.

4.2. Sick leave is paid in the amount of 60% of salary for the period of sick leave.

4.3. Sick leave is paid only on the basis of medical certificate provided by the medical organization in established manner. No salary is paid for the period of self-treatment and absence in the workplace due to health conditions.

4.4. Duration of unpaid leave and sick leave shall not exceed three months within twelve months' period.

V. REMUNERATION

1. Salary

1.1. The salary is paid to the Personnel's individual account in USD at the beginning of each month (for the previous month). In cases when Personnel do not have USD account the Agency or Presidential School helps to set up an account in one of the local banks.

1.2. The monthly salary is paid to the Personnel by Presidential schools prior to the 7th day of the beginning of each subsequent month with the exception of the salary for December, which is due to completing the fiscal year balance will be paid by the 15th of January.

1.3. The first salary might be delayed by a week or two as it will take some time to set up Personnel in the financial system. Therefore, it is recommended to the arriving personnel to have sufficient money to cover living costs for at least two months.

1.4. The accounting office of the Presidential schools, upon payment of salaries stipulated by the employment contract, issues a copy of the payment order confirming the transfer of salaries to Personnel's accounts.

1.5. The payment statement shall be kept strictly confidential and shall not be shared with a third party without the owner's consent.

1.6. Wages are paid according to the supporting documents of academic load and compliance with academic hours specified in the Employment Agreement.

1.7. In case of absence of the personnel at the classes or non-fulfillment of the prescribed teaching load (academic and pedagogical hours) the salary for this period is not paid.

2. Taxation in the Republic of Uzbekistan

2.1. According to the legislation of the Republic of Uzbekistan, a foreign citizen arriving in the territory of the Republic of Uzbekistan is considered as non-resident. Nonresident shall pay a tax of 20% of all his income in the manner prescribed by the legislation.

2.2. Upon staying in the territory of the Republic of Uzbekistan for more than 183 days within 12 months, a foreign citizen is assigned a status of resident and tax rates are reduced to 12% in the manner prescribed by the legislation.

2.3. Personnel shall timely submit the statement of total annual income to the state tax authority at the place of registration no later than 1st April of the year following the reporting year.

VI. EMPLOYMENT CONTRACT

1. Concluding Employment Contract

1.1. Recruitment is performed in accordance with related regulations and requirements of Presidential schools and bound by Employment Contract.

1.2. Employment Contract shall become effective from the moment of signing by the Personnel and Director of Presidential School. Recruited Personnel shall start performing his duties from the date specified in the Employment Contract.

1.3. Personnel shall provide required documents for the employment in Presidential School in established manner. Personnel is personally liable for timely provision of up-to-date and true information and documents. Falsifying documents, provision of untrue and/or outdated information results in liability as required by legislation and early termination of the Employment Contract without any right for compensation.

1.4. A new personnel is accepted for the employment with three (3) months' probationary period. Within the probationary period, either Agency or Presidential School has the right to terminate the Employment Contract with three days' prior notice. In case of such termination the Agency does not cover airfare.

In case if neither of the parties does not demand termination of the employment contract, the employment contract shall remain in force.

2. Amending Employment Contract

2.1. By mutual agreement of the two Parties the Employment Contract can be amended by concluding Additional Agreements in the written form.

2.2. Labour conditions may be changed and Job descriptions may be modified as deemed necessary by Presidential School after notifying Personnel 14 days before the date of the modification. The two parties may mutually agree on the new changes and another contract will be signed in case it exceeds 20 teaching hours.

2.3. The parties may agree, both at the moment of recruitment and later, that beside his main job duties, Personnel may combine jobs (positions), enhance the scope of work to be performed.

The Personnel shall perform the abovementioned work during the main work hours. The procedure of performing them and remuneration shall be determined by mutual agreement.

2.4. By the initiative of the Presidential school if deemed necessary Personnel may be moved to Presidential school to another region with his/her prior consent.

3. Termination of Employment Contract

3.1. Personnel is entitled to terminate the employment contract at any time by giving two weeks' prior notice on his intention to the director of the Presidential School.

3.2. Termination of employment contract before expiry date by the initiative of the Presidential School is allowed in the following cases:

- Reduction in work scopes resulting in changes in processes, work organization, changes in the number of employees or in operation mode or winding up the organization
- If Personnel is unfit to perform his duties due to low skills or poor health; faulty behavior of Personnel.

3.3. Presidential School may terminate the employment contract with Personnel on the following grounds due to his faulty behaviour:

- In case of repeated defaults of obligations by personnel
- In case of a one-time gross breach of duties by Personnel

3.3.1. The following one-time gross breaches may result in termination of the Employment Contract:

- Violation of executive discipline (failure to ensure the timeliness and completeness of the implementation of the tasks set in decrees, orders and instructions of the President of the Republic of Uzbekistan, resolutions and orders of the Government of the Republic of Uzbekistan, decisions of a higher authority and director);
- Absenteeism (absence at the work place without good reason for more than 5 working hours or 3 academic hours continuously or in total during the working day);
- Being at work in a state of alcoholic, narcotic or toxic intoxication, certified by eyewitness testimony or medical report;
- Stealing property of the Presidential school at the workplace certified by eyewitnesses;
- An immoral misconduct of Personnel incompatible with the continuation of his/her work;
- A gross violation of safety rules resulting in threat to the life or health of others, including the violator himself;
- Violation of labor duties that entailed the infliction of material harm in the amount of more than 3,000 (three thousand) US dollars;
- Disclosure of trade secrets, the preservation of which is stipulated in the Employment Contract;
- And other guilty acts specified in the Employment Contract.

3.4. Airfare shall not be covered in case of early termination of the Employment Contract.

3.5. For a breach in the labor discipline, Presidential School may apply the following disciplinary measures to guilty Personnel:

- Reprimand;
- A fine amounting to no more than 30% of monthly average salary.
- For repeated breaches in the labor discipline, as well as for committing for the first time the actions specified in paragraph 3.3.1., any Personal may be charged a fine of no more than 50 percent of monthly average salary;
- Termination of employment contract.

25.1 Policy on Academic Director at Presidential Schools

An Academic director is a key element for ensuring the quality of teaching and exam preparation at the Presidential schools. The Academic Director is accountable for ensuring that teachers follow the approved syllabus and have all they need to get students succeed. The Academic Director is appointed by the Presidential Schools department of the Agency based on relevant experience, qualification and skills.

- The work of the academic director is assessed at the end of Term 3 of the academic year using the student performance results, including Mock test results, teacher surveys, reports on teacher performance based on teacher appraisal scheme.
- The work of the Academic Director is assessed by the school principal in consultancy with the Presidential schools department of the Agency.
- Academic Director cannot be appointed as a lead teacher.

Job summary:

Director of Academics works closely with the School Principal and the Agency for the development of Presidential, Creative and Specialized schools under the Cabinet of Ministers of the Republic of Uzbekistan (hereinafter – the “Agency”) on various tasks, including development of policy documentation to ensure that the school’s vision and strategic aims are clearly articulated, shared, understood and acted upon effectively by all stakeholders. Director of Academics cooperates with the School administration and the Presidential Schools Department at the Agency to perform academic, administrative duties for Presidential Schools.

Academic and Professional Qualifications and Skills

- Master’s degree desirable
- At least five-year experience in teaching
- At least five-year experience in administrative position at school

- Confident knowledge of Cambridge curriculum
- Confident IT skills
- Confident learning centred teaching skills
- Leadership qualities
- Excellent communication skills
- Team working and collaborative skills

Key responsibilities:

Academic

- Lead the academic life of the school, ensuring the Presidential Schools' STEAM curriculum is contextually relevant, planned, delivered and regularly evaluated for quality and efficacy;
- Oversee design and implementation of a formative assessment strategy, such that:
 - a) learning is continually being monitored and reported upon,
 - b) students are able to articulate 'what success looks like' for any given task or activity and can plan how to achieve it, and
- Evaluate teacher performance of STEM teachers, both local and international according to the Teacher Appraisal guide
- Create a learning environment that supports outstanding academic performance by all students.
- Monitor and report on student performance results and initiate necessary remedial action when necessary
- Teach according to the workload specified in the contract

Innovation

- Establish an environment which encourages creative, innovative and learning-oriented approaches to classroom practice;
- Collaborate with the School Principal and the Presidential Department of the Agency to establish a world-class, on-going professional development programme, which supports collaborative communities of practice across the network of Presidential Schools and which also extends to the development of teaching and leadership in local public schools;
- Attract, retain and develop local and international educational and leadership talent, recognizing and respecting diverse cultural, educational and professional backgrounds

Administration

- Assist in establishment of Presidential Schools
- Be the lead administrator responsible for all internal and external assessment administration;
- May be engaged in selection of highly qualified staff;
- Ensure consistent professional development of all staff;
- Support the pastoral life of the school ensuring that students and staff are cared for, supported and nurtured;
- Ensure the co-curricular life of the school supports the holistic development of all students, with specific emphasis on ethical leadership and nurturing a sense of civic responsibility and strong national identity;
- Lead on the development and implementation of health and safety practices to ensure that the school's environment and facilities are safe, secure, and fit-for-purpose;
- Build and maintain effective relationships and partnerships between the school, parents and local community;
- Report to and work in conjunction with the School Principal to establish and monitor all necessary policies, systems and procedures to ensure the smooth running of the school and the fulfilment of The Presidential Schools' aims and objectives;

- Closely collaborate with the Vice Principle of the school on administrative and academic issues to ensure coherent and smooth running of academic processes at school
- Promote the best interests of the Presidential Schools and the community it serves, and the continuing improvement and sustainability of the Presidential Schools' vision and mission.

Collaboration with people

- To collaborate with the school Vice Principle and lead subject teachers across all Presidential Schools for the analysis of assessment implementation
- To collaborate with the administrative staff and the school and presidential department of the Agency for maintaining quality assurance at the school

Opportunities

- To engage in continuous professional development;
- To have opportunities for professional growth and advancements (professional development programs).

Resources

- The Presidential School is obliged to present all the necessary resources (with a prior agreement) for smooth running of the school and academic processes

Line of communication

- To provide reports on the academic and administrative issues pertinent to school to the School Principal
- To receive reports on the issues pertinent to all Presidential Schools and directly from the subject lead teachers
- To keep-up-to-date with the reports made by lead teachers to the monitoring department of the Agency
- To report on student academic achievement to the Monitoring or Presidential Schools department of the Agency on request

Required reporting

- Professional development plan (produced at the beginning of the academic year and reported at the end of each term)
- Reports on teacher appraisal (termly)
- Reports on student performance (reported at the end of each term)
- Collated report on summative and formative assessments (at the end of each term)

25.2 Policy on lead subject teacher

A lead teacher is a key element for ensuring the quality of teaching and exam preparation at the presidential schools. It is the Subject lead teacher whose task is to ensure that teachers in their department follow the approved syllabus and have all they need to get students succeed in the exam. The subject lead teacher works closely with their colleagues in the department, Academic Directors, monitoring department and Presidential Schools department of the Agency. There is a subject lead teacher for each of the three main stages in the curriculum in each subject i.e. lower secondary, IGCSE and AS/A level.

- There is a Lead subject teacher in every subject taught at Presidential Schools, both local subjects and those following Cambridge curricula.
- The subject lead teacher is appointed by the Agency based on relevant experience, qualification and skills.
- The work of the subject lead teacher is assessed at the end of the year using the reports on student performance (submitted at the end of each term and at the end of the academic year) or Mock test as well as teacher survey of the relevant department.
- The work of the subject lead teachers is assessed by the academic director and reported to the Agency.

