



# THE AMERICAN SCHOOL IN SWITZERLAND



## CURRENT INFORMATION 2010-2011

In 1956 Mrs. M. Crist Fleming established Tasis, The American School in Switzerland, as an experiment in international education designed to prepare students for American colleges and universities and to introduce them to European culture and languages.

Today, the School is owned and managed by the Tasis Foundation, a Swiss non-profit educational foundation. Tasis offers elementary, middle, high school, and post-graduate programs for students aged 4 to 19. It offers English as an Additional Language (EAL) and Advanced Placement (AP) courses as part of an American high school diploma, as well as courses leading to the International Baccalaureate (IB) diploma, which prepares students for colleges and universities throughout the world.

**TASIS  
Mission  
Statement**

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of life-long learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

	<b>Table of Contents</b>
<b>TASIS Mission Statement</b>	Inside Front Cover
<b>Administration and Faculty</b>	Page 2
<b>Course Listings by Department</b>	Page 4
<b>The International Baccalaureate (IB) General Information and Course Listing</b>	Page 5
<b>Academic Information</b> Graduation Requirements ... Advanced Placement (AP) Courses ... English-Only Expectation ... English as an Additional Language (EAL) ... Grade-Level Placement ... Grade Reports ... Grades and Effort Marks ... Honor Roll ... Independent Study ... Physical Education ... Placement Tests ... Sports Requirement ... Transfer Credits ... Tutoring ... Vacation Dates	Page 6
<b>Student Life</b> Service Learning ...Advisor Program ..Academic Travel ... Independent Travel ... Religious Services ... Ski Week ... Weekend and Other Activities	Page 8
<b>Off-Campus and Town Permission</b>	Page 11
<b>Weekday and Weekend Schedule</b>	Page 12
<b>Colleges and Universities Attended by TASIS Graduates</b>	Page 13
<b>Current References</b>	Page 14
<b>2010-11 Calendar</b>	Page 16
<b>Application Procedure</b>	Inside Back Cover
<b>TASIS England</b>	Inside Back Cover
<b>TASIS Summer Programs</b>	Back Cover

## TASIS Administration

Blair Antsey, B.A., M.A.  
*Elementary School Assistant Head*  
Boston College, Boston University

Thomas Bendel, B.A., M.A., M.A.  
*Dean of Student Affairs, International Relations, U.S. Government, Duty Administrator*  
Virginia Tech, Naval Postgraduate School  
Georgetown University

Marie-Josée Breton, B.A.  
*Middle School Head, EAL, Duty Administrator*  
McGill University

Nyman Brooks, B.A., M.Ed.  
*Elementary School Head*  
University of Utah

William E. Eichner, B.F.A., M.A., M.A  
*Director of Admissions*  
Ohio University, Syracuse University,  
Michigan State University

Max Gyga, B.A., M.B.A.  
*Business and Personnel Manager, Economics*  
Pacific Union College,  
University of San Francisco, TUI University

John Nelson, B.A., M.A., Ed.S.  
*Academic Dean, IT Coordinator, History*  
St. Olaf College, University of Minnesota,  
Minnesota State University

Howard Stickley, B.A., B.Sc., P.G.C.E.  
*IB Coordinator, UK College Counselor*  
Westminster University, Open University,  
Christ Church College, Canterbury

Michael Ulku-Steiner, B.A., M.A.L.S., M.A.  
*Headmaster*  
University of North Carolina at Chapel Hill,  
Duke University, Columbia University

## Dean Team

Jennifer Blum, B.S.  
*9th Grade Dean, Science, Duty Administrator*  
Bates College

Bob Capener, B.S., M.B.A.  
*11th Grade Dean, Math, Duty Administrator*  
Cornell University, Brigham Young University

James Lemmon, B.A., M.A.T., M.S.Ed.  
*10th Grade Dean, History, Duty Administrator, Interim Assistant to the Academic Dean*  
Bennington College, College of Saint Rose

Kelly Merritt, B.A., B.A.  
*12th/PG Grade Dean, EAL, Duty Administrator*  
Hope College, Michigan State University

Brigitte Cazebonne, B.M., M. Phil  
*Interim Modern Language Department Head, French*  
New England Conservatory, Cambridge University

Martyn Dukes, B.A., A.T.C.  
*Fine Arts Department Head, Art*  
Kent Institute of Art and Design  
Loughborough College of Art and Design  
University of London Institute of Education

Elisabetta Hanson, B.A.  
*Athletic Director, Belvedere/Balmelli Dorm Head*  
University of Iowa

Courtney Hawes, B.S., M.A.  
*English Department Head, English*  
University of Connecticut

Carolyn Heard, B.A., M.A., *EAL Department Head, EAL*  
Middlebury College, New York University

Tom Mauro, B.A., M.A., Ph.D.  
*History Department Head, Director of Libraries, Art History*  
Columbia University, University College - Oxford,  
Princeton University, Scuola Vaticana di Biblioteconomia  
University of Chicago

Alexander Ogilvie, B.Sc., PGCE  
*Science Department Head, Science*  
Brighton University, Leicester University

James Shields, B.S., M.S.  
*Math Department Head, Math*  
University of Massachusetts-Amherst  
ABD Northeastern University

Andrew Abell, B.S., *Math Support*  
Colorado State University

Mark J. Aeschliman, B.A., M.A., M.A.  
*Art History, Architecture and Design*  
University of Vermont, Middlebury College,  
Syracuse University

Angel Alvarez, M.A., *Spanish*  
University of Salamanca

Tom Angelitti, B.Ed.  
*PE, Health, Math, Hadsall Dorm Head*  
McGill University

Teodor Baba, B.A., B.A., M.A., Ph.D., *TOK*  
Istituto di Filosofia, Lugano  
Facolta' di Teologia di Lugano  
Hochschule fur Philosophie Muenchen

Susan Baker, B.A., M.A., *Spanish, Learning Center*  
Lindenwood University, University of Arizona

Jennifer Bendel, B.S., M.A., *PE, HALE*  
Virginia Tech

Guia Berera, M.A.  
*Italian Section Curriculum Coordinator, Italian*  
Università degli Studi di Milano

Lorenzo Bianchini, Ph.D., *Italian, History*  
Università degli Studi di Bologna

Carroll Birk, B.A., *College Counselor*  
Miami University

Greg Birk, B.A., *Director of College Counseling*  
Wabash College

Michael Brown, B.A., M.Ed., *EAL*  
University of Minnesota

Peggy Capener, B.S., *School Nurse*  
Westminster College

Natalia Carretta, M.A., *Italian*  
University of Bologna

Mario d'Azzo, B.A., *Italian*  
Università Statale di Milano

Carolyn Dibbert, B.A., J.D., *Dorm Parent*  
Providence College, Saint Louis University

Michael Dibbert, B.A., M.Ed., *History, MS Dorm Head*  
University of North Carolina, Boston College

Gillian Eames, B.A., *Director, MS Musical*  
Barnard College, Columbia University

Melissa R. Eichner, B.F.A., *Weekend Travel Assistant, Assistant Director of Libraries, History*  
Ohio University

## TASIS Faculty

Omar El Maaroufi, B.A., *Economics*  
Pomona College

Ritta El-Manadily, B.A., RSA, M.A., *English, EAL*  
Damascus University  
Cambridge University, California State University

Troy Fillman, B.A., M.S., *EAL*  
University of Pittsburgh, University of Pennsylvania

Caspar Fischer-Zernin, B.A.  
*Assistant to the Middle School Director, History*  
Exeter University

Brody Fredericksen, B.A., M.S., M.Ed., *History*  
University of South Alabama  
University of Southern Mississippi

