



2023-2024

ELEMENTARY SCHOOL
STUDENT HANDBOOK

GRADES PRE-K-5

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WELCOME TO TASIS!

For over 60 years, TASIS has transformed the lives of thousands of students. A TASIS education begins in the classroom, where dedicated and gifted teachers along with internationally-recognized curricula provide first-rate academic preparation for university and lifelong learning. In addition, a TASIS education includes:

- Deep Learning in Traditional Academic Subjects
- Visual and Performing Arts, Athletics, and Physical Education
- Service Leadership through our Service Learning and Global Service Programs
- Exceptional Academic and Experiential Travel Opportunities
- Community Living in the Boarding Program

Fundamental to a TASIS education is the development of each student's moral and spiritual capacities. School rules of behavior are based on the traditional values and virtues of Western civilization, and the School periodically honors community members who display the "magnificent seven" values of integrity, respect, responsibility, compassion, humility, service, and vision. Furthermore, the faculty, who are committed to the values described in the TASIS *Mission Statement* and *Paideia*, strive to model the character and ethos of the School in all their actions.

A TASIS education is a unique experience. There is a strong American dimension due to the American curriculum and the legacy of the School's founder, Mrs. M. Crist Fleming. A broader view reveals Europe as the School's classroom since so much emphasis is given to academic travel throughout the continent and to the living importance of the historical past. And finally, there is a distinct global perspective at TASIS, with the student body representing over 50 nationalities. A TASIS education truly opens students' hearts and minds to the world.

Note: The policies and procedures in all Student Handbooks are neither rights nor a modification of the enrollment contract. Every effort has been made to provide students with complete and accurate information. The School reserves the right to modify, amend or revoke any rules or regulations and to change programs and requirements. The School will make reasonable attempts to communicate any changes to this document, but any such changes may be implemented without prior written notice and without obligation and, unless specified otherwise, are effective when made.

A NOTE ON MUTUAL RESPECT

TASIS seeks to promote a School culture of mutual respect and civility free from harassment and disruptive, demeaning, intimidating, threatening, or aggressive behavior. Therefore we expect and encourage those in our community to work together with respect and civility so our students can reach their highest potential.

CONTACT INFORMATION

[Christopher Nikoloff](#)

Headmaster

[Tim Fitzgerald](#)

Lower School Head

[Guia Berera](#)

Elementary School Assistant Head, Italian Section Coordinator

[William Eichner](#)

Director of Institutional Advancement

[Shireen Merli](#)

Focolare Secretary

[Lucia Lo Passo](#)

Hadsall Secretary

[Nancy McDonald](#), [Nancy Loiselle](#), [Carolyn Annett](#)

School Nurses

[Adrianne Poulos](#)

Elementary School Counselor

[Mary Baxter](#)

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ACADEMIC INFORMATION

The TASIS Elementary School (ES) academic program is designed to build on the innate strengths of young learners—their curiosity, their energy, their engagement—combined with the finest educational curriculum and pedagogies to produce young students ready for success in their academic careers to come. The TASIS ES program utilizes the [Core Knowledge](#) curriculum and the [Singapore Math](#) program.

INSTRUCTIONAL AIMS

TASIS Elementary School students:

- achieve age-appropriate mastery of reading, writing, speaking, listening, calculating, problem-solving, observing, inquiring, and become proficient in the languages of instruction.
- acquire a shared, coherent, cumulative, content-specific (Core Knowledge and Italian National Curriculum) body of knowledge rooted primarily in the Western tradition.
- show courtesy and respect, treating others with cordial dignity.
- develop appropriate independence, friendships, and family values.
- become physically fit, skilled in movement and in the manipulation of objects, and develop healthy habits of living.
- balance academic endeavors, artistic endeavors, and service to others.
- respect the religious beliefs and observances of others.
- learn to identify truth, goodness, and beauty and achieve these in what they create.

At TASIS Elementary School, instruction happens in the classroom. Homework is for practice and enrichment.

HOMEWORK GUIDELINES

TASIS Elementary School believes homework should be meaningful and purposeful. Homework is about the quality of work being done, not the quantity of work assigned. We also believe that students should take advantage of the many opportunities offered by our After-School Program and other extracurricular programs in the area. These programs help stretch our students to be well-rounded individuals.

Purpose of Homework

- Foster positive attitudes, habits, and character traits
- Practice skills or processes that students can do independently but not fluently
- Foster a love of reading. We encourage daily reading, seven days a week, beyond other assigned homework. This can be either reading aloud to children or by children reading independently if developmentally appropriate.

Time Guidelines

- Daily guidelines are listed by grade level below, knowing that students are all different and work at different paces. Written homework may not be assigned every night.
- If your child struggles to complete the assignments in the recommended amount of time, please contact the teacher who assigned the work.
- Homework will not be assigned over extended holidays and not necessarily on weekends. However, daily reading should continue during all breaks.

Grade Level	Daily Reading	Homework	Weekends
Pre-K 3-4	20 minutes	None	None
Kindergarten	20 minutes	None	None
First Grade	20 minutes	10 minutes	None
Second Grade	20 minutes	20 minutes	None
Third Grade	20 minutes	30 minutes	None
Fourth Grade	30 minutes	40 minutes	Rarely
Fifth Grade	30 minutes	50 minutes	Rarely

PROMOTION

Promotion from one grade to the next is based on several considerations:

- A child's academic progress is measured by acquired academic knowledge, academic skills, and basic preparation to assure reasonable success at the next grade level.
- A child's developmental progress is measured by age, social maturity, work habits, independence, and self-confidence.
- A child's attendance record.