Job summary:

To support the school's leadership team in the establishment of the Presidential School of Uzbekistan in [insert location]; to lead on the development and implementation of the school's [insert curriculum area] programme; to coach and mentor Uzbek [insert curriculum area] teachers; to lead students towards success in [insert curriculum area].

Skills and qualifications:

- Excellent verbal and written communication skills
- Leadership skills
- Decision-making skills
- Organizational skills
- Conflict resolution skills
- Empathy and responsiveness

Key responsibilities:

- To coordinate the implementation of the Presidential Schools' [insert curriculum area] curriculum across the network of the Presidential Schools and provide support and mentoring to [insert curriculum area] subject teachers.
- To exemplify in own practice the knowledge and skills of effective pedagogy in [insert curriculum area], modelling this for others, such that they, in turn, become more effective practitioners
- To ensure that excellent resources are developed and shared throughout the network of Presidential Schools and to support the capacity of colleagues to produce high-quality teaching and learning resources themselves.
- To put together mock exam papers, ensure their secure storage and analyse the outcomes, diagnose the further support for learning that students might need across all Presidential Schools
- To implement and coordinate summative assessment (end of term) strategy in their subject throughout Presidential School network
- To ensure milestone assessment tests (end of term assessment and Mock tests) meet the learning outcomes and are conducted in accordance with education standards
- To monitor student performance in [insert curriculum area] across the network of Presidential Schools to provide necessary support to teachers when and if needed.
- To report on student performance at the end of each term and at the end academic year to the monitoring department of the Agency
- To participate in collaborative communities of practice across the network of Presidential Schools and to support the development of teaching and leadership in local public schools.
- To maintain effective relationships with colleagues across Presidential Schools network

Collaboration with people

- To collaborate with the teachers across all Presidential Schools for the analysis of assessment implementation
- To collaborate with the administrative staff and the Agency for maintaining quality assurance

Opportunities

- To engage in continuous professional development;
- To have opportunities for professional growth and advancements (professional development programs).

Benefits

- Possibility for flexible agreement
- Financial incentive

Resources

- The Presidential School is obliged to present all the necessary resources (with a prior agreement)
- Lead Subject teachers for Cambridge syllabi subjects have access to the School support hub on the Cambridge support website where they can access the syllabus documents, schemes of work and others
- Lead subject teacher also gives input into list of textbooks for the school libraries
- The local lead teachers work with the syllabi approved by the Ministry of Public Education

Line of Communication

- The lead teacher reports the issues pertinent to all Presidential Schools to the Academic Director sending the copy of the information (CC) to the Presidential Department of Agency too
- The lead teacher provides reports to the monitoring department of the Agency sending the copy of the information (CC) to their Academic Director and the Presidential Department of the Agency

26. Equality and Diversity Policy

1. Introduction

Presidential Schools in Uzbekistan are welcoming schools where everyone is highly valued and mutually respected. PS believe in equality and diversity where co-operation, honesty, tolerance and mutual respect for others are fostered. Also, PS believe that talents reside in people of all backgrounds. Its school community is largely made of people of all backgrounds from locals and beyond the borders of the country.

By raising awareness of all strands of diversity, the PS aims to actively promote equal opportunities in all areas of school life. PS prepare its learners (including its staff) to become great global citizens and to value the diverse society in which they live in.

PS are committed to the growth and development of the learners within a secure, supportive, and creative environment where the learners can thrive together to understand and appreciate the uniqueness of their differences; with a balanced and appropriate curriculum that provides them equal opportunities to maximize their potential regardless of age, gender, race, religion, disability or other physical or emotional differences.

Furthermore, PS endeavor to promote positive relationships with parents, governmental bodies and other members of the community.

2. What is equality and diversity?

Equality is about ensuring individuals are treated fairly and equally, irrespective of their age, gender, race, disability, ethnic origin, domestic circumstances or religious beliefs. Whereas diversity is about recognizing, respecting, valuing and accepting these differences in people, to create a productive, effective and all-inclusive environment.

3. Promoting equality and diversity at PS

Promoting equality and diversity at PS is a task that every school community member should thrive to take part in. These tasks include:

3.1. Rules:

- We set clear rules in regards to how PS community should treat one another.

3.2. Excluding discrimination:

- We actively challenge discrimination and any negative attitudes on our school properties.
- We make sure that learning materials do not discriminate against anyone and are adapted where necessary.
- We make sure that our school policies and procedures do not discriminate against anyone.

- We do not tolerate any act of discrimination and we actively take appropriate action in any cases of discriminatory practice.
- We aim to reduce and remove inequalities and barriers that already exist.

3.3. Equal treatment:

- Our learners, teachers and other staff member are all treated fairly and equally.
- All our learners are of equal value and not one should feel inferior to another.

3.4. Equal opportunities:

- We ensure that all PS learners have equal access to opportunities and participation.

3.5. Inclusive lessons:

- Together with our teachers, we actively promote multiculturalism in lessons.
- We academically accommodate all learners by using a variety of teaching and assessment methods.
- We respond to every learner's diverse needs, as every learner is unique.
- We prepare our learners for life in a diverse society in which they can see themselves fitting locally, nationally and internationally.

3.6. Accessible Information to all:

- We publish and share our school policies with the whole community.
- We ensure that all learners, staff, parents and guardians are exposed and familiar with the content of this policy.
- We ensure that our visitors and contractors are aware of our school's equality and diversity policy and make sure that they comply with this policy.

3.7. Safe learning environment:

- We foster positive attitudes and relationships, by providing a learning environment where all learners, teachers and staff members see themselves reflected and feel a sense of belonging.

3.8. Respect and value all:

- At PS, we recognize and respect differences.
- We include and value the contribution of the school community to our understanding of equality and diversity.

3.9. Appreciate diversity:

- We design programs to promote and celebrate diversity.
- We systematically plan to improve our understanding and promotion of equality and diversity.

3.10. Quality staff recruitment:

- We observe good equalities practice in staff recruitment, retention and development.

3.11. Professional development:

- We ensure that all PS staff members (teachers, support and administrative staff) are given appropriate training, support and opportunities for professional development about equality and diversity; and for taking appropriate action in any cases of discrimination.

3.12. Responsibilities

- We ensure that all PS staff members are aware of their responsibilities.
- Senior staff members have day-to-day responsibility for coordinating implementation of the policy.
- All PS teachers are expected to promote an inclusive and collaborative ethos in their classrooms.
- All PS staff members are expected to report any discriminatory incidents that may occur on PS promises.

3.13. Religious observance

- We respect the religious beliefs and practice of all learners, teachers, staff members and parents.
- We comply with reasonable requests relating to religious observance and practice.

4. Summary

At PS, we value and respect all people regardless of their gender, race, age, religious beliefs, disability, ethnicity, social or economic background, geographic location and any other physical or emotional differences they may have. We treat all people equally and fairly. We promote equality and diversity, as this is essential for the future of our young people, generation to come and country as a whole.

27. Homework Policy

Rationale

"Homework is not an optional extra, but an essential part of a good education". -1999 White Paper, Excellence in Schools

Homework activities can be an effective way to continue, reinforce and extend learning outside the classroom, and used appropriately they can be a very effective way for students to make additional progress in their studies. In this way, homework can make a significant contribution to enable students to reach their full academic potential.

Homework is work that is assigned to be done outside the timetabled classroom curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher.

Homework enhances student learning, improves achievement, and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

This policy defines the rules and procedures for homework in the Presidential Schools.

Aims of the Policy

- To describe the purpose of homework.
- To outline the differentiated use of homework.
- To define the type of homework that students are expected to complete.
- To place a limit on the amount of homework that students are expected to do.
- To define the responsibilities of teachers, students and parents with respect to homework.

Presidential Schools believes that the correlation between homework and improved student learning can be based on recent research, teaching experiences and a solid understanding of the school's unique context. The homework policy aims to provide the school community with specific guidelines, so that a common approach is used by all teachers to meet student outcomes. The following shared understandings provide the foundation of the Presidential Schools' homework policy.

Homework Objectives

- To encourage students to have self-awareness, self-confidence and initiative.
- To develop perseverance and self-discipline.
- To enable students to learn through the practice of skills acquired in the classroom.
- To permit more rapid progress to be made by each individual; to promote quiet reflection on the work covered in the lesson.
- To enable class work to concentrate on those activities requiring the teacher's presence.
- To encourage students to investigate topics of study in depth, particularly through the use of effective follow-up questions.
- To open up areas of study and to make possible the use of materials and sources available outside the classroom.
- To encourage students to enjoy the skills, concepts and experiences related to each subject.
- To enhance student study skills e.g. planning, time management, and self discipline.
- To develop research skills.

- To engage parental co-operation and support. Involve parents in students' learning and keep them informed about what students are doing at school.
- To create channels for home school dialogue.

Studies Relating to Homework

- Homework should not be assigned simply as a matter of routine, but instead only when there is a clear purpose in regard to student learning. In essence, good homework practices are consistent with good teaching (Marzano and Pickering, 2007a).
- Teachers should make sure the purpose of homework assignments is clear. Students should leave the classroom with no confusion about either what they are being asked to do or how to do it (Marzano, Gaddy, and Dean, 2000).
- The research is especially clear about one point in relation to homework: It should not be used to teach new material (Cooper, 2001).
- Teachers should never give homework as punishment. It implies you think schoolwork is aversive. Students will pick up this message (Cooper in Silvis, 2002).
- Efficiency is the second hallmark of effective homework. Homework should not take an inordinate amount of time and should require thinking. Students who spend too much time on homework (more than 90 minutes at the middle school level) actually perform worse than students who spend less time (Cooper et al., 2006; Shumow, 2011).
- One of the most important benefits of homework is the acquisition of self-regulation. Two studies by Xu (2008a, 2008b) linked homework management to homework completion. In a 2009 study, Xu found that student achievement appeared to be related to all five subscales of homework management (setting an appropriate work environment, managing time, handling distraction, monitoring motivation, and controlling negative emotion).
- A high degree of self-efficacy is associated with high academic performance and the use of self-regulatory strategies. Highly self-efficacious learners are characterized by sustained effort despite distractions and long-term waiting periods. They learn to plan their actions and set specific academic goals in order to achieve them (Zimmerman, 1998, 2000).

Expectations: When, how much and by whom?

Subject teachers should get together and create a homework timetable that will not overload students with assignments. Subject teachers, through weekly monitoring of students, will identify and provide differentiation to students with homework problems.

Failure to Complete Homework

Any system to ensure the completion of homework must ultimately involve working in partnership with parents and the Students involved. The following system must be used to ensure a consistency of approach across all subject areas.

1. Teaching staff must issue a verbal warning to the student when homework is not completed on the first occasion. A record of action must be kept in their own documentation. The student will be expected to return the homework the following day as instructed by the classroom teacher. The classroom teacher will provide support as appropriate.
2. The above procedure must be repeated if a student fails to return the homework exercise on a second occasion.
3. Failure to complete homework for a third time will result in the classroom teacher issuing an official warning to the student. This alerts the office to generate a Homework report to be sent out to the parent. The classroom teacher must alert the Academic Director prior to this stage.
4. If the matter is not resolved or a student consistently fails to return/complete homework the Academic Director may seek a parental appointment to discuss concerns.

Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Credits and rewards for achievement and sustained effort may be awarded for good homework. For exceptional pieces of work, a faculty letter or certificate may be sent home.

Responsibilities

The role of the student

1. To listen to homework instructions in class.
2. To copy down instructions for the task and deadline date into the homework diary/planner.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties.