Elena Goldblatt, B.A., *Italian*  
Yale University

Paul Greenwood, B.A., M.A., P.G.C.E., *Physics*  
Cambridge University, Oxford University

Sarah Grove, B.A., *Music*  
Azusa Pacific University

Elina Hatzimindriou, B.Sc, M.Sc., *Science*  
University of Edinburgh

Brigit Hurst, *Ceramics, Art*  
Art School Schule für Gestaltung, Bern

Joshua Keith, B.A. *Science, Del Sole/Ca' Piccola Dorm Head*  
Colby College

Beverly Kempley, B.A., M.A., M.A.  
*Learning Center Director*  
University of Arizona, Northern Arizona University

Daniel Kirsch, B.A., M.A., M.Ed., *History*  
Providence College, University of Dayton

Matthew Knee, B.S., M.S., *Math*  
Southern Methodist University  
Eastern Michigan University

Florence Kofler, B.A., *French, Italian*  
Università della Svizzera Italiana

Heather Lazar, B.A., *Theater Assistant*  
College of Liberal Arts

Rob Lazar, B.A., M.A. *Theater Director, Drama, English*  
University of New Hampshire, Boston University

Allison Lindsay, P.G.C.E., *EAL*  
University of Ulster

Sam Lippa, B.S., *Math*  
University of Toronto

Peter Locke, B.A., *English, Yearbook Advisor*  
Washington and Lee University

Nancy Loiselle, B.Sc.(PT), M.P.A., *School Nurse*  
Queens University

Nura, Madjzoub, B.A., *PE*  
Bennington College

Olymar Marco Brown, B.A., M.Sc.  
*Science Laboratory Technician*  
Guayana Experimental Nacional University  
Simon Bolivar University

Courtenay Mastain, B.A., M.A., *English*  
Bucknell University, University of Utah

Adele McLeod, R.N., *School Nurse*  
College of Nurse of Ontario, St. Lawrence College

Brett Merritt, B.A., *Science*  
Michigan State University

Martin Meyer, B.A., *German*  
University of Basel

Jonathan Morris, B.A., *Music*  
American Conservatory of Music, Chicago

Kim Nelson, B.A.  
*School Photographer, Website Management, Digital Photography*  
Luther College

Annika Palvari, B.A., *Photography*  
Estonian Academy of Arts

Nathalie Philpot, B.A.  
*Director of Academic Travel, Major Events Coordinator*  
Concordia University, Montreal

Ilana Saxe, B.A., M.Ed.  
*Science, De Nobili/Scuedria Dorm head*  
Colby College, Waterville  
University of Massachusetts - Boston

Daniel Schiff, B.A., *Math*  
University of Florida

Tamara Schumacher, B.M.E., M.A.  
*EAL, Music, Lanterna Dorm Head*  
Wartburg College, Southern Illinois University

Daniel Schwartz, B.S., M.A., *Math*  
University of Minnesota-Duluth  
Saint Mary's University of Minnesota

Paloma Simona, *Spanish*  
Universidad Autonoma de Madrid

Karen Taylor, B.A., M.A., Ph.D., *European History*  
Connecticut College, Georgetown University

Kelly Teagarden, B.A.  
*History, Service-Learning Coordinator*  
Duke University

Beril Ulku-Steiner, B.A., M.A., Ph.D., *Counselor*  
University of North Carolina at Chapel Hill

Kerry Vogelgesang, B.A. , *Math*  
Wheaton College, Framingham College

David Wade, B.A., M.A., *English*  
University of Texas, City College of New York

Jennifer Wade, B.S., B.Ed.  
*Science and Lab Specialist, Monticello Dorm Head*  
University of Western Ontario  
University of Waterloo

Matthew Walker, B.S., *Math, Cerenago Dorm Head*  
Ball State University

Eric Walser, B.A., *Science*  
University of Colorado

Cynthia Whisenant, B.A., M.A., *English*  
Catawba College, Louisiana State University

Holly Wiens, B.A., *EAL*  
University of Saskatchewan, Canada

Charlie Williams, B.A., M.A., *Math*  
Lake Forest College, Columbia University

Masahiro Yo, B.A., *MS Activities Coordinator, IT Assistant*  
Tufts University

Matthew Zehner, B.S., M.S., *Science*  
University of Scranton

Maria Zhuk, B.A., M.A., *Russian*  
University of Moscow

## Department Heads

**Course Listing by Department**

**English**

Middle School English 7  
 Middle School English 8  
 English 1 (9th Grade)  
 English 2 (10th Grade)  
 English 3 (11th Grade)  
 English 3 – AP /IB  
 English 4 (12th Grade)  
 English 4 – AP /IB  
 Shakespeare Survey  
 Introduction to 20th Century Literature

**English as an Additional Language (EAL)**

EAL 1 – Beginner  
 EAL 2 – Advanced Beginner  
 EAL 3 – Intermediate  
 EAL 4 – Upper Intermediate  
 EAL 5 – Advanced  
 EAL 6 – Literature & Composition  
 IB – English B  
 IB – English A2

**Fine Arts**

Middle School Visual Arts  
 Middle School Music  
 Visual Arts:  
     Ceramics and Sculpture  
     Drawing and Painting  
     Yearbook and Graphic Design  
     IB Art and Design  
 Architecture and Design  
 Darkroom Photography  
 Digital Photography  
 Advanced Digital Photography  
 IB Photography  
 Choir  
 Instrumental Ensemble  
 Private Music Lessons  
 Drama  
 IB Theatre Arts

**History**

7th Grade History  
 8th Grade History  
 Ancient and Medieval History  
 Modern History  
 United States History  
 AP United States History  
 EAL Geography  
 EAL Ancient and Medieval History  
 EAL United States History  
 EAL Modern History  
 History IB  
 Art History  
 Art History – AP/IB  
 AP Microeconomics  
 IB 150

**Economics**

International Relations  
 United States Government  
 Theory of Knowledge (TOK)

**Languages**

Middle School Beginning Italian  
 Middle School Intermediate Italian  
 French 1,2,3,4,5, – AP/IB  
 German IB (Literature)  
 Italian 1,2,3,4 – AP/IB  
 Spanish 1,2,3,4 – AP/IB  
 Russian IB

**Mathematics**

General Math 1,2  
 Integrated Mathematics 1,2,3,4  
 Math Studies IB  
 Mathematics IB  
 Advanced Precalculus  
 AP Calculus  
 AP Statistics

**Physical Education**

Middle School Physical Education  
 9th Grade HALE  
 (Healthy Active Living Education)  
 10th Grade Physical Education

**Science**

7th Grade Laboratory Science  
 8th Grade Laboratory Science  
 EAL Laboratory Science  
 Biology  
 EAL Biology  
 Biology – AP/IB  
 Ecology 1 – IB Environmental Systems 1  
 IB Environmental Systems 2  
 Chemistry  
 IB Chemistry  
 Physics  
 IB Physics  
 EAL Physics

The International Baccalaureate (IB) is an internationally recognized, rigorous, pre-university course of study. It is designed to give students access to universities around the world. Successful IB diploma students receive an IB diploma as well as the TESIS diploma. Students not following the full IB diploma program may take individual courses for IB certificates.

**International Baccalaureate (IB)**

IB courses require two years of study, followed by externally-graded exams. TESIS students may:

- begin in 11th Grade, completing the IB in 2 years as 11th and 12th Graders; or
- begin in 12th Grade, completing the IB in 2 years as 12th and 13th Graders.

Students entering 10th Grade who think they may be interested in the IB diploma program should discuss their course selection with the Academic Dean and IB Coordinator, since in some cases it is possible to anticipate two IB exams at standard level at the end of the first year.