PROGRESS REPORTS

The reporting times for the Elementary School are:

- Fall Interim: Late October parent conferences ensure parents are aware of student progress and goals for the year. Parents unable to attend will be provided a brief assessment of their child's progress.
- First Semester: Teachers provide a report card for each child. PreK students receive a narrative comment. Students in grades K - 5 receive a report card that specifies progress towards academic goals. Teachers also write comments for each subject.
- Spring Interim: Parent conferences ensure parents are aware of student progress.
- Second Semester: Teachers provide a report card for each child. PreK students receive a narrative comment. Students in grades K - 5 receive a report card that

specifies progress towards academic goals. Teachers also write comments for each subject.

MAP Testing

Twice a year, TASIS elementary (Grades 3-5) and middle school students take part in [MAP testing](#). These tests allow us to determine each child's instructional level and to measure academic growth throughout the school year and from year to year in the areas of Reading, Language Usage, and Mathematics.

ACADEMIC HONESTY

Honesty is a core value and an attribute of personal integrity. It applies to all aspects of life at TASIS, including academics. Incidents of academic cheating or plagiarism are examples of dishonest conduct and are taken very seriously. Academic dishonesty includes, but is not limited to:

- copying another student's work
- cheating on a test
- helping another student to cheat
- claiming any material from another source as one's own work (plagiarism)

PARENT CLASSROOM VISITS

Parents are welcome to visit classrooms during specific visiting days or events. Though parents can contribute much to a classroom, teachers, not parents, are in charge. Parents should not drop in unannounced.

Any special activity should be the same for each class in the grade level. All activities must be approved by the Head or the Assistant Head.

Parents visiting classes must sign in at the appropriate ES office prior to going to the classroom and sign out in the appropriate office before leaving.

REMOTE INSTRUCTION

At TASIS we believe there is no substitution for live instruction. Remote instruction can be provided with administrative approval under rare circumstances. These do not necessarily include medical or psychological leaves nor extended absences due to travel-related or family reasons.

COMMUNICATION

Clear and frequent communication between the School and parents is at the heart of what we do at TASIS. The School communicates with parents through the Opening Assembly, weekly electronic bulletins, emails, scheduled conferences, Curriculum Night, and one-to-one discussions with families.

Weekly School-wide Bulletin

The Elementary School sends out a weekly email with information of upcoming activities and events. Parents are expected to read the weekly ES Bulletin to stay informed. If you are not receiving it, please contact us to ensure your email address is on our list.

Weekly Homeroom Class Newsletters

Elementary Homeroom teachers send out weekly email newsletters to their classroom parents with information on curriculum in English, Math, History and Italian. It also includes information on upcoming grade levels and elementary specific activities and events.

Elementary School Coffees

These are generally held at Casa Fleming or Focolare in the morning following the start of the school day. It is a forum where the Elementary School Head can highlight important issues for parents.

Parent Conferences

Parent conferences with teachers are scheduled twice a year; once in the fall and once in the spring.

Family to School Communication Flow

Communication between teachers and parents is welcome and encouraged. Our teaching staff and administration do their best to be available to students and families. They aim to address all communications within one business day. Messages sent on Fridays will be responded to by the following Monday.

To ensure a proper flow of communication, the following procedures should be followed:

- If you have a question about your child or their schoolwork, your first point of contact is your child's teacher. Problems of a personal nature may be discussed with the Lower School Head, Assistant Head of the Elementary School or Elementary School Counselor.
- Questions about school policy can be raised with the Lower School Head or the Headmaster.

From time to time, parents may have questions or concerns that they wish to bring to the attention of a particular Administrator. The following general guidelines may prove helpful:

- Any concern or question about a school-related matter should first be raised with the staff member most directly involved. For example, questions about the content of instruction or homework assignments should first be raised with the teacher involved.
- If the matter remains unsolved, the parent may wish to speak with the Lower School Head and/or the Assistant Head of the Elementary School. Appointments can be scheduled through the Elementary School secretaries.
- If the matter is still unresolved, the parent may wish to meet with the Headmaster.

CAMPUS SECURITY

For the safety of everyone, the campus is monitored by CCTV and is patrolled by security guards 24 hours a day. Staff, students and visitors are expected to keep their access key cards, fobs, or visitor passes on them at all times. Should you require any further information please contact [security](#).

THE LEARNING RESOURCE CENTER

The TESIS Learning Resource Center (LRC) program is designed to support students with diverse learning profiles and enhance the educational experience of students, parents, and faculty in our learning community.

We offer a variety of programs, some of which include:

- student support with learning strategies and executive function skills
- stress management interventions
- consultations with faculty and parents regarding pathways to student success
- professional development workshops for faculty and staff

Learning Support Program Expectations

Students with diagnosed learning differences are admitted to TESIS based on the following criteria:

- average or above average intellectual ability (as measured by standardized IQ tests)
- excellent motivation, a positive attitude, and a good work ethic
- commitment to participating fully in TESIS life
- commitment to upholding the commitments of being enrolled in the LRC program
- commitment to learning or achieving fluency in English language skills (whether native or non-native speakers)

As TESIS does not have a comprehensive learning support program, admission of a student with learning disabilities is contingent upon a suitable match between the level of learning support available and the learning support needs of the student. This is based on multiple sources of information (school records, a report from a recognized psychometric evaluator, and interviews with the student and parents). A student's acceptance and continued placement at TESIS is dependent upon full disclosure during the admissions process. Failure to fully disclose information regarding a student's learning disabilities may jeopardize current and future placement at TESIS.