Students are expected to ensure that:

- Homework details (including the name of the subject) are copied accurately into their diary/planner and that the date due has been noted.
- If they are expecting homework, but none is set, write ‘NH’ in the diary.
- Do their best with each piece of work.
- Ask for help if they find the homework too difficult, either from their teacher or from their parent(s).
- Establish a routine with regard to homework, aiming to complete the homework if possible, on the night that it has been set, then returning to it later and looking over the work with a fresh pair of eyes, checking upon quality and accuracy.
- Complete homework on time.

The role of the Mentor

(The classroom teacher will also play a key role in monitoring planners).

1. To include homework in student mentoring where appropriate.
2. To see that homework is being set and recorded.
3. To note and respond to any comments written in diary/planner by dorm parent/parent.

The role of the classroom teacher

The Principal/Academic Director will also play a key role in monitoring the quality and standard of homework within the faculty and will have an overview of when each teacher sets homework.

The classroom teacher controls the direction of homework and the nature of tasks undertaken. The teacher will:

- Provide homework that is curriculum-based and meets the developmental and individual needs of the student through differentiation and modification;
- Ensures the homework assigned is directly related to classroom instruction and consists of clear, purposeful and engaging activities;
- Checks homework (refer to homework types and definitions);
- Ensures homework needs no additional teaching outside the classroom;
- Ensures homework is understood by the student before leaving the class;
- Ensures that homework does not need additional resources or technology to which students may not have access;
- Teaches the skills necessary for the student to complete the homework and become a successful independent learner.

Administrative Responsibilities (Principal/Academic Director)

For homework to be considered an important means to success in all curricula, administrators need to be involved in the process. They are the educational leaders. Their leadership, support, and encouragement will assist all parties in the pursuit of good homework practices.

The administrators will –

- Review and monitor all teachers' homework guidelines, and make appropriate recommendations to teachers before the guidelines are communicated to the students.

- Place homework on the agenda at least once a year at their department meetings. This is for the purpose of exchanging ideas and giving each other feedback and information.
- Assist in the dissemination of the homework procedure and practices.
- Review homework procedures and practices periodically at faculty and supervisor meetings.

The role of the parent

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

These guidelines are issued to enable parents to monitor and support your child's homework. The encouragement and support of parents and homework clubs are welcome in the completion of homework, however please do not do the homework for them.

- Provide a quiet area for children to complete their tasks and minimize distractions and interruptions;
- Check that the work is recorded in the planner and check that it is completed; This will help you understand the curriculum;
- Write a note in the planner or contact the teacher if there are any perceived problems, the workload is unbalanced or other interruptions have prevented the homework from being completed;
- Discuss the task and guide your children but avoid the doing it for them; instead encourage them with questions and strategies for overcoming difficulties;
- Contact the classroom teacher if they do not consistently complete the homework or questions arise from the homework;
- School homework takes priority over work set by external tutors.

How Can Parents Help?

- Sit down with student, checking (and signing) their Homework Diary/Planner and talking about the homework that has been set
- Support students with extended project work by helping them to plan and manage their time
- Provide a quiet and suitable work-space (e.g., a desk or table with a chair) for students where they are not distracted by interruptions (and preferably away from watching the TV!)
- Keep younger children out of student's way as they work
- Help students establish a routine with homework, setting aside time for it to be completed, and ensuring that it is seen as a priority
- Support and praise student's work, not just when it is completed, but as it is being done
- Give help if required without doing the homework for student
- Encourage student to meet deadlines
- If student finds the homework too difficult, parents are encouraged to let us know by writing a short note in their child's Homework Diary/Planner. We also want parents to let us know if too much or too little work is being assigned.

For Dormitory Parents

- Ensure a quiet study time and regulate distractions such as noise, eating and drinking, and visiting/talking with other students without purpose;
- Check that the work recorded in the planner at the beginning of the evening is prioritized;
- Contact the teacher via telegram if there are any perceived problems, the workload is unbalanced or other interruptions have prevented the homework from being completed and copy the Vice Principal;
- If students ask for help discuss the task and guide the students when appropriate or call upon faculty members to work directly with students if available, or organize timetabled help in discussion with the teacher/vice principal where appropriate.

Rewards & Sanctions

Students should be rewarded for producing good homework. For example, constructive feedback may be given orally or in writing, credits may be awarded in line with school policy and faculties and departments are encouraged to contact home to inform parents, e.g. via a note in the Homework Diary/Planner, a standard letter of praise or a phone call.

If a student forgets his/ her homework, he/ she will need to speak to the subject teacher before or during the next lesson. The subject teacher may extend the deadline for the piece, but if homework is not produced thereafter, a detention or other sanctions will be issued in line with school policy.

Expectations: How much and by whom?

The expectation of the length of homework will depend on: the curriculum time for each subject; the nature of the work; the ability of the student, and the particular grade.

Same grade subject teachers will get together to develop a homework timetable that will provide:

1. secondary students with a maximum of 90 minutes of homework each day
2. lower grade students with a maximum of 30 minutes of homework each day

Homework can take a variety of forms, including:

- Writing tasks;
- Note-taking and writing up notes taken in lessons;
- Reading;
- Learning – for example: facts, vocabulary, spellings;
- Completing coursework;
- Research;
- Drawing or design work;
- Preparing for discussions or presentations;
- On-line learning;
- Answering questions;
- Completing worksheets;
- Revising for tests and exams
- Short or long answer questions or pieces of writing
- Project based learning
- Learning key vocabulary
- Making a model
- Reading: an invaluable support to learning
- Report writing
- Revision
- Simple experiments
- Teaching parent(s) what has been studied at school
- Visit to a public library or museum

Use of Planners/Diaries

All students will be provided with a Planner/Diary on a yearly basis. Students are expected to use the planner on a daily basis to track their homework, and to show parents or dorm parents so their work may be monitored for guidance. Each grade or student may have slightly different expectations based on developmentally appropriate needs.

Teachers will post homework clearly in the classroom and ensure that students write the homework in planner as an exit ticket. Teachers should list the homework to be copied in the same format, as students would see in their planner.

Monitoring and Evaluation

A continuous process of monitoring the effectiveness of the Homework Policy must be carried out by all teaching staff and the senior leadership team. A whole school evaluation of the effectiveness of the policy will be carried out regularly. Where further good practice is identified, this will be shared across the school and shared with students, parents, and dorm parents.

28. Unpaid leave Form

Директору Президентской
школы в г. Ташкенте
Т.Ю. Шерматову

от _____

To the Executive director of
Presidential school in Tashkent
T.Y. Shermatov

From _____

1. Я, _____,
прошу Вас предоставить мне отпуск
без сохранения заработной платы за
свой счет по семейным
обстоятельствам и поездки в
_____ с _____ по

2. Довожу до вашего сведения что
дата вылета: _____;
Дата прилета: _____
Контактный тел.:

1. I, _____, hereby ask
you to permit me to have days off without
payment from _____ to _____,
because of my trip to _____,
by family conditions.

2. I would like to inform you about the
schedule of my trip and contact numbers:

Departure date: _____

Arrival date: _____

Contact numbers: _____

Signature

29. Student Leadership Policy

1. Introduction

An important part of what Presidential Schools offer, is the opportunity for every learner to personally develop mentally, academically, physically and psychologically. These developments include leadership skills and the capacity of each learner to lead. All learners regardless of their age, gender, religion, location or financial status are encouraged to apply for leadership roles.

The learner's voice is heard through a student body namely the Student Representative Council (SRC). Through SRC, the learners have real opportunities to be involved in the decisions relating to the future growth and development of the school, its policies and pedagogies. Each grade level has its own elected representatives who strive and work hard to make sure that all learners' concerns are attended to.

The SRC's aims are to fairly represent the views and opinions of the student body; foster the learner's wellbeing and academic achievements through positive interventions; facilitate effective communication between learners, teachers, and the school management team on issues that affect the student body and provide leadership and direction for all PS learners. To support the student leadership at school, there is SRC Coordinator (Deputy Principal or events organizing teacher) who is in charge of the election procedure and serves as a mentor to the student leadership body.

2. Purpose

2.1. The aims/purpose of SRC

The SRC's aims are:

- To develop leadership skills among all learners
- To fairly represent the views and opinions of the student body

- Foster the learner's wellbeing and academic achievements through positive interventions
- Facilitate effective communication between learners, teachers, and the school management team on issues that affect the student body and provide leadership and direction for all PS learners.

2.2. Role of the staff

Presidential School believes that all learners have equal opportunities and great potential to become successful leaders and therefore it is the PS's responsibility to develop leadership skills in all its learners. The PS staffs are vested with the responsibility to assign students tasks and activities that may render an effective contribution in augmenting their leadership skills. They make provision of duties to students, particularly within the classrooms to augment leadership skills. These include, monitoring and supervision, maintaining discipline, helping students, who are facing problems in academic learning and so forth. When they develop leadership skills, they are able to lead and guide others in the right direction, inculcate the traits of diligence and conscientiousness and differentiate between appropriate and inappropriate.

3. Student Leadership Positions

There are a number of different avenues: senior level (grades 8-11) and junior level (grades 5-7).

The leadership roles at senior level include Student Representative Council (SRC) President, SRC Deputy President, SRC Secretary, SRC Deputy Secretary, and general roles like SRC Members, Class Representatives, House Captains, Academic Group Leaders and Master of Ceremony. In these areas, there is a process to be followed for these appointments.

The leadership roles at junior level are mostly comprised of general leadership roles. These include SRC Members and Class Representatives.

4. Student Leadership Structure

4.1. Senior leadership Positions

- SRC President – 1 position from grades 10
- SRC Deputy President – 1 position from grades 9 and 10
- SRC Secretary – 1 position from grade 10
- SRC Deputy Secretary – 1 position from grade 10

4.2. General Leadership Positions

- SRC Members – 1 position from each grade level (7 positions)
- Class Representatives – 1 position from each class (14 positions)
- House Captains – 2 positions from each house (8 positions)
- Academic Group Leaders – 1 position per group (number of positions depends of how many groups are there in one classroom)
- Master of ceremony – 2 positions from grades 7 - 11

Students will only be permitted to take on ONE student leadership role

5. Expectations of Student Leaders

Any student who is elected to hold one of the leadership roles mentioned above is expected to conduct himself/herself with dignity at all times in order to be an example to others and be an asset to the school by upholding the school values of excellence, equity and diversity, respect, responsibility, honesty, leadership, learning, community, communication and balance.

The Student leaders are expected to be good role models to others, by setting the highest example in dress code, attendance, conduct and involvement in school affairs. They are also expected to develop appropriate understanding, skills and attitudes of leadership and action during their term of leadership.

6. Criteria for Student Leadership Positions

6.1. General Criteria for Leadership Positions

All students in position of leadership should be:

- Polite
- Reliable
- Friendly

- Responsible
- Trustworthy
- Cooperative with both students and staff
- Positive role model for all students
- Assist the school and class teacher in the day-to-day procedure of the classroom

6.2. Criteria for Senior Leadership Position

- Consistently exhibits the school values (excellence, equity and diversity, respect, responsibility, honesty, leadership, learning, community, communication and balance) at all times through their attitude and behaviour
- Demonstrates leadership qualities
- Displays organizational skills
- Demonstrates confidence in public speaking
- Demonstrates interest and willingness to be involved in all types of school activities.