Course choices in the years preceding the two-year IB diploma program may have an important influence on the choice of IB subjects and performance in those subjects. It is highly recommended that students considering the IB consult with the IB Coordinator on a regular basis when choosing their courses in the years preceding the start of the IB program.

In order to obtain the IB diploma, a candidate must pass three Higher Level and three Standard Level subjects. The student must choose one subject from each of the six following areas:

1. Language A1 (Literature courses)
2. Language A2, B, or ab initio (Language courses)
3. Individuals and Society
4. Experimental Sciences
5. Mathematics
6. A Sixth Subject (Visual Arts, Theatre Arts, or a second choice from Group 1, 2, 3, or 4)

IB Diploma candidates must also satisfy the requirements for:

- Theory of Knowledge (TOK) - A 1/2 credit course, taken over two years, which examines various ways of knowing and the nature of knowledge.
- Extended Essay - A 4000-word original research paper in an area of interest chosen by the student.
- Creativity, Action, and Service (CAS) - Sports, service learning and creative/artistic pursuits, which meet IB established goals, and which are completed over two years.

A decision about entry into the IB Diploma program is made through consultation between the School, student, and family, and is recommended for highly motivated students with strong academic, time management, and study skills. Students must complete an application form. IB Students are expected to maintain good academic standing throughout the two-year period. Prerequisites for entry into the IB Diploma program include placement into EAL 5, a suitable math level for the IB math course selected and the appropriate preparation for all other IB courses chosen.

Given the differences between IB courses of study, it is not always possible for a student to transfer into the IB program after completing part of the two-year program elsewhere. Those students allowed to transfer must arrange for all internal assessment work completed at their previous school to arrive at TESIS by September 1st.

**TESIS Courses in the Six IB Subjects Areas**

**Group 1: Language A1 (Literature)**

English, standard and higher levels  
 German, standard and higher levels  
 Italian, standard and higher levels  
 Russian, standard and higher levels  
 First Language on a self-taught basis\*, standard level

**Group 2: Language A2, B, and Ab Initio**

English (EAL) A2 and B, standard and higher levels  
 French B, standard and higher levels; Ab Initio, standard level  
 Italian B, standard and higher levels; Ab Initio, standard level  
 Spanish B, standard and higher levels; Ab Initio, standard level  
 Language A2, on a tutorial basis\*\*

**Group 3: Individuals and Society**

Economics, standard and higher levels  
 History, standard and higher levels  
 Art History, standard level (one year course)

**Group 4: Experimental Sciences**

Biology, standard and higher levels  
 Chemistry, standard and higher levels  
 Physics, standard and higher levels  
 Environmental Systems and Societies, standard level

**Group 5: Mathematics**

Math Studies, standard level  
 Mathematics, standard level  
 Mathematics, higher level

**Group 6: A 6th Subject**

Theatre Arts, standard and higher levels  
 A second subject from group 1, 2, 3, or 4  
 Visual Arts (Art and Design, Architecture and Design or Photography), standard and higher levels

Notes:

\*

\*\*

First Language A1 tutorials can sometimes be arranged at extra cost.  
 Language A2 tutorials can sometimes be arranged at extra cost.

**Academic Information** The minimum requirements for graduation are 19 credits in Grades 9 through 12, including:

**Graduation Requirement**

- Four years of English. Students must pass an English class each year in order to be advanced to the next grade level. (EAL students must complete at least EAL 5.)
- Three years of history (including United States History and, for all non-EAL students, World History)
- Third-level proficiency in a language other than English (not required of EAL students)
- Three years of mathematics (including Mathematics 1, 2, and 3, or the equivalent)
- Three years of laboratory science, including physical and biological sciences
- One fine arts credit
- Senior Humanities, fulfilled by either IB Art History and AP Art History, or, for IB students, Theory of Knowledge
- Fulfillment of the sports, activities, and community service requirements each sports season and semester at TASIS

Students are required to enroll in a minimum of five full-credit courses per year or the equivalent.

An alternative program of study may be designed for students with special talents, interests, or needs. Such a program must follow established guidelines and requires the approval of the Academic Committee.

**Advanced Placement (AP) Courses**

The Advanced Placement (AP) Program offers qualified students the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. More than 90 percent of US colleges and universities give credit and advanced placement to AP students. Some 50 percent of US colleges and universities offer sophomore standing to students who have a sufficient number of qualifying scores. Subject to sufficient interest, TASIS offers courses preparing students for AP exams in the following subjects: Art History, Biology, Calculus AB and BC, English Language, English Literature, Microeconomics, European History, French Language, French Literature, Spanish Language, and US History.

**English-Only Expectation**

A primary goal of TASIS is to encourage international understanding through shared experiences and communication. The only language common to all TASIS students is English and the use of other languages in the presence of those who do not understand them is exclusionary and contrary to this goal. It is also a primary goal of our students who are non-native-English speakers to attain a high level of fluency in this language. This can only be achieved through continuous practice. English is, therefore, the expected language for all whenever students are in the presence of other students or faculty who do not understand the other language.

**English as an Additional Language (EAL)**

The goals of the EAL program are fluency in oral and written English and competency in a high school curriculum leading to TASIS endorsement for study in appropriate colleges and universities. At the lower levels of English proficiency, students are placed into special EAL sections of science and history. As EAL students progress to higher levels of proficiency, they enter history and science classes with native speakers. When sufficient mastery is obtained, students may leave the EAL program and join regular English classes with the approval of the EAL Department, English Department, and the Academic Dean.

**Grade Level Placement**

Students enter TASIS from many different educational systems. Grade-level placement is determined by the Admissions Committee at the time of application, giving consideration primarily to a student's previous academic record and prospects for meeting TASIS graduation requirements on schedule. The student's age is a secondary consideration.

The school year is divided into two semesters. The first semester ends in December, the second in June. Reports are emailed to parents at least five times each year. At the first interim grading period, three weeks into the year, parents receive a list of teachers and courses with current grades. At the midterms in October and March, parents receive grades, effort marks, and comments from teachers and dorm parents.

At the close of each semester, parents receive final semester grades, effort marks, and comments from teachers. Advisor comments are mailed with fall midterm reports, at the beginning of the spring semester, and with the final reports in June. Parents who prefer hard copies of reports are requested to contact the Academic Office.

At the end of the school year, students are given both semester and year-end grades. The year-end grade is a cumulative grade covering the full work in a year's course and reflects a 45% / 55% weighting for the first and second semesters respectively.

For the purposes of calculating Grade Point Averages (GPA), letter grades correspond to the following number equivalents and percentages:

A = 4.00 (93-100%)	A- = 3.67 (90-92%)	B+ = 3.33 (87-89%)
B = 3.00 (83-86%)	B- = 2.67 (80-82%)	C+ = 2.33 (77-79%)
C = 2.00 (73-76%)	C- = 1.67 (70-72%)	D+ = 1.33 (67-69%)
D = 1.00 (63-66%)	D- = 0.67 (60-62%)	F = 0.00 (less than 60%)

In addition to letter grades, the following effort assessments are recorded on a student's grade reports, and are based on expectations for class preparation, participation, attendance and application of effort.

- 5 = Outstanding; is consistently prepared for class, participates frequently, and application of effort is exemplary.
- 4 = Very Good; exceeds all the expectations of the course on a regular basis. This student participates well in class and completes all assignments on time.
- 3 = Satisfactory; prepared for class and participating on a regular basis, attention and engagement in class are steady and strong.
- 2 = Poor; fails to meet many expectations of the course. This student is often inattentive or negligent with assignments.
- 1 = Unsatisfactory; the student frequently is ill-prepared for class, inattentive, and often does not participate.

The Academic Honor Roll is calculated at each midterm and end-of-semester grading period.