Despite the best efforts of children, parents and teachers, interventions and accommodations sometimes are not sufficient for the student to succeed academically. In those instances, an appropriate conclusion is a mismatch between the student and the School program and the response to such situations is to find a school more suited to the child's educational needs.

For further information, please consult the [LRC page on the TESIS website](#).

Enrollment in the LRC

All LRC students must have completed a comprehensive neurodevelopmental evaluation within the past three years from a licensed psychometric evaluator (clinical, neuropsychological, and/or educational psychologist who can make a diagnosis within a recognized diagnostic system (DSM-V or ICD-10).

All neurodevelopmental evaluations written in another language must be professionally translated to English before enrolling in the LRC. Families who need recommendations for translators may contact us for suggestions.

All evaluation reports must include:

- A standardized IQ test with reported standard scores and percentile ranks (WISC, WAIS, Stanford-Binet, etc.)
- A standardized achievement test with reported standard scores and percentile ranks (WIAT, Woodcock Johnson, etc.)
- Other standardized tests related to the referral questions (reading, short-term memory, attention, emotional functioning, etc.)
- A list of recommended accommodations based on the results of the evaluation
- A comparison of a student's performance on timed and untimed tests if the student is seeking extended time as an accommodation

Fees for enrollment in the LRC for the 2023-2024 academic year are as follows:

- Elementary School: CHF 950
- Middle School: CHF 1,250
- High School: CHF 1,750

These fees help to support the costs of implementing programs, which includes a team of learning support specialists to:

- formulate a Learning Support Plan for each student
- closely monitor the progress of each student
- support teachers with implementing classroom accommodations
- provide academic support through facilitating Directed Studies (small group study)
- provide learning support within classrooms in collaboration with teachers
- support students through providing and monitoring "extended time" on all internal assessments
- support students by applying to external testing agencies for accommodations on all standardized exams

* The type of learning support accommodations varies by diagnosis and age of the student. In all cases, however, the goal of providing accommodations is to remove obstacles to performance so that the student has equal opportunity to learn and to demonstrate the highest level of competence.

COMMUNITY EXPECTATIONS

BEHAVIORAL EXPECTATIONS

The TASIS Elementary School community embraces five virtues, which we can remember using the acronym **CARES**:

- **Cooperation** (working smoothly with others)
- **Assertiveness** (confidently putting forth your ideas and opinions)
- **Responsibility** (taking charge of yourself and working hard at your learning)
- **Empathy** (listening to others and understanding how they might respond to your words or actions)
- **Self-control** (thinking before acting)

We believe so strongly in these attributes that we will spend a great deal of time at school learning and practicing them until they become part of how we all interact with the world.

With these five virtues always in the background, we approach discipline in a proactive manner. Staff and students collaborate to develop classroom and school-wide rules. We model, practice, and reinforce these rules in the classroom and beyond. We are particularly zealous to create a positive learning community, free of bullying and exclusion, which promotes a safe, challenging and joyful experience. For this to happen all the staff and all the families must teach, model, and reinforce the behaviors laid out above (CARES).

Though the standards and goals are high, we know that sometimes children will make poor choices. When students make poor choices in regards to the rules, as a school we respond in this manner:

- 1) **Reminding and redirecting** (by the classroom teacher).
- 2) **Logical Consequences**, for when a simple reminder is not enough (also by the classroom teacher). These consequences might include:
 - “You break it, you fix it.”
 - Loss of a privilege
 - Taking a break
- 3) **Referral to the Lower School Head or Assistant Head**. This will usually involve a conversation with the Lower School Head or Assistant Head and may also include taking a moment to calm down and fill out a “Think Sheet”. Once the student has returned to class and settled down, the teacher and student will talk about what caused the problem and how it can be avoided in the future.
- 4) **In-School Suspension**. When the preceding interventions—which are designed to promote self-control—are not adequate, the student may be given an in-school suspension for one or more days, at the discretion of the administration.
- 5) **Behavior Contract**. When the preceding interventions—which are designed to promote self-control—are not adequate, the teacher(s) will work with the family, counselor, and anyone else who may be needed to develop a specific plan for the

student to follow. These contracts will identify specific strategies and interventions to help the student develop self-control.

- 6) **Out-of-school Suspension.** A student who cannot manage to follow the proactive strategies above, even after an in-school suspension, or who has committed a particularly serious offense, may be given an out-of-school suspension for one or more days, at the discretion of the administration.
- 7) **Expulsion or Non-Reenrollment.** This most extreme measure of separating the student from the school for the rest of the term or school year, or even permanently, will be used in the any one of the following circumstances:
 - It becomes clear that no intervention we can provide will help the student achieve self-control.
 - The student clearly exhibits behavior that will not allow him or her to be successful at TASIS.
 - The student has clearly become a danger to himself or others.