7. Role descriptions

7.1. SRC President

- Show an outstanding example to the PS community
- Show great leadership skills to the school community by attending, conducting, speaking and responding to questions during leadership or school meetings/assemblies
- Be committed and have an excellent academic record in all subjects
- Have a track school attendance record
- Wear correct school uniform every day
- Actively advise school staff of issues of concern
- Provide necessary assistance to other learners, staff members, parents and visitors
- Be able to identify academic problems and report it to the administration
- Chair the term awards ceremonies
- Conduct Student Representative Council meetings and set the agenda in consultation with the SRC Coordinator

7.2. SRC Deputy President

- SRC Deputy President assist the SRC President to perform the above-mentioned duties to the maximum
- SRC Deputy President must always be ready to take over the above-mentioned duties when the SRC President is absent

7.3. SRC Secretary

- Takes notes/minutes of all SRC meetings
- Provides necessary assistance (like administrative work) to the SRC President
- Assists the SRC President in writing SRC reports

7.4. SRC Members

- Attend all SRC meetings
- Help with day-to-day school activities like making sure learners are seated in order and quiet during school assemblies
- Present the ideas of the students at the SRC meeting
- Help with extracurricular activities
- Assist the SRC Coordinator in the planning and implementation of SRC projects
- Assist other learners when required

7.5. Class Representatives

- Ensure that learners' concerns on academic matters are heard
- Supervise and maintain discipline in the classroom when the teacher is absent
- Collect homework on time and distribute the corrected papers
- Lead the learners (classmates) through the school activities
- Inform SRC Members of ideas emanating from the class

7.6. House Captains

- Assist in organizing the houses that they lead and restoring rule and order
- Report any incident that takes place in the houses that they lead
- Reports the needs of the learners in the houses that they lead
- Make sure no learner is in the dormitory during assembly and extra-curricular activities

7.7. Academic Group Leaders

- Assist the class teacher to monitor learners in a specific group during group work
- Take the lead in the group by explaining the group work when class teacher is not available
- Motivates and inspires the learners in the group to work hard
- Promotes the spirit of competitiveness in the group he or she leads

7.8. Master of Ceremony (MC)

- Moderates the school events
- Giving speeches or presentations during school events or assemblies
- Monitor the agenda to ensure the school events or assemblies run smoothly
- Introduce performers or speakers to the platform

8. General information about elections

- A learner will be eligible for nomination if he or she has:
 - Met all criteria stated in 6.1 and 6.2.
 - Not been suspended during the previous twelve months
 - No warning letters from grade 8 to 11
 - No criminal charges against the learner
- Successful nominees will be photographically entered onto a ballot sheet in alphabetical order.
- SRC Coordinator with either the Principal, Deputy Principal or Academic Director will count the votes.
- The current SRC Members will monitor the counting.
- Votes will be retained for a period of twelve months.
- If a leadership position is made vacant throughout the year, the next successful learner in line will be offered the position.

9. Elections of Senior Leaders

Senior leaders are comprised of SRC President, SRC Deputy President, SRC Secretary and SRC Deputy Secretary

9.1. SRC President

Learners who wish to be nominated, as SRC President must do the following:

- Complete Student Leadership Nomination Form and return it to the Principal
- Meet the SRC Coordinator with either Principal, Deputy Principal or Academic Director for SRC President roles and responsibilities outline and undertake a brief interview
- Present a maximum 5 minutes speech to the Principal, then present the same speech to the school assembly
- If the elected president is a boy then the deputy president must be the girl with higher vote

9.2. SRC Deputy Presidents

- The learner who came in the second place in SRC Presidential elections will be appointed as the SRC Deputy President
- If the president-elect is a boy then the deputy president must be the girl with higher vote

9.3. SRC Secretary

- Complete Student Leadership Nomination Form and return it to the Principal
- Meet the SRC Coordinator with either Principal, Deputy Principal or Academic Director for SRC President roles and responsibilities outline and undertake a brief interview

9.4. Deputy Secretary

- The learner who came in the second place in SRC Secretarial elections will be appointed as the SRC Deputy Secretary

9.5. Election Procedures

- Nominations and elections of Senior Leaders will take place in Term 4
- Candidates will prepare and present their speeches to the school assembly with voting occurring on the same day
- Nominations will be open to learners in grades 9 and 10, one male learner and one female learner will be elected
- SRC President and SRC Secretary will be elected based on the learners who scored the highest number of votes
- The Deputies will be elected based on the learners who came second in their election categories
- The Principal, Deputy Principal, Academic Director and SRC Coordinator will facilitate these elections

10. Elections of General Leaders

General Leaders are comprised of SRC Members, Class Representatives, Dormitory Flow Leaders and Master of ceremony elections will take place in Term 1 during the second week

10.1. SRC Members

- Voting will take place during school assembly (one morning school assembly will be dedicated for voting)
- ONE SRC Member will be elected from each grade level
- SRC Members will be elected based on the learners who scored the highest number of votes
- SRC Coordinator will facilitate this election

10.2. Class Representatives

- One morning school assembly will be dedicated to this election
- ONE Class Representative will be elected from each class
- Class Representatives will be elected based on the learners who scored the highest number of votes
- The class teacher will facilitate the elections

10.3. House Captains

- Election will take place at the dormitory section where learners will assemble on the flow where they stay.
- Each house residents will their own House Captains
- TWO House Captains will be elected per house
- House Captains will be elected based on the learners who scored the highest number of votes
- Care-teachers will facilitate this election

10.4. Academic Group Leaders

- Election will take place in the classroom
- Class or subject teacher divides the class into small groups as many groups as possible (more groups mean more leadership opportunities)
- ONE Academic Group Leader per group
- The class or subject teacher will facilitate this election

10.5. Master of Ceremony (MC)

- Voting will take place during school assembly (one morning school assembly will be dedicated for voting)
- TWO Masters of Ceremonies will be elected
- MC will be elected based on the learners who scored the highest number of votes
- SRC Coordinator will facilitate this election

11. Announcement of results

- Successful applicants (General Leaders) will be informed verbally at the end of school assembly
- A letter will be sent to the parents, guardians or caregivers of the elected learners
- For Senior Leaders, the positions will be announced at the final school assembly for the current academic year with a symbolic handover of the role from existing senior leaders to the new senior leadership team who will take up their roles in the following academic year

12. Student Leader Induction

- The Presidential School Student Leaders Induction Assembly will occur in Term 1 during Week 4
- All newly elected student leaders will be invited to the induction ceremony
- For Senior Leaders, the parents of these leaders will be invited on the stage to pin the badges on their children to indicate their status

13. Reviewing of Leadership Positions

- At the end of each term, the Principal, Deputy Principal, Academic Director and SRC Coordinator will review all student leadership positions.
- The review will be based on the criteria for nomination.

14. Dismissal from any Leadership Position

Should any learner with leadership responsibility on his or her shoulders be found in serious breach of the Presidential School regulations or repeatedly violate PS Code of Conduct Policy, he or she may face removal from a leadership position.

Additionally, if a student leader is found to be engaging in inappropriate behavior like use of offense language, poor class or meeting attendance, neglecting his or her leadership duties, not wearing proper school uniform; the student leader will be notified of such inappropriate behaviour and depending on the severity of the inappropriate incident, action will be taken as follows:

- Warning and counseling by the Principal, Vice-Principal, Academic Director and or SRC Coordinator
- Suspension from the leadership position (the Principal will determine the length of suspension)
- Relieved from the leadership position for the remainder of the year and giving back the badge.
- Immediate dismissal from the position in case of severe incidents like offensive language, threats, discrimination towards any person.
- Appropriate communication will advise parents, guardians or caregivers of issues of concern.

29.1 Presidential School Student Leader Nomination Form

PRESIDENTIAL SCHOOL



Presidential School Student Leader Nomination Form

Name of Nominee	-----		Grade	
Gender (tick)	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

Position wishing to be nominated for (tick)

President	House Captain	Class Representative	
Secretary	Master of Ceremony	Academic Group Leader	
SRC Member	Flow Leader		

Declaration by Nominee:

I agree to abide by the expectations to the best of my ability and accept the duties, responsibilities and expectations of Presidential School Student Leader should I be elected.

I will respect and honor the Presidential School Code of conduct.

Motivation:

Provide a brief explanation why you would like to be a Presidential School Student Leader.

What skills or experiences are you willing to bring to this position?

How have you demonstrated leadership before and after you arrived at Presidential School?

What would you like to achieve as a leader of Presidential School?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
/ / Nominee Name	Nominee Signature	Date
/ / Parent Name	Parent Signature	Date

30. Team Teaching at Presidential Schools

Introduction

Presidential Schools in Uzbekistan use a team-teaching approach practiced in many other educational settings. Team-teaching is an instructional arrangement in which two teachers plan, teach and evaluate together. These team-teaching partnerships require teachers to make joint decisions on the subject content that will be the focus of the lesson and the teaching and learning strategies that will engage and challenge each student actively in their learning. Team-teachers share responsibility and accountability for the learning of all students, while at the same time building on the strengths of each individual teacher to provide high quality teaching for learning. Team-teaching is an adaptable model because it allows teachers to adjust and blend their teaching skills to the benefit of students, teachers themselves and the schools at large. The students receive effective and targeted teaching while teachers continue to learn new skills and teaching strategies from each other. Each international STEM teacher has a local team teacher. Each STEM teacher is assessed for effective team teaching and collaboration, and therefore, must have a team-teaching objective in their annual individual development plan which is used in teacher appraisal. It is expected that an international STEM teacher supports a local STEM teacher to increase their professional confidence with Cambridge syllabus and approaches to assessment, teaching and learning. Both teachers should have regular meetings to check on progress against team teaching and objectives in individual development plan, especially those related to delivery of Cambridge programme.

Attributes of Team-Teaching

Students, teachers and schools can receive many overarching benefits when there is a well-constructed team-teaching model in place which is supported by strong, on-going professional development and a supportive leader. Listed below are possible benefits for students, teachers, and schools.

Students receive the following benefits from a well-constructed and supported team-teaching model(s):

- Enrichment opportunities
- Tiered levels of instruction within the classroom
- Access to a variety of teaching and learning strategies supported by two highly qualified teachers
- A supportive system for teachers that addresses students' needs
- It allows for peer interactions which enhances differentiation in a class room

- Development of English language skills of Presidential School students, particularly the capacity to learn through the medium of English.
- Development of inter-cultural awareness and global understanding in the students in Presidential schools.

Teachers receive the following benefits from a well-constructed and supported team-teaching model(s):

- Shared responsibility for planning, delivering and evaluating lessons
- Combined ownership of the teaching and learning environment
- Increased collaboration in lesson development
- Shared development of teaching and learning strategies
- Shared subject knowledge and understanding of the Cambridge programmes
- Mutual goals
- Less teacher isolation
- Shared responsibility for outcomes
- Opportunities to develop English language skills for local teachers

Presidential Schools receive the following benefits from a well-constructed and supported team-teaching model(s):

- Establishment of a school-based culture of collaboration
- Establishment of a supportive system for all teachers
- Decreased student-to-teacher ratio
- Improved support offered to individual students.
- Opportunities for differentiated learning.

Team-Teaching: What it IS, What it is NOT

Team-teaching IS	Team-teaching is NOT
Joint responsibility for planning, teaching and learning, classroom management and evaluation of what went well and what could have been even better	One teacher maintaining all planning and teaching
Carefully matched professionals to ensure success for ALL students	Two professionals providing instruction to a group of identical students
Both professionals present in class every day	An extra set of hands in the classroom or having a “smaller” class in a large classroom
Both professionals planning lessons to meet the needs of ALL learners	One paraprofessional and one professional teaching
Both professionals being responsible for ALL students	A teacher working only with the same, small group of students every lesson
Both professionals learn and improve their practice through collaborative reflection	One teacher is a guru and another one needs to learn

Tips for school-wide implementation

- Start the process before the school year begins by sharing with stakeholders, including parents, the vision and benefits.