Highest Honors:	3.80 or higher grade point average
High Honors:	3.50 or higher grade point average
Honors:	3.20 or higher grade point average

Students may earn academic credit through the completion of independent study courses. To qualify for credit, the curriculum of such courses must be approved in advance by the appropriate Department Head and the Academic Dean. Students then receive regular grade reports as in other courses. Costs for independent study courses are charged separately. Independent Study course offerings are contingent upon faculty availability.

Physical Education classes are required for all students in Grades 7-10. Health classes are required for all 9th Graders. As part of their diploma requirements, all students are required to participate in the after-school sports/activities program. The winter sports program at Crans-Montana is required for all Middle School students and encouraged for High School students.

TASIS uses placement testing and academic counseling at the beginning of the year to verify placement decisions made based on students' previous records. A student's grade level and schedule therefore remain provisional until test results have been reviewed by the Department Heads and the Academic Dean.

**Grade Reports**

**Grades and Effort Marks**

**Honor Roll**

**Independent Study**

**Physical Education**

**Placement Tests**

**Sports Requirement** The sports requirement encourages students to explore a variety of sports after school. Students are required to participate in either a competitive varsity team sport, or afternoon recreational sports, or PE classes (for students in 11th-13th Grades). This requirement results in all students being involved in some type of physical activity for 2 to 4 times a week with the following exceptions:

- Sports Outside of TESIS: Students may organize sports outside of school, but they must provide documentation and receive approval from the Athletic Director.
- Musical: Students involved in the musical may participate only once a week in sports in order to attend an extra music rehearsal.
- Heavy Academic Load: With approval from the Academic Dean and Athletic Director, students may qualify to take sports only once a week.

**Transfer Credits** A student's academic program is determined by an evaluation of previous transcripts in the light of TESIS graduation requirements. As a rule, transfer credit is granted for courses which are equivalent to, or which approximate the content of, courses offered at TESIS. In some instances, the Academic Dean may request more detailed course descriptions before transfer credit can be given. No academic credit is accepted in transfer for the following courses (among others): Physical Education; Driver Education; Office Aides.

**Tutoring** Although teachers offer a reasonable amount of individual help outside of class, sometimes students need more extensive individual support. Private tutoring with adult tutors is charged separately. Peer tutoring is available for some courses. When requested, the Academic Dean will endeavor to secure (but cannot always guarantee) a tutor. Requests for tutoring must be submitted in writing by the parents. A tutoring request form is available from the Academic Dean.

**Vacation Dates** Vacation dates are scheduled to accommodate academic requirements as well as to afford adequate time for students to travel and spend time with family. It is extremely important that the number of days allotted to classes not be reduced by early departures or late returns at vacations and weekends. The School will be open for late departures and early arrivals two days before and after winter vacation and two days before and after spring vacation to accommodate problems in scheduling student travel without missing class time.

Fall semester final exams are immediately prior to winter vacation. The School discourages the rescheduling of exams and tests because it compromises test security and disrupts the class. Due to the time and expense involved in proctoring and scheduling extra exams, the School charges an administrative fee of CHF 100 for each final exam which is rescheduled. Fall semester final exams which must be rescheduled are given in January.

**Student Life** TESIS offers a warm and caring environment for the many students and faculty from around the world who live and work at the School. Students and faculty work together in a variety of capacities, all of which help to build close relationships, the basis of the TESIS community. Through the many non-academic activities offered at the School, students have the opportunity to develop and explore other talents and interests.

**Service Learning** All TESIS students in Grades 9-13 are required to participate in the Service Learning program. Each student is expected to participate in at least one Service Learning endeavor where they see through a project from beginning to end. At the beginning of the Academic Year, each club develops its individual goals, and students are expected to take initiative and follow through on their commitments to their Service Learning opportunity. They are expected to become dedicated members of at least one Service Learning group over the course of the school year.

**Peer Mediators.** This is a program designed to train students in the art of mediation and negotiation. Students learn valuable conflict resolution techniques and are given the opportunity to practice and enhance these skills by facilitating mediations amongst their peers.

**Peer Educators.** Students participate in training once a week to learn to facilitate discussions about important, personal, and sometimes sensitive topics. Peer educators work in pairs to lead small-group discussions for younger students (6-8 students in a group). Topics include transition to life at TESIS, friendship and dating, stress, healthy living, bullying, and many others. (10-12th Graders only).

**Student Weekend Activities Team (SWAT).** Students plan and organize creative, fun, and innovative weekend activities for the campus, and particularly for our boarding students. Students develop skills in organization, planning and follow-through. They also use their creativity to build a sense of community and school spirit.

**Proctors.** Proctors are campus leaders and role models. They live in the dormitories and work as a liaison between dorm parents and dorm residents. They are active community members and work to foster a strong sense of community.

**Peer Tutoring.** Top students in different areas of study tutor students who are struggling in certain subjects. The tutors further develop their knowledge of the subject by explaining concepts to other students. Students are empowered by working with other students.

**Reading Buddies.** Students read with Elementary School students once a week. All chosen texts contain a service component, and after completing each book students complete a service project with their "buddy". This partnership is focused on mentoring and leadership skills for the older student and confidence-building and friendship for the younger students.

**E-Club.** The "E" stands for both "Environmental" and "Electronic". The E-Club is involved in campus recycling and sponsors Environmental Week. Students examine sustainability factors in daily life, including transportation, buildings, restaurants, and footpaths. The E-Club also explores the digital world, including how to use various facets of the Internet (podcasts, interactive websites, etc.) to communicate. As one of their projects, the club produces and presents a documentary film during Environmental Week.

**Student Council.** The Student Council consists of a Student Body President, Vice President and three representatives from each High School class who work together to advance the quality of student life. As liaisons between the students and the administration, members are responsible for effectively and accurately representing the student body's interests. The Student Council promotes unity and cooperation in the School community by planning, conducting, and overseeing activities that foster school spirit.

**MS Service Learning Program.** Students work with the Middle School to help foster a philanthropic spirit in our younger students. Through organizing special MS activities, students gain leadership roles and educational experience working with younger children. They arrange various fundraising and educational opportunities to help prepare MS students for the HS Service Learning program. Students also create events for 6th Grade students. (11th and 12th Graders only).

**Yearbook.** Yearbook is the only student-run publication at TESIS. For students interested in photography, journalism, or graphic design, Yearbook is an excellent way to build a portfolio of work and to be published. No experience is necessary, and all skill levels are welcome.

**SCREAM.** Supporting Children's Rights through Education in Arts and the Media enables students to express themselves through different forms of artistic media. Students create through drama, creative writing, music, and the visual arts, in a manner specific to their culture and traditions. In addition to raising their own awareness and that of their peers, students gain skills and confidence to address their message to others, both at TESIS and in the surrounding community.

**Casa Elisabetta.** Casa Elisabetta is a domestic violence shelter and orphanage in downtown Lugano. TESIS students visit Casa Elisabetta and play with the children once a month. They also organize a Holiday gift-giving campaign where TESIS advisory groups, teachers, and students can provide a gift for a child at the home.

**Tea Time.** Students meet with residents of Al Pagnolo, a local retirement home, for tea and a chat once a week. Students have a chance to practice Italian and the Al Pagnolo residents have a chance to practice English. Students and residents play games such as Tombolo (Ticinese Bingo) together. The program provides a refreshing change of pace for our students to learn about local residents and get a different insight into life in Lugano. Ideal for students interested in improving their Italian skills.

**Model UN.** Students discuss and debate global issues and work with students from around the world to create possible solutions to current crises. They learn about various opinions about complex global challenges, and form opinions based on this knowledge. Members attend conferences around Europe that simulate the United Nations.