BULLYING POLICY

TASIS ES is committed to creating a safe, caring, respectful learning environment for all students. The bullying of students at TASIS does not follow our CARES philosophy. It is strictly prohibited and will not be tolerated. Members of our community have the right to be members of a bully-free school. For the purposes of our anti-bullying policy, “school” includes school buildings, school grounds, coming to and going home from school, any school-sponsored social event, field trips, sporting events, and bus trips. Reported incidents of bullying will be investigated promptly and thoroughly by the school administration.

Objectives

The objectives of our anti-bullying policy are:

- To raise the awareness among faculty, students, and parents about bullying
- To actively counter bullying at school
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff, and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote good mental health

What is Bullying?

Bullying is repetitive and deliberately hurtful behavior that implies repeated patterns of intimidation and harm. This can take many forms, but the main types are:

- **physical:** kicking, hitting, taking belongings, fighting, pushing, hitting with an object, pulling on clothing with intent to humiliate, or any behavior that could be interpreted as sexual harassment
- **verbal:** name-calling, insulting, racist remarks, sexual remarks, humiliation
- **indirect:** spreading rumors about someone, excluding someone from social groups, hiding or taking others’ belongings, taking inappropriate photos of others without their consent, etc.

Rights and Responsibilities

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom, on the bus, and on the playground.
- The right to feel safe means that we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is absolutely unacceptable.
- Every person has the right to be treated with respect and fairness. This means that we show respect to other people and their property, in classrooms, on the playground, and in the community. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means that we do not adversely affect the learning of others.

Our Reporting Policy

All members of the TASIS community have the right and responsibility to report incidents of concern regarding negative social behaviors and bullying so that together we can maintain a safe environment for all and practice the skills necessary for positive relationships within the community. School administration and teachers are not always present to witness incidents or areas of concern, and therefore can only intervene when they are informed about them.

Students are encouraged to report bullying concerns to their classroom teacher or another school staff member by way of a verbal report or written note.

Parents are also encouraged to report concerns about bullying behaviors directly to faculty or administration. Parents can share their concerns verbally or in writing.

Teachers and Staff will report all bullying concerns to the School's administration and incidents that come to their attention through either direct observation or reports from others. All reports that teachers share with the administration will be documented.

School Administration can also initiate a process to address an observed concern or incident. Depending on the concern, their report may be shared with the classroom teacher of the student(s) involved. All administration initiated reports will be documented.

The School Administration will maintain records of all reports filed during the academic year.

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

ABSENCES

Absences disrupt the learning process. Student participation in class is a vital aspect of learning and assessment. Reduction of class requirements cannot be expected for extended absences. Students are expected to attend class, on time, every school day, unless excused

by the School for legitimate reasons. Family travel or holidays will generally not be considered a legitimate reason for being absent. Missing class frequently can cause students to fall so far behind that they are not prepared to be advanced to the next grade at the end of the year, necessitating remedial work during the summer or the possibility of repeating a grade level.

Legitimate reasons include such things as:

- sickness
- family emergencies
- dangerous road conditions
- significant family events such as funerals or weddings, etc.

Please see our Campus Safety Plan or consult with our Health Center for Covid-related illness or absence.

Parents will keep the following points in mind:

- Absences should be reported in [Veracross](#) as soon as possible. Log in to Veracross and look for the Attendance & Transportation Request, under Portal Links.
- The School, not the parents, excuses student absences.
- If a child is absent for a legitimate unforeseen reason, parents will make arrangements with the child's teacher to make up the work as soon as possible.
- Parents who forget to tell the School about an absence should email essecretary@tasis.ch with the date missed and reason for the absence.
- Students who miss more than three consecutive days of school will need to provide a doctor's note before returning to school.

If parents foresee that a child will be absent from school for a period of time longer than three days, they must submit a written request to the Lower School Head and the teacher for pre-approval of the extended absence. These should be reported in Veracross. Log in to Veracross and look for the Attendance & Transportation Request, under Portal Links.

The Lower School Head will review the request, along with the student's academic performance. If he or she finds that the proposed extended absence is legitimate and will not adversely impact the student's education, he or she will approve the extended absences as "excused." In this case, the parents should make a plan with the teacher that will allow the child to make up any missed work. If this cannot be done in advance, the parent will do this as soon as possible after the return.

If a student misses 20 total class days in an academic year, he or she may risk being promoted to the next grade level.

Medical Leave of Absence Policy

A Medical Leave of Absence is a planned and approved absence from school for the ongoing management of a physical and/or psychological illness that cannot be adequately treated or best served if the student were to remain in school. A Medical Leave of Absence is granted by the School Administration in consultation with the Health Services Team, divisional administrators, and other healthcare professionals as deemed necessary.

In determining the need for a Medical Leave of Absence, School administrators and the Health Services Team will take into consideration the medical, psychological, academic, extracurricular, social, and personal needs and commitments of the student. In addition, the safety and wellbeing of the student, his or her schoolmates, and the campus community are considered in determining the need for a Medical Leave of Absences.

When a Medical Leave of Absence begins, the School's administration will communicate the timing and conditions of the student's return to school. The conditions, outlined in an Individual Care Plan, will include expectations for specific treatments to be done away from school as well as ongoing care or treatments in the event that the student returns from a Medical Leave of Absence. These conditions are determined by the Health Services Team in close collaboration with the School Administration and designated healthcare professionals as necessary. The School will also communicate expectations concerning coursework and credit when a Medical Leave of Absence begins.