- Make sure that all teachers understand the principles and benefits of team-teaching, whether or not they are involved in the ‘formal’ team-teaching programme.
- Identify and provide common planning time.
- Identify and provide opportunities for on-going and targeted professional learning.
- Maintain effective teams from year to year, where possible.
- Develop a school-wide belief in inclusive practices that increase learning and achievement for each individual student. The notion of “your students, my students” should be replaced with the notion of “our students”.
- Encourage local teachers of Uzbek subjects to at least ‘sample’ team-teaching in their teams. This will be helpful as they begin to work in a more integrated way across their subject disciplines and work towards the vision for Uzbek Values and Culture.
- Develop parental support/buy in/knowledge regarding team-teaching.

There are a number of models of team teaching. Teachers usually use one that they both feel comfortable with and that benefits both professionals taking opportunities to apply different modes as well that benefit student learning.

Model—Teaming

Both teachers are engaged in the same teaching for active learning at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag-team teaching.” Most team-teachers consider this approach the most complex but satisfying way to team-teach.

Implementation:

- Both teachers are fully engaged in facilitating the lesson
- Both teachers are responsible for classroom management and student progress.

Opportunities:

- This model can be very energizing.
- Allows for a broadening of the curriculum through a variety of teaching and learning strategies and teacher styles.
- Allows teachers to work together collaboratively in the classroom.
- Allows teachers to demonstrate individual expertise.
- Allows peer support for teachers who are not yet confident in their spoken (and/or written) English.
- The teaching time can be divided into sections that each teacher is responsible for
- While one teacher takes the lead, another one can continue to play a supportive role
- Increased student-teacher-student communication due to improved student: teacher ratio
- Increased opportunity for students to receive feedback
- Effective planning and systematic analysis of the lessons by co-teachers that fits students’ needs.
- The use of one language to support the learning of the other
- Access to another teacher’s learning resources
- Less isolation and improved work climate

Challenges:

- Both teachers must have strong content knowledge.
- Both teachers must have strong English skills
- Teachers must gauge their contributions so that pacing is maintained.
- Teachers must have significant planning time available.
- Teachers are required to collaborate effectively.
- Demands the greatest amount of trust and commitment from teachers.

Model—Alternative Teaching

One teacher takes responsibility for the large group while the other works with a smaller group. The smaller group is not a permanent subset of the class and can be pulled aside for pre-teaching, enrichment, tiered intervention, to develop a special activity to present to the remainder of the class, or for presentation of content using an alternative method or strategy.

Implementation:

- Teachers need to determine the needs of class (grouping for the day, who manages specific groups, needs of groups).
- The teacher who works with the smaller group follows the same lesson plan being implemented by teacher in the larger group.
- The small group instructor makes accommodations and/or modifications to the teaching for learning strategies or content to meet the needs of students.

Opportunities:

- Use when students' content knowledge or level of English varies tremendously.
- Use for managing student behaviour to focus student learning.
- Use for monitoring student performance to provide immediate feedback, positive reinforcement, and agreeing 'next steps'.
- Use for formative assessment to inform teaching for learning and meet needs of students.
- Use for pre/re-teaching, enrichment activities, and intentional observation time.

Challenges:

- Students may perceive a stigma of being placed into a small group.
- Teachers may have difficulty finding adequate planning time.
- One teacher may dominate the other in content and/or teaching style

Model—One Teach, One Observe

One teacher manages instruction of the entire class while another teacher systematically gathers data that the two teachers have determined to be important. This approach may best be used during the first weeks of school and near the end of the school year. Teachers should use this model only five to ten per cent of the time during a class period.

Implementation:

- Teachers review what students have learned and mastery of concepts.
- Teachers review and record student behaviour(s) for decision making.
- Teachers use this model to evaluate the effectiveness and delivery of teaching for learning strategies.
- Teachers may use this model to assess progress with English language skills.

Opportunities:

- Teachers focus on students' needs more explicitly.
- Teachers may monitor their own skills.
- Teachers collect data for their planning and for recording and reporting on progress.

Challenges:

- Teachers need to know how to collect and analyse appropriate data.
- Teachers' trust level needs to be strong.
- Teachers may overuse.

Model—One Teach, One Assist

Recommended Use (Seldom)

One person takes primary responsibility for teaching the content of a lesson while the other teacher circulates through the room providing unobtrusive assistance to students as needed. During certain portions of a class period, this approach can be helpful. It should not be overused, and teachers should switch roles so that one isn't the primary provider of content and the other isn't the primary "assistant" in the lesson.

Implementation:

- Assisting teacher may collect data and observe to ensure student understanding.

- Assisting teacher may provide assistance to struggling student(s).
- Assisting teacher may monitor student progress.
- ‘Main’ teacher manages learning tasks and classroom discussion.

Opportunities:

- Students may silently signal an adult for assistance.
- Teachers may monitor more closely students’ social and academic behaviour.

Challenges:

- Assisting teacher may act as a passive partner
- ‘Main’ teacher might revert to a traditional, teacher rather than student led teaching model.
- Students may view one teacher as the “real” teacher and the other as an assistant or aide.
- Students may be distracted when one teacher walks around.
- Teachers should use this model sparingly, if at all, and only for a portion of the instruction time.

Evaluating a team-teaching programme

The purpose of observing and evaluating any programme is to determine the effectiveness of the programme and make decisions based on the outcome of the evaluation. The overarching question when evaluating a team-teaching programme is “Does team-teaching affect student outcomes positively?”

Responsibilities of Staff Members in Relation to Team-teaching

International teachers and local teachers are responsible for establishing and maintaining professional relationships which support effective team-teaching in their subject area. They will arrange mutually agreed times to meet for the planning and review of lessons, and will deliver teaching and learning in accordance with a weekly timetable of team-taught lessons. Their individual roles in the team-teaching partnership will be negotiated and agreed prior to the delivery of lessons. Each teacher will make an equal contribution to the team-teaching partnership. Both teachers will be present at all times in all team-taught lessons. Team teaching partners will carry equal responsibility for teaching, learning, assessment, recording, reporting, student support and all other relevant aspects of the educational process. If team-teaching partners are unable to agree on any issue, the matter should be referred to the Director of Academics and/or International Subject Lead for dispute resolution.

Director of Academics will oversee all team-teaching in their school at an operational level. They will ensure that appropriate standards of teaching, learning and assessment are maintained.

Team-Teaching Partner Checklist

Team-teaching partners have:

- Discussed and understood the definition of team-teaching.
- Agreed the learning objectives and intended student outcomes.
- Planned the teaching for learning, including formative assessment strategies collaboratively.
- Discussed and identified preferred team-teaching model.
- Discussed and shared understandings with regard to individual student needs.
- Shared, discussed, and identified shared roles and responsibilities.
- Discussed perceptions of a shared classroom.
- Shared and discussed similar beliefs and how to resolve differences if they arise.
- Shared the potential strengths and areas for development each teacher brings to co-teaching.
- Discussed and planned: classroom routines; classroom layout for the lesson; resources needed; home learning/ flipped learning.

TEAM TEACHING SELF-REFLECTION CHECKLIST

The following checklist can be used:

- a) to reflect on how you and your colleagues are implementing team teaching

b) to plan any needed changes.

PRACTICES	YES	NO	IN PART	PLANS FOR CHANGE
You have both first shared how you usually structure lessons, create materials, grade students and keep records.				
Language and content learning objectives/outcomes have been decided together with your team teacher.				
Learning objectives/outcomes are discussed with students.				
You both contribute equally to the planning process.				
You listen to each other equally well.				
You have key agreements in place such as how you will assess students, how you will keep records, and what portion of the curriculum you will cover with your students, how students will be helped after class and what you will keep confidential.				
What others see and hear				
You speak in an inclusive way about your lessons saying ‘we’ and ‘our’ instead of ‘I’ and ‘my’.				
You both speak equally.				
You don’t blame one another.				
You both take responsibility for problems.				
Your lessons are substantially different from those taught by just one teacher.				
You each take on a variety of roles equally.				
You are both engaged throughout lessons.				
You publicly recognise your fellow teacher’s strengths, and never publicly criticise that person.				
Reflection	YES	NO	IN PART	PLANS FOR ACTION
You speak about your relationship with your fellow teacher and about how to improve your co-operation.				

Your discussions are open and frank.			
Your conversations with your colleague are constructive. You handle tensions constructively.			
You are prepared to discuss your strengths and weaknesses.			
You never use a person's weakness against them.			
Several pairs of teachers doing team teaching meet to discuss how to solve problems and improve practice.			
Co-operation with others			
You both participate at parent-teacher meetings.			
Your principal, vice-principal and academic director engage in professional dialogue with you and your fellow teacher about team teaching.			
Your school recognises and rewards co-operation.			
Your school organises professional development on team teaching.			

Comments

31. ICT Policy at Presidential Schools

1 Vision and Mission

1.1. Vision:

Our vision is to prepare the next generation of Leaders ready to actively and positively contribute to the development of Uzbekistan by creating the country's most effective schools' network that is highly regarded as excellent student achievement and well-rounded education.

1.2. Mission:

To enhance the educational experience for gifted students by providing them with educational opportunities to meet their maximum potential and become responsible and active

citizens and lifelong learners by fostering creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing global society.

2 Rationale or Purpose of the Policy

ICT has a very significant impact on all aspects of our modern society. Whether at home, school or work its influence is considerable and it has expanded our knowledge and understanding of the world in which we live.

Modern school graduates now require considerable ICT knowledge, skills and awareness if they are to be successful in their future. Therefore, our teachers are required to have up to date ICT skills and pursue professional development programs on a regular basis.

ICT also offers education a powerful learning tool to help enhance learning and teaching across the whole Presidential school curriculum.

3 Aims of Policy

ICT policy of Presidential School aims to:

- Promote and encourage the use and development of ICT at Presidential School.
- Ensure that all staff, learners, parents and other stakeholders understand and agree on the approach of ICT infrastructure at Presidential School.
- Improve and enhance teaching and learning in all subjects at Presidential Schools.
- Promote conducive and safe environment for both learners and teachers.

The Policy may be amended and added to in the future to reflect the changing nature of ICT usage in the global Education Sector.

The term ICT in this policy document is used to indicate the whole range of technologies involved in information processing and electronic communications, and includes the following (this list is not exhaustive and could be added to in the future depending on the development of technology);

- Computer hardware devices
- Internet
- Electronic devices such as CCTV, Projectors, scanners, and printers
- Email
- Accompanying software
- Interactive whiteboards e.g. SMART boards
- LCD projectors
- Videoconferencing

4 Purposes of ICT at Presidential School

The main purposes of ICT at Presidential Schools are to:

- Enhance learning and teaching
- Produce more accessible and high-quality teaching materials
- Assist learners in producing work of a good standard
- Attain international standards of best quality education in the global spectrum of education.
- Allow staff and learners to develop confidence and skills in using ICT
- Allow parents to access information more easily
- Use ICT to communicate and collaborate with others nationally and Internationally
- Use ICT to collect and analyze information

5 Role of Staff

5.1 Uses of ICT at Presidential School

The main purpose of ICT at Presidential Schools is to enhance learning and teaching within the schools and assist staff in using ICT to support learning and teaching. Therefore, the school will seek to ensure that ICT is used and can be accessed across all curricular areas through the use of:

Computers: to access the Internet, email, online education such as e-learning, google classroom, etc. as well as solve problems, write reports, research topics, and present information

Smart boards: to make lessons more interactive and improve presentations

Printers: to enhance teaching and learning by printing out high quality material

Digital Cameras: to record images/videos for extra lessons or other extracurricular activity
ICT development should therefore be part of all departments' schemes of work, and staff should highlight activities, which involve ICT. ICT will also be central to the administrative operation of Presidential Schools and should be used to write reports, monitor progress, record marks, keep class lists and record accurate attendance, keep an accurate inventory and any other relevant administrative activities.