**Women’s Institute for Secondary Education and Research (WISER).** WISER is the first all-female boarding school in Muhuru Bay, Kenya, a small, rural fishing village on Lake Victoria. The school is located in Nyanza, one of the poorest provinces, and the province with the highest HIV/AIDS and malaria rates in Kenya. TASIS students discuss the issues and connections between female education, empowerment, and poverty, and HIV/AIDS awareness. Students raise funds to sponsor one girl’s scholarship to WISER. A group of club members travel to Muhuru Bay to visit WISER for Spring Academic Travel.

**Global Health.** This group combines our HIV/AIDS Awareness and Malaria Education groups, and focuses on these epidemics as global problems. Students learn about a variety of global health issues, such as stigmatization and discrimination, the social and environmental factors impacting AIDS and Malaria, and the global safety and security threats they pose to the world.

**Habitat for Humanity.** This international nonprofit organization seeks to eliminate poverty and homelessness and to make decent shelter a matter of conscience and action. TASIS students participate in a program based in Portugal, where they learn about the community and the issues of global poverty and homelessness. A group of club members participate in a Spring Academic Travel trip to Portugal to build homes for local residents.

**Phillip House.** Created as a response to the overwhelming number of street children in Romania, this group is involved with Phillip House, a Bucharest safe house where children are able to do homework, have a meal, and receive medical attention. They have dental, social, and psychological services available for children and their families, as well as safe recreational activities. TASIS has been involved with Phillip House for five years, and has made a significant impact on young lives in Bucharest.

**Hogar de Niños Emanuel.** Hogar de Niños Emanuel, or Hogar Emanuel, is an orphanage located in the city of San Pedro Sula, Honduras. Students learn about specific circumstances in Honduras that have led to the need for many orphanages, including recent political events. Students also discuss issues of poverty and homelessness. Through these discussions and meetings, students brainstorm ways to help break the cycle of poverty in Honduras.

**Advisor Program** Working with students both individually and in small groups, the Advisor serves as the student’s counselor, friend, role model, and listener. Advisor groups meet regularly and dine together at Wednesday’s family-style dinner. Reports from the Advisor are sent home to parents regularly. The Advisor system functions under the guidance of the Dean of Student Affairs with the close cooperation of the other members of the School’s Administration and faculty.

**Academic Travel** All students participate in trips twice a year, for four days in the fall and six days in the spring. This is part of the curriculum, included within the tuition fees, and required for all students. Students are assigned to trips. In some cases, assignments are based on grade-level, courses of study or particular student interests.

Course-related trips may include biology field work, art history in Tuscany, language home-stays, physics and photography. Special focus trips have included helping in an orphanage, working on an archeological dig, cooking, a majolica pottery workshop, and the Environmental Club’s trip helping scientists study dolphins off the coast of Spain. Activity trips have included Outward Bound and alpine activities as well as sailing, sea-kayaking, and ski-mountaineering. Cultural trips have included many of Europe’s major cities as well as Jordan and Morocco.

**Independent Travel** Juniors and Seniors who meet certain conditions, may be granted permission to travel without a supervising adult. Independent travel provides students with a great deal of freedom and, therefore, a high degree of responsibility. The School reserves the right to determine suitable destinations for independent travel, and the conditions under which such travel may take place. Overnight independent travel is only permitted to destinations beyond 100 km, except for camping trips.

**Independent travel is possible:**

**For Juniors**

- Who are members of the current Dean’s List
- Who have parental and advisor approval
- Who will not thereby miss any class or school obligations
- Who have no major rule violations
- Who are traveling in groups of 3 or more if the group is co-educational

**For Seniors and Post Graduates**

- Who will not thereby miss any class or school obligations
- Who have permission of the Academic or Grade Dean if on Academic Probation
- Who are not currently on Disciplinary or Attendance Probation
- Who are traveling in groups of 3 or more if the group is co-educational

Independent travel is always contingent upon good academic and disciplinary standing. Students on Academic Probation need the permission of the Academic Dean or the appropriate Grade Dean to travel. Students on Disciplinary or Attendance Probation may not travel independently.

TASIS encourages students to practice their religion and helps students find an appropriate place of worship. English-speaking options are available, and include a mosque, a synagogue, and Catholic and Anglican churches in the local area. Orthodox Christian services are also held in Lugano.

**Religious Services**

In January, TASIS relocates to an alpine campus in Crans-Montana or Verbier (Middle School) for a week of winter sports and enrichment activities. The sports offered are downhill skiing, snowboarding, cross-country skiing, and ice-skating, all taught by certified Swiss instructors. This is considered an integral part of our program.

**Ski Week**

Under the guidance of faculty members, TASIS offers numerous opportunities for social and cultural enjoyment: trips, films, dances, parties, concerts, etc. Students share in the planning of many of these events and are often responsible for their execution. Some of these events have become TASIS traditions:

**Weekend and Other Activities**

- Arts Festival
- Casino Night
- Boat Dance
- Knowledge Bowl
- Winter Dance
- Halloween Celebration
- Family Weekend
- International Week
- Environmental Awareness Week
- Christmas Service

In addition, many other weekend activities take place on an informal basis with advisor groups or with a faculty member. These activities include exploring museums, local markets and cities, and outdoor sports in nearby Zermatt, Andermatt, St. Moritz, and Val Verzasca. Some day trips are free, and overnight trips usually cost from CHF 250-400. To encourage participation, the school subsidizes many weekend trips.

Only High School students on the Dean’s List, whether Day Students or Boarding, may go off-campus during the Academic Day. All exceptions must be approved in advance by the Duty Administrator, a Dean, or the School Nurse.

**Off-Campus Permission**

Middle School boarding students are only allowed off-campus on Friday afternoons after classes, Saturday from 12:00 to 19:00 and Sunday from 12:00 to 19:40, and they must be in groups of two or more.

9th Grade boarding students are only allowed off-campus on Fridays after classes until 22:30, Saturday until 19:00 and Sunday until 19:40.

Students may not go beyond the limits of Lugano without completing a travel form.

Boarding students excused from any classes, sports, or other commitments for medical reasons are expected to rest and may not leave campus that day unless for a medical appointment. They must remain on campus even if they are feeling well enough to travel.

## Weekday Schedule

7:15 - 8:15 Breakfast	Monday 8:00 - 8:30 A	Tuesday 8:00 - 9:05 G	Wednesday 8:00 - 9:05 B	Thursday 8:00 - 9:05 Meetings for Faculty	Friday 8:00 - 8:50 A
	8:55 - 9:10 Advisor	9:10 - 10:15 H	9:10 - 9:25 Advisor	9:10 - 10:15 D	8:55 - 9:10 Advisor
	9:15 - 10:05 B		9:30 - 10:35 A		9:15 - 10:05 D
	10:10 - 11:00 C	10:20 - 11:25 D	10:40 - 11:45 C	10:20 - 11:25 A	10:10 - 11:00 G
	11:05 - 11:55 D	11:30 - 12:35 F		11:30 - 12:35 E	11:05 - 11:55 B
11:30 - 13:30 Lunch	12:00 - 12:50 E	12:40 - 13:45 E	11:50 - 12:55 H1	12:40 - 13:45 F	12:00 - 12:50 F
	12:55 - 13:45 F		12:25 - 13:30 H2		12:55 - 13:45 E
	13:50 - 14:40 G	13:50 - 14:55 C	13:35 - 14:40 G	13:50 - 14:55 B	13:50 - 14:40 C
	14:45 - 15:35 H	15:00 - 15:40 Assembly		15:00 - 15:40 Meetings	14:45 - 15:35 H
	16:00 - 18:00 Sports/Activities Music	16:00 - 18:00 Sports/Activities Music	15:00 - 17:00 Sports/Activities Music	16:00 - 18:00 Sports/Activities Music	
17:30-18:45 Dinner			Advisor Dinner 17:45 First 18:45 Second		