After a Medical Leave of Absence has been granted, it is the School's expectation that the student and family will adhere to the Individual Care Plan. The School retains the sole right to decide if and when a student returns to school. Such a decision will be made in consultation with the Health Services Team and other healthcare professionals as necessary. During a Medical Leave of Absence the School may require written communication from outside healthcare professionals regarding the student's capability to return to school. All written communication is expected in English, by translation if necessary. Failure to comply with the Individual Care Plan or any other stipulations outlined by the School may result in separation from the community.

If a student is not capable of returning from a Medical Leave of Absence, or if it is not in the best interest of the school community for a student to return, he or she will be notified. The School's administration will work with the student to allow for withdrawal from school in a manner that best suits both the student's and the School's best interests.

Should a Medical Leave of Absence extend beyond three consecutive weeks, school administrators and the Health Services Team will review the conditions of the Medical Leave of Absence. This review will place special emphasis on balancing the needs and integrity of both the student and the school experience. In the event that a student needs to take a second Medical Leave of Absence in any given academic year, the School will make a careful decision about the student's eligibility to return to school for the remainder of the academic year.

WITHDRAWAL POLICY

A positive and constructive working relationship between TASIS and the student is essential to the fulfillment of the School's educational purpose. Therefore the School reserves the right, in its sole discretion, to request the withdrawal or suspension of any student, or to deny enrollment or re-enrollment of a student if:

- a student's behavior or performance demonstrates an unwillingness or inability to be productive within the School community.
- a student, parent, guardian or other individual closely associated with a student fails to cooperate with the School, or disregards or is unable to abide by the rules and regulations of the School.
- the School determines that the continued involvement of a parent or guardian with the School is not in the best interests of a student or the School.

BRINGING FOOD TO SCHOOL

Students are expected to eat their meals in the dining hall and are asked not to bring food from home unless it is for a special event organized by the School. Exceptions can be made for students who can demonstrate with a valid medical certificate that they have specific conditions that cannot be met by the School's food and beverage services. Families that obtain this special authorization must sign a contract that frees the School from liability and guarantees that no external food will be given to other students.

MEDICATIONS

In general, ES families are responsible for administering medication to their children. Contact the Health Center for more information.

SEVERE WEATHER POLICY

In the event of heavy snowfall or other dangerous weather, our primary concern will always be the safety of students, faculty, and staff.

Given that weather and road conditions can vary dramatically across the region, decisions regarding day student transportation to and from school always remain with parents. If parents notify the School promptly, students who arrive late, leave early, or miss an entire day due to inclement weather will be excused.

While our goal is to remain open whenever possible, we cannot guarantee a normal school day in the case of severe weather. If the police, other local authorities, or the company providing the TASIS shuttle bus service are advising against travel in our region, we are likely to cancel all classes. If we must do so, we will send an email to all parents, students, and staff as soon as possible. In the event that classes are canceled, day students will be asked to remain safely at home while boarding students will remain under the care of our experienced Residential Life team.

If weather conditions develop during the school day that make travel conditions hazardous, we may need to authorize an early dismissal. Parents will be notified promptly if this situation arises. Please know that if weather conditions change dramatically during the day, our shuttle bus service may not be able to transport students home. Parents will be immediately notified

if this is the case, and we will provide care for all students until families can arrange for safe transportation home.

TASIS PARENT ASSOCIATION

The [TASIS Parent Association \(TPA\)](#) is a vibrant organization dedicated to building a strong School community. They promote open communication between parents, teachers, and school administrators through morning coffee events throughout the year. They organize and sponsor activities and social events to help make all TASIS families feel welcome. Our TPA members are very generous with their time and money through fundraising activities. The TPA offers many opportunities for parents to engage in Elementary School events. Contact members of the TPA to learn more.

CLASS PARENTS

These parent volunteers support and enrich children's experiences within the individual classrooms under the supervision of the classroom teacher. The TPA helps organize the class parents. Contact members of the TPA to learn more.

LOST & FOUND

We have implemented a new School-wide system to deal with Lost & Found property.

Every day between 19:30 and 07:30, any belongings found on campus in public places (benches, near the gazebo, sports fields, outside buildings, etc.) will be moved to one of three specific Lost & Found locations:

- Near the main entrance of Hadsall
- Near the main entrance of De Nobili
- Near the main entrance of the Palestrina

Any unclaimed belongings will be donated to local charity organizations on the first Friday of every month.

STUDENT TECHNOLOGY

SCHOOL-PROVIDED TECHNOLOGY

All students in grades K-5 are provided with an iPad and a variety of apps and online tools to use for academic purposes. For information regarding our iPad take-home program for Grades 4-5, please view the [Elementary School iPad Handbook](#).

PERSONAL ELECTRONICS

TASIS has a strict no-use policy for phones, smartwatches, and other personal electronic devices on school days between 7:45 and 16:00. Students found using these devices will receive consequences according to the Behavior Expectations section above. Devices may also be taken by a teacher or administrator for the day.

We ask that parents refrain from contacting their children directly during the school day. If you need to relay a message to your child, please call Ms. Lucia Io Passo at 091 960 5460 (for grades 2–5) or Ms. Shireen Merli at 091 986 5493 (for grades PreK–1). They will make sure that your child receives your message.