5.2 Skills Development for Staff

To ensure that ICT is used to its fullest potential at Presidential Schools, Academic directors survey the professional development needs of staff to produce a PD plan that include training on ICT skills training needs in relation to ICT are met. To achieve this, the ICT Teachers, supported by the ICT committee, will:

- Regularly consult staff individually to ascertain needs for training
- Organize training events and a training plan to help meet needs
- Liaise with Specific Training provider to assist in the training of staff if needed
- Coordinate the sharing of good practice regarding ICT and Online Platforms
- Ensure Consistent access to the Internet to assist in the development of ICT and New trends or developments ICT sector as far as Education is concerned.

5.3 Role of Head Teachers and Heads of Faculty

It is the responsibility of Head Teachers/Academic Director to ensure that the department has an ICT policy. This policy should include access to and availability of ICT, management of ICT resources within the schools, awareness of the training needs of teachers both internationals and locals and how they develop and promote the use of ICT within the STEAM subjects and teaching in general. The Head Teacher/Academic Director should also update schemes of work to ensure that they reflect the use of ICT in their subject area according to Cambridge curricular layout.

5.4 Role of ICT Coordinator

The ICT coordinator will be part of the school's School Management Team and their role will be:

- To coordinate the school's ICT strategy
- To promote the development of the Teachers Room ICT facility.
- To ensure appropriate training is in place to develop staff's ICT skills
- To liaise with the School's Business Manager in developing the administrative functions of the school in regard to ICT
- To chair the ICT committee and liaise regularly with the school's Principal on ICT needs.
- To advise the School Management Team on the development and purchase of ICT equipment
- To regularly check the status of Learners Laptops and necessary updates.

The school will establish an ICT committee to help the ICT coordinator promote and develop the use of ICT across the schools. The committee will be open to all staff members on their ideas on how to improve the use of ICT in the school administrative work and Cambridge curricular coverage.

The committee will meet regularly and its remit will include:

- Updating the school's ICT policy
- Discussing training needs of staff
- Monitoring and evaluating the use of ICT across the schools
- Discussing the future needs of the school in relation to ICT so that the school has a more strategic direction to the development of ICT infrastructure

The committee will also establish a mutual relationship with STEAM teachers to volunteer for these support roles. This Relationship will assist in the development of ICT through making all teachers in their different departments

- Aware of relevant new software
- Websites that might assist their curricular area
- Equipment that might enhance learning and teaching

Liaise with the ICT coordinator in conveying training needs and equipment development.

6 Role of Learners

6.1 Curriculum Links

At Presidential School, our aim is to produce learners who are confident, innovative and effective users of ICT on an International scale.

To achieve this, we will seek to:

- Help our learners to develop the necessary skills to use ICT
- Try to ensure access to ICT for all learners across the school
- Promote interactive methodologies in the use of ICT with learners
- Develop greater independent thinking through the use of ICT
- Understanding the implications of technology in society, including social, economic and ethical uses

Learners should have the opportunity to experience ICT across the full curriculum of Cambridge and staff should encourage the development of skills in all areas. However, there will be a particular emphasis on skills development in the Computing Studies such as Computers science and Robotics.

6.2 Extra-Curricular Links

The school will also support the development of the extra-curricular initiatives which encourage the development of ICT skills e.g.

- School Website
- STEAM Projects
- Developing a robotic projects
- Computer Coding clubs
- App development Basics

6.3 Acceptable Use of ICT

It is expected that all learners together with their parents or guardians read and sign the school code of conduct and code of ethic in which the acceptable use ICT equipment is explained in detail.

6.4 Inappropriate Use of ICT

This document makes it clear that learners have responsibilities when using ICT. If they act in an irresponsible manner they will have to deal with the consequences. Irresponsible actions include:

- Giving out your password to another learner
- Sending inappropriate email
- Downloading inappropriate materials
- Downloading music or video files
- Using email to bully or harass other learners or staff
- Using social Media to bully or harass other learners
- Playing non-educational games online.

This list is not exhaustive and the Head teacher has the right to determine any act considered inappropriate.

7 Role of Parents

Parents are integral to the success of ICT at Presidential School and can assist ICT development by:

- Reading carefully and agreeing to the learner's Code of Conduct Acceptable Users Clause and returning this to learner's file.
- To ensure that their child can take advantage of the school's ICT resources
- Encouraging the development of ICT skills at home where resources are available
- Checking homework related to development of ICT skills
- Encouraging their child to discuss the use of ICT at school

- In case learners are given permission to take ICT equipment home, their parents must ensure that they supervise their children when they are using PS school ICT equipment at home to make sure the proper and safe use.
- Allow their child time to study and do homework at home and provide assistance to the child
- Supporting the sanctions aspect of the school's Policy when their child may have abused the use of ICT in the school.

8 Lost or damaged PS ICT products

Teachers and learners are expected to treat with respect all PS resources by taking good care of all educational tools on the school promises including ICT equipment. In case there is a damage made on ICT product or such product is lost, the following will apply:

8.1 Lost or Damaged ICT products at PS

The school administration will deal with any lost or damaged ICT product after a thorough investigation.

8.2 Lost or damaged ICT products outside PS

Before any ICT product is taken outside the PS promises, an ICT removal form will be sign by the person who wants to take the ICT product outside the school. The removal form states that any damage or lost of PS ICT product outside the school will be paid or repaired by the person who took the product. This means that any damage or lost of ICT product outside PS school promises will be paid by the parents or PS staff who was authorized to take such product.

9 Resource Management

The management of ICT resources in a classroom should be part of the remit of the teacher of the classroom or Subject Head Teacher. This should be outlined in the teacher's code of conduct. There should be reference to the equipment in the classroom (as noted in the classroom inventory list), security and accessibility for staff and learners. The following points are to be noted:

- The ICT coordinator should be aware of the ICT equipment in the school and each classroom and have an up to dated inventory for this. They should be aware of any school's inventory needs that relate to ICT equipment in the school.
- The ICT coordinator should ensure that ICT resources are accessible* and available throughout the school.
- The ICT coordinator, in conjunction with the School Management Team, and ICT committee, should ensure that when resources become available to spend on ICT resources, these are allocated fairly and on the basis of departments (classroom/office) needs. These needs should be prioritized and monitored by the department representatives and discussed.
- Any staff taking ICT equipment home should have permission from their line manager and complete the 'ICT Removal Form' located in the school Office.

Accessible resources include the use of ICT hardware in the schoolteacher's room and the classrooms in the ICT corridor although the latter should be in consultation with the normal classroom teacher and the former using the appropriate library booking system.

10 Presidential school Website

Presidential School has established its own website to help improve communication between the school and the wider community. The website will contain information about the school including Policy documents, facilities, activities, curriculum information, important dates, contacts, events happening at school and other relevant information.

32. Academic Honesty Policy

1. Purpose

Presidential School is committed to provide a learning environment for excellence, where intellectual growth, curiosity, responsibility and academic honesty define the school culture of academic and moral excellence. As a result of this commitment, Presidential School in Uzbekistan (hereinafter the – "School" or "PS") has put together this Academic Honesty Policy (hereinafter the

– “Policy”) to ensure that all students at this school, are motivated by their desire to learn, to increase their opportunities in life and become successful.

Academic dishonesty violates the trust that bonds a teacher and a student. When academic dishonesty is suspected, that is - cheating, falsification, copying another student’s work, plagiarism, theft or illegally being in possession of unwritten test/exam papers, distribution of unwritten test/exam papers, collusion and other forms of misrepresenting others’ work as your own, will result in a range of disciplinary measures and actions including award of the lowest code or zero mark in the assessment/subject where the academic dishonesty was detected, redoing the assessment or part of it, suspension, or even dismissal from the Presidential School.

Records of disciplinary actions for academic dishonesty will be kept in the student’s file and can be or will be used for future reference. Therefore, unless otherwise stated by the teacher that the assessment is a group work with reference, every student must ensure that all work submitted is entirely his/her own.

It is also important for students to understand that the Presidential School values the students’ honesty and integrity.

2. What is academic dishonesty?

Academic dishonesty is where a student gains, or seeks, attempts or intends to gain advantage by using another person/student’s work (assignment, project, test, exam, research or documentation) as if it is his/her own work and without giving proper credit to the owner of the work.

Academic dishonesty goes beyond using other student’s work to also include lying to teacher or any school staff member, theft of school records/files, cheating and using or distributing unauthorized materials/answers during a test or examination.

An act of academic dishonesty is committed regardless of whether or not the student intended to commit the act.

3. Forms of Academic Dishonesty:

Violations of the Policy refer to actions related to the standards of honesty required in submission and evaluation of assignments. These violations include, but are not limited to the following:

3.1. Cheating:

This is when a student intentionally looks at another student’s answer sheets, shares his/her answers with another student, copies another student’s assessment (assignment, test, exam...), accepts unauthorized assistance from another student or uses unauthorized materials (notes, books, electronic device...) in an assignment or during test or examination session.

3.2. Falsification:

This is when a student:

- a) invents his/her own data (example: laboratory experiment or practical results/data) or citation during laboratory experiment/practical or in any academic exercise;
- b) makes false declarations as to reasons for non-attendance;
- c) falsifies transcripts, certificates or other official school documentation relating to assessment outcomes.

3.3. Plagiarism:

This is when a student:

- a) presents someone’s work as if it is his or her own, with exact words and ideas as the original source and without properly providing an adequate standard form of reference to identify the source. In case someone else’s work has been used, students should acknowledge and properly cite all sources as reference (refer to the appendix for references).
- b) presents for assessment work which that student has previously submitted for assessment as part of the same or another subject, or at another institution, without citing that it was used previously. This is known as self-plagiarism, and relates to the principle that a student may not receive credit for the same piece of work more than once unless specifically required to resubmit work as a requirement of re-assessment.

3.4. Unauthorized alteration:

This is when a student intentionally changes or edits without permission another student's work, teacher's work, library information, or any data/information that belongs to the school either manually or electronically.

3.5. Academic misrepresentation:

This is when a student writes or attempts to write homework, test, examination or any other form of assessment for another student. This includes signing for another student into class or knowingly allowing such misrepresentation to occur.

3.6. Buying and selling of assessment:

This is when a student buys, sells or shares an assignment, test or examinations to other students. This includes being in possession of examinations or answers to examinations without the teacher's permission.

3.7. Violating examination rules:

This is when a student:

- a) uses unauthorised material in the examination room;
- b) communicates or attempts to communicate in any way with another student during the examination;
- c) participates in any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination;
- d) violates in any other way of examination rules as stipulated by the teacher prior to the examination by which the student seeks to gain an unfair advantage.

3.8. Other Dishonest Practices

- a) Dishonest Practices may include, but are not limited to offering a bribe or inducement to any staff (academic or administrative) involved in the assessment process;
- b) seeking to obtain access to confidential information e.g. examination questions, prior to the examination;

3.9. Collusion:

This is when a student intentionally or knowingly assists another student to perform any act of academic dishonesty mentioned above.

3.10. This list is not exhaustive; any attempt on the part of one or more students to gain an unfair advantage may be construed as academic dishonesty and dealt with under this Policy, irrespective of whether any advantage was gained by the student(s) concerned

4. Consequences of Academic Dishonesty

All Presidential school students must sign a code of ethic commitment form, which requires them to respect all the rules of the school. This includes earning marks honestly through hard work and effective study habits.