## TASIS Daily Schedule 2010-2011

Sunday - Thursday Meeting / Study Time  
19:00 - 22:00

	Study Hall
Dormitory Check-In at	19:40
Middle School	20:00 - 21:30
9th Grade	20:00 21:45
10th Grade - PG	20:00 22:00
	Lights Out
Middle School	22:15
9th Grade	22:30
10th Grade	22:45
11th Grade - PG	23:00

## Weekend Schedule

### Friday Schedule

08:00 - 15:35	Class Day
17:30 - 18:30	Dinner
18:45-19:00	Middle School dorm check-in
	Middle School students remain on campus for the evening
21:30-22:00	9th and 10th Grade dorm check-in
22:30-23:00	11th, 12th, and PG dorm check-in

### Saturday Schedule

08:00 - 09:30	Breakfast
11:45 - 13:00	Lunch
17:30 - 18:30	Dinner
18:45-19:00	Middle School dorm check-in
	Middle School students remain on campus for the evening
18:30-19:00	9th and 10th Grade dorm check-in. 9th and 10th Grade students may leave campus until late check-in.
21:30-22:00	9th and 10th Grade dorm check-in.
22:30-23:00	11th, 12th, and PG dorm check-in.

### Sunday Schedule

10:30 - 12:30	Brunch
17:30 - 19:00	Dinner
18:45-19:00	Middle School check-in for study hall
19:00	Middle School study hall begins
19:40-19:50	Dorm check-in for all High School Students
20:00	High School study hall begins

## North America

### California

Humboldt State University  
Saint Mary's College  
San Diego State University  
San Francisco Academy of Art  
Santa Clara University  
Santa Monica College  
Stanford University  
University of California, Berkeley  
University of California, Irvine  
University of California, San Diego  
University of California, Santa Barbara  
University of Redlands  
University of San Francisco  
University of Southern California

### Colorado

Colorado College  
Fort Lewis College  
University of Colorado at Colorado Springs  
University of Colorado at Boulder

### Connecticut

Wesleyan University

### Florida

Eckerd College  
Florida International University  
Lynn University  
Miami University  
Ringling College of Art and Design  
Rollins College  
University of Miami

### Georgia

University of Georgia

### Illinois

Knox College  
Lake Forest College  
University of Chicago

### Indiana

DePauw University  
DePaul University  
Earlham College  
Purdue University  
University of Notre Dame

### Iowa

Iowa State University

### Louisiana

Louisiana State University

### Maine

Bates College

### Massachusetts

Art Institute of Boston  
Babson College  
Bentley College  
Boston College  
Boston University  
Brandeis University  
Emmanuel College  
Lesley University  
Mount Holyoke University  
Northeastern University  
Suffolk University

### Michigan

Kalamazoo College

### Minnesota

University of Minnesota  
St. Olaf College

### Missouri

Washington University in St. Louis  
Webster University

### Montana

Montana State University

### New Jersey

Seton Hall University

## New York

Berkeley College  
Hofstra University  
Hunter College  
New York University  
Pace University  
Parsons School of Design  
Polytechnic Institute of NYU  
Rhode Island School of Design  
Rochester Institute of Technology  
School of Visual Arts  
Syracuse University  
The New School University  
US Merchant Marine Academy  
US Military Academy at West Point  
Wagner College

## North Carolina

Wake Forest University  
University of N. Carolina at Chapel Hill  
University of N. Carolina at Wilmington

## Ohio

Kenyon College  
Xavier University

## Oregon

Lewis and Clark College  
Linfield College  
University of Portland

## Pennsylvania

Bryn Mawr College  
Dickinson College  
Drexel University  
Pennsylvania State University  
University of Pittsburgh

## Tennessee

Vanderbilt University

## Texas

Art Institute of Houston  
Southern Methodist University  
Texas A&M  
University of Dallas  
University of Houston  
University of Texas, Austin

## Utah

Brigham Young University

## Virginia

James Madison University  
University of Richmond

## Washington

University of Washington  
Western Washington University

## Washington DC

Georgetown University  
George Washington University

## Canada

McGill University  
Queen's University  
University of British Columbia  
University of Toronto

## Rest of the World

### Australia

Bond University  
University of Sydney

### China

University of Beijing  
University of Hong Kong

### Denmark

Copenhagen Business School

### France

American University of Paris  
Parsons School of Design in Paris

### Germany

European Business School  
Ludwig-Maximilian University

### Italy

IED - Istituto Europeo di Design  
John Cabot University  
Università Bocconi

## Japan

Sophia (Jochi) University  
Waseda University

## Mexico

Universidad Iberoamericana

## Monaco

International University of Monaco

## Netherlands

University of Utrecht

## Santo Domingo

UNIBE

## Spain

ESADE  
Universidad de Navarra  
Universidad Pontificia Comillas

## Turkey

Koc University

## Sweden

Lunds University

## Switzerland

Accademia di Architettura  
Cesar Ritz College  
Ecole Hoteliere de Lausanne  
Ecole Polytechnique Federale de Lausanne  
Franklin College  
Glion Hotel School  
International University in Geneva  
Les Roches  
SSIG di Bellinzona  
Università della Svizzera Italiana (USI)  
Universite de Geneve  
University of St. Gallen  
Webster University

## United Kingdom

Aberdeen University  
Bournemouth University  
Cardiff University  
Central St. Martin's College  
Derby University  
Durham University  
East London University  
European Business School  
European University  
Istituto Marangoni  
King's College  
Kingston College  
Kingston University  
London College of Fashion  
London Metropolitan University  
London School of Economics  
Queen Mary  
Regent's American College  
Regent's Business School  
Regent's College  
Richmond University  
Royal College of Surgeons  
Royal Holloway University  
Suffolk University  
The American International University in London  
University of Bath  
University of Greenwich  
University of Edinburgh  
University of Exeter  
University of Hertfordshire  
University of Leeds  
University of Manchester  
University of Nottingham  
University of Portsmouth  
University of Reading  
University of Southampton  
University of St. Andrews  
University of the Arts  
University of Warwick

## Colleges and Universities attended by TASIS graduates

**Current references alphabetical by country**

(additional references available upon request)