DIGITAL LEARNING PLATFORMS AND SOFTWARE

As part of our commitment to providing the very best education for our students, we are continually developing our range of digital teaching and learning resources. By agreeing to this handbook, parents provide consent for their children to use these tools and resources.

We currently use the following service providers that require individual accounts, and may add others as new software becomes available (platform usage may differ by division):

Major School Platforms	Purpose		
Google Workspace and services	Productivity suite (Calendar, Contacts, Docs, Forms, Sheets, Sites, Slides), communication (Gmail, Chat, Groups), cloud storage (Drive), learning management (Classroom), reference videos (YouTube), videoconferencing (Google Meet), and other Google services (e.g., Colab, Earth, Jamboard, Keep, Translate, etc.)		
Veracross	Community information system, assignment/homework tracker, class resources		
Other Software	Purpose	Other Software	Purpose
AP Classroom Cialfo	College preparation	Flocabulary Kahoot	Multi-subject review and practice

Common App IBIS InThinking ManageBac Slate.org UCAS Unifrog		Khan Academy Quizlet Quizizz Plickers ProProfs Socrative	
Code.org Trinket.io	Computer science lessons and tools	Cambridge Elevate Holt McDougal Online idee.it Kerboodle Kognity Livre-Web McGraw Hill Connect Vista Higher Learning	Online textbooks
Eedi IXL Matific NoRedInk	Concepts and skills practice	Turnitin	Plagiarism checking
Epic Raz-Kids	E-books	NWEA MAP	Standardized assessments
Canva for Education Prezi	Graphic and presentation design	Seesaw	Student portfolios
EdPuzzle Flipgrid Nearpod	Interactive presentations and videos	Zoom	Videoconferencing
Duolingo for Schools Rosetta Stone	Language learning		

These service providers are GDPR compliant, process the minimum amount of data about your child, and have appropriate safeguards in place to protect your child's personal data. TASIS will remain the controller of your child's data. In most cases, these services only require a full name and a TASIS email address.

If you have any concerns or questions, or would like to opt out of any services, please contact privacy@tasis.ch.

RESPONSIBLE USE OF TECHNOLOGY

At TASIS, we want our students to be proficient creators and consumers of information, but we also want them to be safe, legal, and responsible.

TASIS students have the following responsibilities, whether on- or off-campus:

Make a positive impression online while protecting yourself. This includes:

- Choose usernames and profile pictures wisely.
- Do not share personal information like your full name, address, phone number, pictures or videos of yourself, especially with people you don't know offline. You never know who is really behind a screen name.
- The internet is not always private. Once you share something it can be shared again and again, and may stay online forever.
- Passwords can be shared with parents and teachers, but not with anyone else.
- If you are unsure of something you see online, ask a trusted adult.

Respect others like you would offline. This includes:

- Be kind and use friendly language.
- If someone is being mean to you, respond with kindness or not at all.
- If you see mean or hurtful messages about other people, stand up to the offender or report the situation to an adult as soon as you can.
- Do not take photos or video recordings of others without their permission.
- If you are asked to delete a photo of a person or people, you must honor this request, even if they originally gave permission for the photo to be taken.
- If you use information or images in your schoolwork that you got from a website, book, or somewhere else, you must give credit to the original creators.

Be careful when using School-provided technology. This includes:

- Avoid dropping equipment by carrying it in a safe way and never leaving it on the floor or on the edge of a desk.
- Keep food and drink away from electronic equipment.
- Wash your hands before using any devices.
- Tell your teacher right away if something is damaged or not working. Do not handle a device if the glass is broken.

Be aware of cyberbullying. This includes:

- Harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate messages, photos, videos, or posts is not allowed.
- This also includes forwarding someone else's inappropriate photo, video, or post.

If you feel you have been a victim of cyberbullying:

- Don't erase the offending material. Take a screenshot or print a copy of the material.
- Tell a teacher or a trusted adult as soon as possible.

TASIS NETWORK DISCLAIMER

- Students should only use the **T_Student** network. School-owned iPads in Grades PK-2 will automatically use a different network. The other networks are for employees or guests.
- The TASIS network has internet filters and security measures in place to prevent inappropriate materials from getting through School-provided internet connections, though no filter can catch everything.
- There is no expectation of privacy from TASIS administrators when using School-provided devices, accounts, applications, or the TASIS network.
- The School reserves the right for authorized staff to monitor student, faculty, and staff use of the internet on a routine basis and to examine devices where there is reason to suspect abuse.
- The School's network, the internet, and all mobile phone technology may not be used for the purpose of harassment of any TASIS students, faculty, staff, or families.

FAMILY GUIDELINES

TASIS has published a [series of guidelines](#) to help families navigate technology and social media. These are also available in the Parent Portal. We highly recommend families read and discuss them together to ensure their children have a positive online experience and know what to do in case something goes wrong.

Incidents which happen during School hours will be dealt with by the School. Incidents which happen outside school hours, particularly involving day students, are ultimately the responsibility of the families involved. In these situations the School will ask families to communicate with each other directly. The School will provide guidance and suggestions where appropriate.

By signing the admissions agreement, every student and his or her legal guardian agree to uphold the responsibilities listed above. Be aware that irresponsible and inappropriate use of technology tools may result in social, academic, or behavioral consequences.