Consequences for violating the Policy are as follows:

- a) The students will be monitored for academic dishonesty for the duration of their enrolment at Presidential School and any dishonesty incident will be recorded in the student's file.
- b) The student will receive the lowest code or zero for the assessment or subject in which the academic dishonesty was detected.
- c) The students found guilty of academic dishonesty will be ineligible for students' leadership roles or positions at the school.
- d) Teachers and the school management team may refuse to write a letter of recommendation should the guilty student need such letter for future use either for admission or employment purposes.
- e) Consequences for first, second and continuing violations of academic dishonesty policy are as follow:

4.1. First violation of Academic Dishonesty Policy:

Once it has been concluded that a student is guilty of violating the Policy for the first time, the subject teacher will use his/her own judgment, keeping in mind grade level of the student and

gravity of offence. The subject teacher may at his or her discretion apply the following:

- a) The student will be warned about violating Policy
 - b) Student may be given another chance to redo the assessment
 - c) The student may be awarded a failing code
 - d) Additionally, the student must complete reading/writing assignment focused on the importance of honesty and integrity academically and socially.
 - e) Serious Violations of Policy* are subject to procedures start as specified in Section 5 of this Policy)
- * Serious Violations of Policy include:
- (i) Being in possession of unwritten test/exam
 - (ii) Selling, buying or distributing of unwritten test/exam
 - (iii) Sitting for a test/exam for another student
 - (iv) Any other violation reasonably deemed serious by the teacher and academic management.

4.2. Second violation of the Policy:

A second confirmed violation of the Policy may result in the student's dismissal from the Presidential School. This applies when the second dishonesty charge is filed in the following school term after the first charge.

At the discretion of the disciplinary committee and the school principal, when more than one dishonesty charge is filed in current school term and there are no charges from previous terms, the student will be strongly warned but not dismissed from the School.

In addition to consequences listed in the first violation of Policy, one or more of the following will be imposed on the guilty student:

- a) Academic dishonesty report will be filled in the student's file with all evidences.
- b) The student will attend a hearing before the disciplinary committee. The committee will recommend appropriate disciplinary action to be taken against the student.
- c) The student will be given zero for the assessment of subject in which the incident occurred.
- d) The student will be suspended from school.
- e) The student will be informed about the sanctions taken against him or her and his/her right to appeal.

4.3. Continuing violation of Policy:

Continuing violation of the Policy serves as sufficient ground for dismissal of the student from the School.

The process for dismissal will commence when a third academic dishonesty report is presented to the school principal and disciplinary committee. This will initiate a letter to the student in concern informing that this may lead to immediate dismissal, and that the student is entitled to appeal to the school principal within the required time frame (five working days).

Additionally, the following takes place:

- (i) The parents or guardian of the student will be informed about their child's dismissal and they have the right to appeal to the school principal within the required time frame (refer to appeal policy for more information).
- (ii) If the student does not appeal or filed an appeal but the filed appeal is unsuccessful, the disciplinary committee will order the expulsion of the student from Presidential School. Furthermore, the student will be assigned a failing grade for the subject in question.
- (iii) Dismissed students will remain liable for all charges incurred while at Presidential School and cannot be admitted to any other Presidential School countrywide.

5. Charging a student for academic dishonesty

In order to bring academic dishonesty procedures against the student, the following will be observed:

- For the second time academic dishonesty offender, the subject teacher in which the academic dishonesty incident occurred is responsible for investigating the incident and may choose to involve disciplinary committee if necessary.
- For serious or continuous violation of the Policy, disciplinary committee and the school principal should be involved in the investigation and charging the student.
- A teacher or a staff member or any student who has personally witnessed the incident of academic dishonesty can bring a charge of academic dishonesty against the student involved.
- Anonymous accusations are not acceptable. If the subject teacher did not personally witness the alleged act of academic dishonesty, evidence in addition to the testimony of the claimant is required to support the charge of academic dishonesty.
- If the subject teacher concludes that a violation of Policy has occurred, the investigator must immediately file a report of academic dishonesty, with all supporting evidences.
- The student will be informed of the charge and be given a copy of the academic dishonest report filed against him or her. Additionally, the student will be informed of his or her rights to appeal.
- The student can apply for an appeal for the academic dishonesty charges against him/her. This must be done in writing not later than five working days from the day the student was notified about the charges.
- The school principal together with the disciplinary committee can decide whether or not to hold hearing and the decision for hearing will be communicated to the student within three days from the date the hearing took place.

33. Code of Ethic at Presidential Schools (Declaration by students)

Student Commitment

I, , a student of Presidential School in, have read the school's Code of Conduct and solemnly understand the rules and their implications. I hereby undertake to respect, comply with and promote the school's code of conduct by committing to the following:

- I will abide by the code of conduct and disciplinary system.
- I will display the necessary courtesy and respect towards the teachers, fellow students, all staff members, and visitors who visit our school.
- I will treat everyone with respect regardless of differences in culture, religion, ability, race, gender, age or social class.
- I will do my schoolwork with dedication and diligence, completing all my assessment tasks on time, attending classes regularly and punctually.
- I will not copy or cheat from anyone during Test or Examination and all work I produce will be my own. Additionally, I will not violate any examination rules.
- I will cooperate with my teachers and other school staff.
- I will strive for conduct that is always responsible and that makes the school a safe place for all.
- I will seek academic and psychological help if I need it.
- I will inform the school management if I feel my rights have been infringed, or if I experience any other difficulty.
- I subject myself to any disciplinary measure should I fail to comply with any provision or measure contained in the school's code of conduct.

.....
Student Signature

.....
Parent/Guardian Signature

.....
Date

34. School Values

Introduction

Presidential Schools highly value the entire school community. Presidential School also believes that the link between educational values and the student's wellbeing is powerful as it helps students to exercise ethical judgment, accountability and responsibility. Presidential School's educational values consist of the following core values: Excellence, equity/diversity, respect, responsibility, honesty, leadership, learning, community, communication and balance.

Every Presidential School community member must practice and demonstrate these values whether on school promises or outside the school boundaries at all times. This portraits and gives a good image to the school that reflects the school's vision. Below are our school values, as mentioned in this introduction:

Excellence

Equity/diversity

Respect

Responsibility

Honesty

Leadership

Learning

Community

Communication

Balance

1. Excellence

We have high expectations of our learners and staff, and therefore encouraging them to achieve excellence academically and socially.

2. Equity/diversity

We treat all students and staff fairly equals irrespective of their gender, race, age, religion, social/economic background, or other physical/emotional characteristics. We encourage everyone to treat each other respectfully and value the differences.

3. Respect

Respect is at the core of everything we do at PS. We expect students and staff to show respect to one another. As a graduate of the PS, one should exhibit respect to one's country and its citizens.

4. Responsibility

We expect that students and staff act responsibly at all times. Learners should take responsibility for their learning. Staff and learners should take responsibility for their actions and the consequences thereof.

5. Honesty

We believe that students and staff should act with honesty and integrity at all times. This crucial value should constantly prevail, ensuring a strong sense of justice and respect for all.

6. Leadership

Our students should be able to assess and understand their strengths and limitations in order to support their learning and personal development. They should lead by example, setting realistic goals and forging an inspiring vision for the future. We value leadership and collaborative teamwork with the intension of giving back to the community.

7. Learning

We value and encourage the drive for learning in all students and staff, recognizing their different learning needs. We believe that constant intellectual growth and development, an enquiring mind and curiosity are the pillars of success and the joy of life.

8. Community

Presidential school students are taught to show empathy, compassion and respect towards the needs and feelings of others. We expect them to have personal commitments to service, and to make a positive difference to the lives of others and to the environment.

9. Communication

We believe in the value of understanding and expressing ideas and information confidently and creatively and in a variety of modes of communication. Therefore, we encourage our students and staff to collaborate with others.

10. Balance

We believe in holistic learning and well-rounded development. Our students develop themselves mentally, physically and spiritually and understand the importance of emotional balance to achieve personal wellbeing.

35. Uniform Policy

1. Purpose

School uniform significantly serves social importance, excellent educational purpose and safe academic environment. The purpose of the uniform policy for Presidential Schools is to promote learning and a sense of inclusiveness, to develop school pride and a sense of belonging in the school, to encourage modesty and equal opportunities.

When all learners are dressed in the same outfit, they are less worried about how they look or fit in with their peers and therefore reduce the distraction, disruption, and disciplinary problems; thus, promoting concentration on their academic tasks.

Additionally, Presidential Schools Uniform increases the safety of each learner and staff as it makes visitors and intruders in the school easily recognizable.

Every learner at Presidential School is obliged to adhere and agree with this policy, and acknowledge of discipline for noncompliance as set forth in the school Code of Conduct.

2. Presidential Schools Learners' Uniform

Wearing a school uniform is compulsory at all Presidential Schools in the country. All Presidential Schools Learners are obliged to wear appropriate school uniform during school hours, except under special circumstances such as Physical Education Lessons or other occasions designated by the administration.

All uniform tops example: shirts, vests, blazers and jackets must have the Presidential School Logo. The learners wishing to wear additional clothing for extra warmth during winter must do so in a manner so that the school uniform is not obscured and the undergarments are suitably concealed (not to be visible through shirts or blouses).

3. Appearance

All Presidential School Learners both girls and boys are expected to always dress up modestly and be well groomed. The school uniform must be clean and ironed always before being worn as this reflects the learner's self-respect and the good name of the school. All learners must be familiar with the school uniform policy as violation of this policy is no excuse for noncompliance.

3.1. Girls

Summer and winter:

- Shirt: Plain white long-sleeved or short-sleeved shirt, V-collar with school logo on the pocket
- Dress: grey dress with light blue-black-red square lines, sleeveless dress, school logo on the left-up pectoral must be worn at a modest length
- Blazer: Navy/dark blue blazer, with school logo on the left top pocket (Optional in summer).
- Tie: Navy-blue school tie
- Socks: Plain white colour socks.
- Stockings: Plain white colour stockings/tights
- Shoes: enclosed black leather, round-toed and low-heeled shoes with laces or 1 strap and buckle. Height up to the ankle. The learners wishing to wear additional clothing for extra warmth during winter must do so in a manner so that the school uniform is not obscured and the undergarments are suitably concealed (not to be visible through shirts or blouses).

3.2. Boys:

Summer and winter:

- Shirt: Plain white long-sleeved or short-sleeved shirt, V-collar with school logo on the pocket
- Vest: Navy/dark blue vest, with school logo on the left top pocket (optional)
- Blazer: Navy/dark blue blazer, with school logo on the left top pocket (Optional in summer).
- Tie: Navy-blue school tie
- Socks: Plain dark blue, dark grey or black socks
- Shoes: Enclosed black leather, round-toed and low-heeled shoes with laces. Shoes must not extend higher than ankle (this is for health and safety measures during Science and Practical lessons). Open-toed shoes, open-heeled shoes, sandals, flip-flops, or rubber shoes are not allowed during school hours.
- Belt: plain black, brown or blue solid belt and have modestly sized buckles.

All shirts must be tucked in the trouser with appropriate belt as described above.

The learners wishing to wear additional clothing for extra warmth during winter must do so in a manner so that the school uniform is not obscured and the undergarments are suitably concealed (not to be visible through shirts or blouses).

4. Outerwear for girls and boys

Coats, hats, gloves, sweaters, sweatshirts, tracksuits, etc. are allowed outside the school building. All outerwear needs to be removed once inside the building.