**Mrs. Langer-Schroll**  
Vienna, Austria  
estelle@aon.at

**Mr. and Mrs. Cardona**  
Cotonou, Benin  
ccardona@bj.peacecorps.gov

**Mr. and Mrs. Collares Chaves**  
Rio de Janeiro, Brazil  
mhelen.valle@gmail.com  
amilcar.chaves@gmail.com

**Mr. and Mrs. Paes de Andrade**  
Brasilia, Brazil  
monicapaesdeandrade@terra.com.br

**Mr. and Mrs. Villela**  
Belo Horizonte, Brazil  
shaping@terra.com.br

**Mr. and Mrs. Gorbanov**  
Plovdiv, Bulgaria  
milena.gorbanova@profilbg.com

**Mr. and Mrs. Dimtchev Chandarov**  
Sofia, Bulgaria  
dimtchev@dzi.bg

**Mr. & Mrs. Chan**  
Hong Kong, China  
enidamit@hotmail.com

**Mr. and Mrs. Davis**  
Nicosia, Cyprus  
alandavis10@gmail.com

**Mr. and Dr. Herrmann**  
Grafenau, Germany  
bernd.herrmann@bluewin.ch

**Mr. and Mrs. Zurhorst**  
Wuppertal, Germany  
eva@liebedischselbst.de

**Mr. and Mrs. Abee**  
Munich, Germany  
nina.abee@gmx.net

**Mr. and Mrs. Marfut**  
Essen, Germany  
igor.marfut@eurolinex.de

**Mr. and Mrs. Fabrini**  
Rome, Italy  
antonellacipollone2000@yahoo.it

**Mr. and Mrs. Celotti**  
Desenzano del Garda, Italy  
mauro@celotticonsulting.com

**Mr. and Mrs. Riccardi**  
Cerro Maggiore (MI), Italy  
r.riccardi@nairon.it

**Mr. S. Yamamoto**  
Osaka, Japan  
s.yamamoto@eishin-group.com

**Mr. and Mrs. Takahashi**  
Tokyo, Japan  
tre.tesori@coffee.ocn.ne.jp

**Mr. Tokoshima**  
Fukuoka, Japan  
k.tokoshima@office.email.ne.jp

**Mr. and Mrs. Kapparov**  
Almaty, Kazakhstan  
nurlan@lancasterholding.com

**Mr. and Mrs. Ham**  
Seoul, South Korea  
hyj@ottogi.co.kr

**Mr. and Mrs. Govori**  
Prishtina, Kosovo  
lorikaa@gmail.com

**Mr. and Mrs. Akesson**  
Antanarivo, Madagascar  
danie.akesson@yahoo.fr

**Mr. and Mrs. Garza**  
Garza Garcia, Mexico  
garza\_segovia@prodigy.net.mx

**Mr. and Mrs. Spinola**  
Mexico City, Mexico  
mirensurine@yahoo.com

**Mr. Cremasco**  
Mexico City, Mexico  
carcremasco@hotmail.com

**Mr. and Mrs. Djikanovic**  
Podgorica, Montenegro  
balis@t-com.me

**Mr. and Mrs. Guguberidze**  
Moscow, Russia  
gt@gum.ru

**Mr. and Mrs. Rudakov**  
St. Petersburg, Russia  
galinarudakova@rambler.ru  
olegrudakov@rambler.ru

**Mr. and Mrs. Bin Sultan**  
Riyadh, Saudi Arabia  
wardeh@wardeh.com.sa

**Mr. and Mrs. Hasselmeyer**  
Dhahran, Saudi Arabia  
juliohassemeyer@hotmail.com

**Mr. and Mrs. Stanivukovic**  
Novi Sad, Serbia  
stanivuk@eunet.rs

**Mr. and Mrs. Coll**  
Barcelona, Spain  
barbarahummel@mac.com

**Ms. Munoz Merino**  
Madrid, Spain  
ana.munoz@unican.es

**Mr. and Mrs. Lindsoe**  
Djursholm, Sweden  
martin.lindso@carlsberg.se

**Mr. and Mrs. Gilli**  
Emmetten, Switzerland  
rene@gilli.ch

**Mr. and Mrs. Borghi**  
Lugano, Switzerland  
stefano.borghi@convergenza.com

**Mr. and Mrs. Pagani**  
Ruvigliana, Switzerland  
gpagani@bcolyon.ch

**Mr. and Mrs. Zanon di Valgiurata**  
Montagnola, Switzerland  
m.zanon@bluewin.ch

**Mr. and Mrs. Braglia**  
Carabbia, Switzerland  
rbraglia@ticino.com

**Mr. & Mrs. Gilli**  
Emmetten, Switzerland  
rg@softwarepipeline.com

**Mr. and Mrs. Al Tabbaa**  
Damascus, Syria  
maztabbaa@mail.sy

**Mr. and Mrs. Intralib**  
Bangkok, Thailand  
nopadol\_intralib@legists.com

**Mr. and Mrs. Akcal**  
Istanbul, Turkey  
a.akcal@densanshipping.com

**Mr. and Mrs. Aydin**  
Istanbul, Turkey  
sevda.aydin@gmx.de

**Mr. and Mrs. Cam**  
Istanbul, Turkey  
Dursun\_cam@hotmail.com

**Mrs. Levenberg**  
Kiev, Ukraine  
elena.levenberg@makrochem.com

**Mr. and Mrs. Cross**  
West De Moines, IA, United States  
crosstw@mchsi.com

**Mr. and Mrs. Daiagi**  
Moorestown, NJ, United States  
faun@daiagi.com

**Mrs. Heyward**  
Beverly Hills, CA, United States  
aheyward@dicent.com

**Mr. Rolfe**  
Covington, WA, United States  
chadrolfe2@comcast.net

**Mr. and Mrs. Freker**  
Boston, MA, United States  
jackfrek@yahoo.com,  
phyllisfrek@yahoo.com

**Ms. Yang**  
Arcadia, CA, United States  
linda.yang@eastwestbank.com

**Mr. McCully**  
Lattingtown, NY, United States  
robmccully@yahoo.com

**Mr. and Mrs. Badavas**  
Topsfield, MA, United States  
cbadavas@comcast.net

**Mr. & Mrs. Sanditen**  
Austin, TX, United States  
gail@sanditen.com

**Dr. & Mrs. Parsons**  
Eagle, ID, United States  
maryleeparsons@msn.com

**Mr. Pate**  
Dulles VA, United States  
pateb@state.gov

**Mr. and Mrs. Davis**  
Burke, VA, United States  
alandavis10@gmail.com

**Mr. and Mrs. Meloy**  
Maracaibo, Venezuela  
tjkkmeloy@aol.com

## 2010-2011 Calendar

### Fall Semester

Friday, September 3

Saturday-Sunday, September 4-5

Monday, September 6

Wednesday, September 8

Saturday, September 11

Monday, Tuesday, September 13-14

Wednesday, September 15

Wednesday, September 22

Monday, September 27

Saturday, October 9

Saturday, October 16

Saturday-Sunday, October 16-17

Monday, October 18

Saturday, October 23

Saturday-Sunday, October 23-24

Tuesday-Friday, October 26-29

Saturday, November 6

Friday-Sunday, November 12-14

Thursday, November 25

Thursday-Sunday, November 25-28

Friday, November 26

Saturday, December 4

Sunday, December 5

Thursday, December 16

Friday, December 17

### Spring Semester

Thursday, January 6, 2011

Friday, January 7

Saturday, January 8

Friday, January 14

Saturday, January 15

Sunday, January 16

Monday, January 17

Saturday, January 22

Monday, February 7

Monday-Friday, February 14-18

Sunday-Friday, February 27-March 4

Thursday, March 10

Friday, March 11

Friday-Sunday, March 11-13

Monday, March 14

Saturday-Sunday, April 2-3

Monday-Friday, April 4-8

Saturday, April 9

Saturday-Sunday, April 9-10

Friday, April 15

Sunday, April 17

Saturday, April 30

Sunday, May 1

Monday, May 2

Monday-Friday, May 2-13

Tuesday-Tuesday, May 3-24

Saturday, May 7

Tuesday-Sunday, May 10-15

Thursday, May 26

Friday, May 27

Saturday, May 28

Monday, May 30

Wednesday-Friday, June 1-3

Saturday, June 4

Middle School (MS) & High School (HS) Opening Day; students arrive on campus by 19:00