TRANSPORTATION

SCHOOL HOURS

Focolare students:

Monday, Tuesday, Thursday, Friday: 08:15-15:30

Wednesday: 8:15- 14:30

Hadsall and Aurora students:

Monday, Tuesday, Thursday, Friday: 08:00-15:45

Wednesday: 08:00-14:45

DROP-OFF AND PICK-UP TIMES

Please drop off and pick up children within the times listed in this policy ([also available on the TASIS website](#)). Unfortunately, we cannot provide adult supervision outside of these specific times.

Pre-K to 1st grades (Focolare)

Drop-Off: Monday-Friday

07:50-08:10

Pick-Up: Monday, Tuesday, Thursday, Friday

15:30

Pick-Up: Wednesday

14:30

2nd to 5th grades (TASIS main gate)

Drop-Off: Monday-Friday

07:40-07:55

Car Pick-Up: Monday, Tuesday, Thursday, Friday

16:00-16:15

Car Pick-Up: Wednesday

14:55-15:10

INFORMATION FOR DRIVERS

Please see the videos on the [Parent Portal](#) for videos that show the drop-off and pick-up process.

All drivers will be issued numbered pick-up passes on Orientation Day (Wednesday, September 1). Each pass is color-coded and must be displayed in the windshield of all cars when picking up students on the **main campus**. Each color coordinates with student dismissal times (see above). Please respect the times indicated on the back of the pass.

The Elementary School does not offer supervision for students outside of the listed school hours unless the student is enrolled in an After-School Activity. Any student left on campus outside of school hours and not in an After-School Activity is the responsibility of the parent.

All students who are dropped off late must first visit the ES Secretaries, who will give them a late pass to take to their teacher.

If parents want to pick up their child before the usual pick-up time, or if your child is going home with someone else,

- report this in Veracross before 12:00 noon on the day of the change.
- After 12:00, and only in an emergency, call the appropriate ES Secretary to report the change.
- Visit the secretary to sign the child out.

SHUTTLE SERVICE

Visit www.tasis.ch/shuttle for details about the TESIS Shuttle Service, operated by local company Romantic Tour. Contact Shuttle Coordinator [Svetlana Koreshkova](#) with any questions.

The bus service is available for students aged 4 and up. Children in Pre-K to grade 5 must be met by their parents or guardians or another authorized adult unless given permission to be picked up by another adult, or left alone.

Changes

If you need to make changes to your child's shuttle schedule for a particular day (examples: a doctor's appointment or a playdate), notify the School via the **Student Attendance & Transportation Request** form in Veracross before 12:00 noon on the day of the change.

Playdates and Friends Over

If a student would like to use the Shuttle Service who is not already registered with the service (example: playdate, study group), the student must have authorization from their parents via the Student Attendance & Transportation Request form in Veracross and the family must seek permission from the transportation company..

Morning Absences

Families on the earliest stops on the route will be provided with a number to inform the driver if their child or children will be absent. Please inform the driver by 06:30 am or the day before if you know in advance.

Expectations

Students must follow the rules and regulations for bus use. Violations may lead to suspension of the student's right to use the bus service or suspension from school. Thank you for your cooperation in helping us reinforce these important safety regulations. All regular school rules apply to the bus in addition to the following:

- Arrive at the TASIS Shuttle stop at least five (5) minutes **before** pick-up and drop-off time. If, due to traffic and weather conditions, the shuttle arrives a few minutes early, it will not wait until the scheduled drop-off time. Traffic and weather may also result in a slightly delayed service.
- Line up in single file to enter the shuttle at the TASIS shuttle stop. Wait for the driver's instructions to board the shuttle.
- Upon entering the shuttle, sit down immediately and fasten your seat belt. Drivers cannot stop the bus to ask the students to fasten their belt again.
- Place all books and belongings where they will not slide or fall.
- Once seated, stay in your seat until the shuttle comes to a complete stop at your TASIS shuttle stop or at school.
- Behave on the shuttle as if you were in a classroom. Talk quietly and treat your schoolmates with respect. Use appropriate language.
- No eating or drinking on the shuttle.
- Keep arms, legs, and any carry-on items out of the aisle. Keep the aisle clear at all times.
- Ask the driver for permission before opening windows. Never throw anything out of the windows, or put your hands, arms, or head out of the windows.
- Listen to the driver and follow all instructions promptly.
- Students are allowed to use their devices to play music or videos only with headphones.
- Students must not take photos or videos of other students. The bus drivers have been instructed to confiscate devices if students do not abide by these rules.
- Students may send messages home if necessary.
- Students who misbehave and engage in unacceptable or dangerous behavior may be subject to temporary or permanent suspension from the shuttle service.

OFF-CAMPUS TRANSPORTATION RULES

In compliance with EU regulations, the following safety guidelines must be followed while traveling on a bus for a TASIS trip.

Safety

- Standing during the journey is not allowed.
- Seat belts must be fastened the entire journey.
- The center aisle must not be blocked by bags or other items.

Food & Drinks

- Only water and small snacks (such as cereal bars or chocolate bars) can be consumed while aboard a bus. Chips and other snacks that could create a mess must be stored in the suitcases compartment. (Note that it may sometimes be necessary to make exceptions to this rule, as in the case of Ski Adventure, where it is difficult to find a place to stop for lunch that can accommodate a very large group. If it is necessary for students to eat lunch on the bus, the driver must be notified beforehand.)