5. Learners grooming

5.1. Jewelries:

Jewelries must be modest in size and appearance, unobtrusive, safe and appropriate for an academic environment. Earrings should be kept to studs or sleepers. If, a learner goes against the guidelines stipulated in this policy, he or she will be required to make necessary changes to conform to this policy.

- No necklets may be worn around the neck, wrist and ankle
- No finger rings are allowed to be worn
- Medic-Alert bracelets and non-decorative watches may be worn.
- No dangling earrings may be worn. Only small round gold or silver studs earrings or sleepers may be worn. Sleepers must not be big or thick rings.
- Any other jewelry will be confiscated.

5.2. Make-up and body spray:

Presidential Schoolgirls may put on lightly applied make-up and lip-gloss, which is clear or pale pink. Body spray is allowed in moderation – so that it does not disturb or cause irritation to other learners.

5.3. Tattoos

The tattoos and temporary tattoos are not allowed especially those that are visible.

5.4. Hair

The hairstyle must be appropriate for an educational environment. The hair for boys and girls should be neat, clean, and have a combed appearance all the time. Additionally, the following are applied:

- Only dark or brown die is allowed.
- Girls with long hair should be tied towards the back with dark hair clips or rubbers.
- Any unusual hot pink, lime green or purple died-hair will not be tolerated.
- Inappropriate hairstyles with trimmed arts in words, images or lines are not allowed.

6. Casual wear after school hours

Learners may wear any clothes (costumes, jeans, skirts, shorts, pajamas etc) of choice after schools hours. However, these clothes shall be modest, appropriate, in good condition, and neat in appearance. The after-school hours clothes should meet the following conditions:

- They should not have holes or tears, even if by design.

- The clothes worn after school hours on school promises must not contain wording or images that could be interpreted as vulgar or offensive in any way.
 - Any top clothes that expose center chest or stomach are not allowed.
 - Bottom clothes must also be modest in style long enough to cover the knees.
 - Tights or leggings must be worn with a long top or dress that is fingertip length or longer.
7. Physical education and sport outfit

Boys and Girls:

Black, blue or white shorts, tracksuits, tight or T-shirts with school logo are to be worn during physical education sessions. Appropriate sport footwear and hats (if outside) must be worn during all physical education sessions. Physical Education outfit is not to be worn during other classes.

On physical education days, learners must wear full school uniform and they will be allowed time to change into and out of physical education outfit at the beginning and end of physical education lesson. Students must wear approved swimming outfit, with swimming caps and goggles.

8. School bags and cases

Dark blue or black school bag is allowed. No graffiti allowed on school bags. School cases in various colours are allowed

9. Health and safety

Learners doing laboratory practical must wear closed footwear and will be issued with appropriate protective clothing, safety goggles etc.

10. Marking of clothing

All articles of clothing must be clearly marked with the owner's name. This is very important in case of lost and found.

11. Violation of school uniform policy

Refusal to wear the approved school uniform may be treated as a disciplinary matter in terms of the school Code of Conduct. The following will apply to the learner who fails to wear full school uniform:

- A learner out of uniform must present valid reasons why he or she is out of school uniform for that particular day.
- The learner will be given an out of uniform token by the school administration which he/she will produce at each of his/her subject teachers on that particular day as he/she enters a such class subject.
- If the learner does not adhere to the guidelines in this policy, the school administration will require him/her to go back to his/her dormitory to make the necessary changes to conform to this policy.

36. Code of conduct for teachers at Presidential Schools

Fairness, respect, integrity and responsibility

The aim of this Code is to establish a common understanding of the standards of behaviour expected of all employees of Presidential Schools. This Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of your work. Instead, it represents a broad framework that will help you decide on an appropriate course of action when you are faced with an ethical issue.

While ‘the school’ is often referred to as one entity responsible for decisions and outcomes, the reality is it is a large and complex organization that achieves good outcomes when employees exercise sound judgment in fulfilling the duties of their particular roles.

This also requires managers to supervise, support and provide training to staff. The Code places an obligation on all of us to take responsibility for our own conduct and work with colleagues cooperatively to establish consultative and collaborative workplaces where people are happy and proud to work.

By accepting employment with the Presidential School, you must be aware of and comply with this Code.

Professional Conduct

The quality of the relationships teachers have with their students, their students' parents (and caregivers), families, communities and colleagues.

Student Relationships

- Know your students well, respect individual differences, cater for their individual abilities and have high expectations of every student.
- Maintain a safe and challenging learning environment which promotes mutual respect.
- Accept professional responsibility for the provision of quality teaching.
- Communicate with students without bias or preference and consider all viewpoints.
- Be knowledgeable in current best practice in areas of expertise.
- Provide pastoral care to students and protect them from intimidation, embarrassment, humiliation or harm.
- Respect cultural, ethical and religious differences.

You must not develop a relationship with any student that is, or that can be misinterpreted as having a personal rather than a professional interest in a student.

Your professional relationship may be compromised if you:

- invite students to join your personal electronic social networking site or accept students' invitations to join theirs.
- attend parties or socialize with students.
- invite a student or students back to your home or attend theirs without an appropriate professional reason and without the consent of their parent or caregiver.

Personal Conduct

- Be positive role models at school and in the community and do not engage in behavior that may bring your own reputation or that of the school's into disrepute.
- Respect the rule of law and promote a positive example in the performance of civil obligations.
- Avoid exploiting position for personal or financial gain.

Act with discretion and maintain confidentiality when discussing workplace issues.

- Be punctual.
- Refrain from making unauthorized public comments where the comment may be perceived as an official comment.
- Do not attend work under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances or endanger your own safety or the safety of any other person in the workplace by consuming these substances.
- You must not take alcohol, illegal drugs or non-prescribed and/or restricted substances to school or consume it during school hours or at any school function where students are in your duty of care, including those events conducted outside school premises. A school function is any occasion organized by the school and/or in the school's name, including camps, excursions, sporting events and fund-raising events.
- Notify your supervisor if you are aware that your work performance or conduct could be adversely affected as a result of the effect of a prescribed drug and take action to resolve any alcohol or other drug-related problems that you have.
- Consult with your supervisor if you are concerned about working with other employees who may be affected by drugs or alcohol.
- Maintain professionalism in language/conversations.

Professional Competence

- Commit to pursuing your own professional learning.
- Complete professional duties in a responsible, thorough and timely way.
- Be aware of legal requirements in relation to discrimination, harassment, negligence, mandatory reporting, privacy, occupational health and safety and teacher registration.

- Be familiar of and implement school policy.
- Attend professional meetings as scheduled.
- Contribute to the corporate life of the school according to the skills and strengths of individual members. E.g. After school activities.
- Be aware of daily happenings at school through reading notices, Telegram, email.
- Attend rostered duties promptly.
- Ensure school property and resources are cared for and managed properly.
- Act professionally and with integrity by complying with policy around internet usage, according to the signed user agreement.

Parent Relationships

- Maintain professional relationships with parents and caregivers whether at school or outside of school.
- Consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student.
- Communicate and consult with parents in a timely, understandable and sensitive manner.
- Take appropriate action when responding to parental concerns.

Relationships with Colleagues

- Treat each other with respect, dignity, courtesy, honesty and fairness with proper regard for their rights, safety and welfare.
- Value the input of colleagues, using appropriate forums for constructive debate on professional matters.
- Share expertise and knowledge in a variety of collaborative contexts, respecting different approaches to teaching.
- Provide support for one another, particularly those new to the profession.
- Share information relating to the wellbeing of students.
- Social relationships with colleagues should be conducted with consideration of its impact on the professional school environment and school reputation during school hours.
- Contribute to a workplace that is free of harassment, bullying or discrimination against colleagues.

Consequences of breaching code of conduct

If you are a supervisor or manager, you have a responsibility to address a possible breach of the Code of Conduct by any employee as soon as you become aware of it. Each case should be determined on the facts and circumstances when deciding on the appropriate action to take, including reporting of serious matters and those where an employee has failed to follow a reasonable direction.

Other employees must also report possible breaches by colleagues to their supervisor or manager. If the possible breach is by their supervisor or manager then it should be reported to the next in line of management.

The options, to consider when deciding what action to take include:

- the seriousness of the breach
- the likelihood of the breach occurring again
- whether the officer has committed the breach more than once
- the risk the breach poses to employees, students or any others, and
- whether the breach would be serious enough to warrant formal disciplinary action.

Actions that may apply to proven (after investigation) breaches of the Code can include management or remedial action, or disciplinary action ranging from a caution and reprimand to dismissal from the school.

The outcome of criminal proceedings against employees may be considered as possible breaches of the Code of Conduct and action, including disciplinary action, may be taken.

37. Presidential School First Aid Regulation

1. Introduction

1.1. Presidential School (hereinafter – “PS”) is committed to ensuring the health, safety and welfare of all employees, students and others who are legally present on its premises and workplace. In keeping with this commitment, priority is given to the provision of adequate first aid facilities and first aid treatment for all persons at school in accordance with the legislative requirements of the Republic of Uzbekistan.

1.2. This Presidential Schools’ First Aid Regulation (hereinafter the- “Regulation”) sets out the procedures for the organization of first aid and preventive health care to students of Presidential School.

1.3. First aid and preventive health care is provided by medical staff of PS. Medical staff together with the management of PS is jointly responsible for the health and physical development, nutrition of students and quality of food, medical and preventive measures and compliance with sanitary and hygienic norms in PS.

1.4. Medical staff of PS shall follow the laws of the Republic of Uzbekistan, government decrees, acts, orders and instructions of the Ministry of Health, job descriptions, and other related legislation as well as this Regulation.

2. PS commitment and responsibilities

The management of PS is responsible for:

- the provision of first aid (medical) facilities and equipment based on requirements of the related legislative standards of RUz.
- Allocate sufficient number of qualified medical staff (at least two: a doctor and a nurse)
- Providing adequate and ongoing training/information for all teachers and ancillary staff as required
- Providing sufficient support and facilities to medical staff for perform their duties
- Ongoing evaluation and review of the medical needs of the school environment
- Ensuring ongoing compliance with legislative requirements
- Maintaining a reporting and recording system for health care including first aid and preventative measures as required.

3. Roles and responsibilities

3.1. For the permanent employment in PS, medical staff (a pediatrician or general practitioner and a nurse) is appointed from regional central polyclinic where the PS is located.

3.2. The Medical Staff shall:

- (a) organize and conduct timely medical examinations of students prepare medical opinion for each student, determine healthcare measures if needed;
- (b) monitor the results of medical examinations of students, develop an action plan to improve the health of students on its basis;
- (c) allocate sick children identified as a result of the examination to the dispensary and monitor them on a regular basis, organize their rehabilitation in medical and preventive institutions on the basis of the plan;
- (d) carry out sanitary-educational and propaganda work among employees, parents and students;
- (e) conduct preventive measures to prevent injuries, report and analyze injuries.

4. Procedures

4.1. Once a year PS student shall go through in-depth medical examination (neurologists, ophthalmologists, otorhinolaryngologists, orthopedic surgeons, endocrinologists, dentists, pediatric gynecologists) and general laboratory analysis (blood, urine and etc.).

4.2. The results of the medical examination are summarized and medical opinion is prepared on the state of health of each student. The information obtained is recorded in the "Medical card of the child", medical cards for health groups are marked in different colors.

4.3. In PS, comprehensive rehabilitation measures for children can be organized, and for those with health changes, psychological and pedagogical correction can be made.

4.4. The condition of equipment and facilities used in classes, where there is a risk of injury (e.g., PE), the proper use of electrical sources and equipment in the laboratories of physics, chemistry and biology, chemicals shall be monitored in compliance with safety requirements.