Student Orientation

Classes begin

Class Outings

11th Grade New Step One Testing

12th Grade Essay Workshop

HS Boat Dance

MS Special Day Excursion

School Pictures

MS Day Parent Wine, Cheese, & Chat

HS Day Parent Wine, Cheese, & Chat

No classes; Fall Break

Interim Progress Reports

SAT I & II

PSAT

SAT Prep Course

Midterm Grades

ACT

SAT Prep Course

Academic Travel

SAT I & II

Family Weekend

Students may leave after 13:45 for the Holiday weekend

MS Weekend Trip

No Classes; Thanksgiving Break

SAT I & II

MS Christmas Celebration; HS Christmas Dance

Christmas Service

Classes end; all MS/HS boarding students may leave after 16:00

SAT I & II

Dormitories close at 12:00 noon

Dormitories open at 12:00 noon

MS students return to campus by 19:00

HS students attending Ski Week return to campus by 19:00

Buses leave for Ski Week

MS (students and faculty) return to Montagnola

HS (students and faculty) return to Montagnola

Students not on Ski Week return to campus by 19:00

Classes resume

SAT I & II

Interim Progress Reports

International Week

Academic Travel

Students may leave after 13:45 for the three-day weekend

No Classes; SGIS Conference at TASIS

MS Weekend Trip

Midterm Grades

SAT Prep Course

Environmental Awareness Week

Senior Prom

SAT Prep Course

Spring Holidays begin after classes end

Dormitories close at 12:00 noon

Dormitories open at 12:00 noon

Spring Holidays end; students return to campus by 19:00

Classes resume

AP Exams

International Baccalaureate Exams

SAT I & II

Spring Arts Festival

Middle School Graduation

MS boarding students required to be off-campus by 18:00

Senior Banquet

Senior Commencement, 11:00

Seniors & PGs must leave by 17:00

Classes for students in Grades 9-11 continue

Second Semester Exams for HS students; all boarding students in

Grades 9-11 may leave after their last examination

Dormitories close at 12:00 noon

Admission to TASIS is competitive, and the Admissions Committee evaluates each candidate based on their academic records and their ability to benefit from and contribute to the TASIS community. TASIS admits qualified students of any race, color, national and ethnic origin, and does not discriminate on any basis in its admissions policies and practices.

The Admissions Committee will consider applications when all of the following materials have been received:

- A completed and signed application form, together with a recent passport-size photograph.
- A non-refundable application fee of CHF 300.
- A copy of the student's passport page(s), indicating name, date of birth, and other vital information.
- An official transcript of the student's school records for the past three years. Parents should request an official transcript to be sent by airmail directly to TASIS from each school attended in the last 3 years.
- Three teacher recommendations from the student's present school, preferably from the principal or counselor and teachers of English and Math (forms are enclosed in Admissions Packet).
- Current standardized test results (SSAT, PSAT, ERB, etc.) are requested, if available.
- A one-page letter written by the student giving his/her reasons for wishing to attend TASIS.
- Parent Statement: a letter from the applicant's parents providing details regarding their son or daughter's personality, attitude towards school, strengths and weaknesses as a student, special gifts, talents, interests, or any other background information that would be helpful to the Admissions Committee.
- The completed EAL Questionnaire, if English is not the applicant's native language.
- The results of an English proficiency test such as the SLEP or TOEFL if English is not the applicant's native language.
- The International Baccalaureate Supplementary Application must be completed by applicants to the 11th grade who wish to pursue the IB.

All admissions correspondence and documents should be addressed to:

Director of Admissions  
TASIS The American School in Switzerland  
Via Collina D'Oro  
6926 Montagnola, Switzerland  
Email: admissions@tasis.ch

Applicants are notified promptly of the Committee's decision. Upon confirmation of acceptance, students will be sent more specific information pertaining to entrance.

TASIS has a sister school in England, The American School in England, founded in 1976 near London. TASIS England is a co-educational, college-preparatory, boarding and day school for students in grades Pre-K to 12.

TASIS The American School in England  
Coldharbour Lane  
Thorpe, Surrey, TW20 8TE  
England

Tel: +44 1932 565 252  
Fax: +44 1932 564 644  
Email: ukadmissions@tasis.com

## Application Procedure

## TASIS England

## **The TASIS Summer Programs**

**TASIS Summer Program (TSP)** for Languages, Arts, and Outdoor Pursuits, based on the campus of The American School in Switzerland in Lugano, offers intensive language courses in English as an Additional Language, French, and Italian for 14- to 18-year-olds. The program includes artistic activities, a wide choice of sports, alpine activities, and weekend excursions in Switzerland and Italy. Four-week and three-week sessions. Besides language courses, the program offers courses in Digital Photography, Drawing and Painting Ticino, and Art History.

**The Middle School Program (MSP)**, on the Lugano campus, is specifically designed for students aged 11 to 13 to study English as an Additional Language, French, Theater (four-week session only), or Italian (three-week session only). The program provides appropriate academic challenges and recreational activities for this transitional age group within a warm and caring community. Students must choose special workshops to attend two afternoons a week, from among Music and Drama, Art, Special Sports, or Tennis. During the remaining afternoons, students participate in afternoon and weekend activities, sports, and excursions.

Optional intensive afternoon sports activities are offered in MSP or TSP. TSP students can attend the AC Milan Junior club 4 afternoons a week, while MSP students have the choice of attending the AC Milan Junior club or the Tennis Academy 3 afternoons a week.

**Le Château des Enfants (CDE)** is a summer program of learning and fun for 4+ to 10 year olds. Sharing the Lugano campus with TSP and MSP, but with its own separate living and dining facilities, the program teaches English, Italian or French through lessons, games, activities, sports, and art in a close-knit, caring, family-style community specifically tailored to younger children. Picnics, excursions, and camping trips are also offered. Four-week and three-week sessions.

**The TASIS French Language Program (TFLP, ages 14-17)** offers an intensive 4-week session for students aged 11 to 17. This program is based in Château-d'Oex (near Gstaad), one of the most scenic alpine regions of French-speaking Switzerland. An optional fifth week takes a limited group of students to Paris, where they will explore the cultural and historical riches of the city.

**The Château-d'Oex Middle School Program (CDSMP, ages 11-13)** is proposed to students willing to improve or learn either English or French in this alpine setting of the Pays d'Enhaut. The study of the language is combined with mountain sports, cultural excursions, and a variety of activities.

**The TASIS England Summer School (TESS)**, based on the TASIS England campus, offers courses for students ages 12 to 18 in English Literature and Composition, Biology, Chemistry, SAT and TOEFL Review, High School Skills, Middle School Skills, and most high school mathematics courses which include IB Preparation components. Enrichment courses offered include Shakespeare Xperience, Architecture & Archeology, Art Portfolio, Speed Reading, Musical Theater, Theater in London, Ensemble Theater, Movie Animation, and Lights Camera Action. Sports take place every afternoon, and weekends include trips to Wales, Edinburgh and Paris. Six-week, four-week, and three-week sessions with an optional week at the Edinburgh Festival are offered.

**TASIS English Language Program (TELP)** is based on the TASIS England campus. It offers intensive English as an Additional Language for students ages 12 to 18 along with sports every afternoon, and weekends include trips to Wales, Edinburgh and Paris. Students share accommodation with TESS students and consequently have many opportunities to develop their English-language skills in a relaxed setting as well as in the classroom. Four-week, three-week and seven-week sessions with an optional week at the Edinburgh Festival are offered.

**The TASIS Spanish Summer Program (TSSP)** is an intensive one-month Spanish course for high school students ages 13 to 17. The program is based in the beautiful city of Salamanca, center of the historic kingdom of Castile and home of one of Europe's oldest universities. Six levels of Spanish are offered from beginning to advanced and all classes have a small student/teacher ratio. The program includes travel to Madrid, Granada, Toledo, and the Alhambra. All students and teachers relocate to the Costa del Sol for the program's final week.

**Les Tapiés Arts & Architecture Program** offers an intensive 3-week design and cultural experience for students ages 16 to 19, through a hands-on study of French vernacular architecture and the functional/aesthetic relationship it shares with the landscape. The program is for mature students who have a strong interest in the arts or who are considering a career in architecture, art, or design. Les Tapiés' ideal location just north of Provence provides extensive opportunities for excursions which draw on the cultural richness of this fascinating area.