Hand Luggage

- Only backpacks and soft-shell suitcases that are smaller than 30x10x10 cm are allowed on board a bus. The bag must fit either in the upper compartment or under the seat in front of the passenger. All other bags must be stored in the suitcases compartment.
- The bus driver decides if hand luggage is too big and must be put in the suitcases compartment. Passenger safety comes first.

Toilets

- Toilets on the bus are for emergency use only. Regular stops will allow for bathroom breaks.

UNIFORMS

Uniforms equalize and help support group identity and common purpose. Parents, please consider modesty, safety, and homogeneity when selecting shoes, a jacket, or an accessory not specifically described in detail in the policy. Clothing must be clean and in good repair. When in doubt, err on the side of courtesy. The Elementary School Head is the final judge of what is and is not appropriate.

Information about ordering can be found on the [TASIS website](#).

ES UNIFORM EXPECTATIONS

Uniform item	Both	Boys	Girls
1st layer top	short-sleeved polo shirt long-sleeve polo shirt		
white	short-sleeved Oxford shirt		
(styles are student's choice)	long-sleeved Oxford shirt		
	turtleneck		
2nd layer top	TASIS zipped cardigan		
(styles are student's choice)	TASIS wool v-neck sweater		
	TASIS cotton vest		
dressess			TASIS sleeveless dress
(styles are student's choice)			TASIS summer dress
Bottoms	navy blue trousers		navy blue skort or skirt
(styles are student's choice)	navy blue slacks		TASIS winter skirt
	navy blue cords		
<i>tailored; no jeans, leggings, tabs, stripes, or large pockets</i>	navy blue Bermuda shorts		

ES PE UNIFORM EXPECTATIONS

The PE uniform is for PE days and Wednesdays only. On non-PE days regular uniforms must be worn. Teachers will inform parents of the scheduled class PE days at the start of the year.

Note that PE uniforms may only be worn on the days that PE is scheduled.

Uniform item	Both	Boys	Girls
TASIS t-shirt	gray		
(styles are student's choice)	TASIS navy tracksuit top and tracksuit pants (cotton or tech fabric by Errea) plain navy warm-up pants		
shoes	special PE shoes with non-marking soles (see letter from PE teacher)		

OTHER ES EXPECTATIONS

Shoes must be conservative, safe, appropriate for the activity, and not distracting. Leather-top dress shoes and athletic shoes are acceptable for most daily Elementary School activities. Parents should keep in mind that the children will be playing outside in these same shoes, often several times a day. Sandals, open-toed shoes, dress shoes, pumps with slippery soles, loose laces, and high heels present safety hazards and are not appropriate. Boots of all kinds are only acceptable to protect from weather, not as fashion statements. Athletic shoes are acceptable as long as they do not have embellishments such as lights, glitter, wheels, ribbons, etc.

Socks and stockings: girls may wear socks or tights that are dark blue, black, or white. Boys may wear dark blue, black, or white socks. Bright colors and patterns should be avoided. Hats and headgear worn for style and comfort rather than for religious or medical reasons should be removed inside.

Accessories should be conservative, safe, and not create a distraction.

- Large-looped earrings or dangling jewelry are distracting and a safety concern.
- Leave precious jewelry at home.
- Please do not highlight any piercings in one ear or piercings on other parts of the face or body.
- Other clothing may be worn over uniforms only when required by weather conditions.

Hair and makeup styles should be subtle to the degree of being almost unnoticeable and should require little or no distracting maintenance during the day. Hair must be a color found naturally within the human species.

STUDENT HEALTH AND WELLBEING

CAMPUS HEALTH CENTER

Monday-Thursday 07:45-16:30

Friday 07:45-16:00

[Health Center Information](#)

nurse@tasis.ch

Medical Forms

All new students must send the medical examination form to TASIS at the beginning of the school year. Returning students are expected to complete an updated health history each year. If the School does not have the completed medical examination form, the health center will schedule an appointment with the School doctor for a medical examination. This cost will be added to the student's Health Center bill.

Medications

All medications must be seen and registered by the nurses at the Health Center. Students will be allowed to keep some over-the-counter medicines, but all prescription medications must be kept in the Health Center and dispensed by the School nurses.

STUDENT WELLBEING

[Tanya Jovanovic](#), School Counselor

[Adrianne Poulos](#), Elementary School Counselor

Mental health is incredibly important to our community, and we aim to foster an environment where students feel comfortable and safe. We have a number of internal protocols in place to respond to particular mental health challenges, extending to self-harm, suicidal ideation, and other serious mental health concerns.

The Counselor is available for short-term individual counseling and/or small group sessions, and facilitates workshops for students and faculty. Students can schedule appointments directly or can be referred by teachers or administrators.

TASIS is committed to ensuring the student feels supported and a part of our community. If you have questions about our policies, please contact the School Counselors.

STUDENT SAFEGUARDING AND CHILD PROTECTION

Student protection is an important concern in schools throughout the world, and TESIS takes this matter very seriously. The School strives to maintain a safe environment for all students and takes appropriate actions to ensure that students are protected.

The School embraces a comprehensive, proactive approach to student protection that includes but is not limited to the following:

- adopting rules and procedures for student protection
- screening and criminal background checks for all school staff
- educating and training staff, students, and parents
- conducting self-audits of student protection procedures

Should you have questions or concerns, please contact the TESIS Safeguarding Officer, [Tanya Jovanovic](#).

We invite you to review our [TESIS Student Safeguarding and Child Protection Manual](#).