



THE AMERICAN SCHOOL IN SWITZERLAND

2019-2020

ELEMENTARY SCHOOL
STUDENT HANDBOOK

GRADES PRE-K-5

Welcome to TESIS!	3
A Note on Mutual Respect	4
Contact Information	5
Academic Information	7
Instructional Aims	7
Homework Guidelines	7
Homework Suggestions for Families	8
Promotion	8
Progress Reports	9
Improvement Notices	9
Academic Honesty	9
School Counselor	10
Parent Classroom Visits	10
Campus Security	11
The Learning Resource Center	12
The Learning Support Program and Admissions Expectations	12
Enrollment in the LRC	13
Additional Services: Remediation	14
Community Expectations	15
Behavioral Expectations	15
Bullying Policy	16
Objectives	16
What is Bullying?	17
What is Cyberbullying?	17
Rights and Responsibilities	17
Our Reporting Policy	18
Responsible Use Guidelines	18
Technology Misuse	19
Absences	19
Medical Leave of Absence Policy	20
Withdrawal Policy	21
School and Family Communication	22
Weekly School-wide Bulletin	22
Student Assemblies/Gatherings	22
Elementary School Coffees	22
Parent Conferences	22
Bringing Food to School	22
Medications	23

TASIS Snow Policy	23
TASIS Parent Association	23
Class Parents	24
Transportation	25
School Hours	25
Drop-Off and Pick-Up Times	25
Pre-K to 1st grades (Focolare)	25
Drop-Off: Monday-Friday	25
Pick-Up: Monday, Tuesday, Thursday, Friday	25
Pick-Up: Wednesday	25
2nd to 5th grades (TASIS main gate)	25
Drop-Off: Monday-Friday	25
Car Pick-Up: Monday, Tuesday, Thursday, Friday	25
Car Pick-Up: Wednesday	25
Information for Drivers	26
Shuttle Service	26
Shuttle Behavior Expectations	27
Off-Campus Transportation Rules	28
Safety	28
Food & Drinks	28
Hand Luggage	28
Toilets	28
Uniforms	29
Girls	29
Boys	30
Physical Education (both girls and boys)	31
Campus Map	32

WELCOME TO TISIS!

For over 60 years, TISIS has transformed the lives of thousands of students. A TISIS 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 TISIS education includes:

- Arts, Humanities, and Extracurricular Activities
- Athletics and Physical Education
- Community Living in the Boarding Program
- Service Leadership through our Service Learning and Global Service Programs
- Exceptional Travel Opportunities

Fundamental to a TISIS 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 TISIS *Mission Statement* and *Paideia*, strive to model the character and ethos of the School in all their actions.

A TISIS 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 TISIS, with the student body representing over 50 nationalities. A TISIS 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 affected 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

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Headmaster

[Tim Fitzgerald](#)

Lower School Head

[Guia Berera](#)

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Focolare Secretary

[Lucia Lo Passo](#)

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[Adele McLeod, Nancy McDonald, Nancy Loiselle](#)

School Nurses

[Mary Cate Hauenstein](#)

School Counselor

[Learning Resource Center](#)

TASIS Reception

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ACADEMIC INFORMATION

The TESIS 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 TESIS ES program utilizes the Core Knowledge curriculum and the Singapore Math program. TESIS ES also offers an Italian section option for native and non-native speakers.

INSTRUCTIONAL AIMS

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

HOMEWORK GUIDELINES

Approximately 10 minutes of homework per grade level per night is appropriate. The typical 1st Grader might have 10 minutes each night or 50 minutes per week. An average 5th Grader might have roughly 50 minutes per night or roughly four hours per week. Homework should not be assigned over extended breaks.

Elementary School teachers may not accept pay for tutoring students in subjects for which they are also the student's teacher. This constitutes a conflict of interest.

We believe:

- Children need active play every day.
- Children should read for pleasure and/or be read to every day.
- Children should follow their passions and have choice in what they want to learn after school.
- Family time is important.

What does the research on home learning support?

- Reading has the single greatest impact on student achievement.
- Unstructured, imaginative, child-centred play and physical activity enhances student performance and leads to better behavioral choices.
- The brain develops throughout childhood with active play and exercise.
- Students often sacrifice time for authentic reading in order to complete their homework.
- Traditional homework can foster misconceptions that are difficult to reteach and relearn.

Homework Suggestions for Families

- Families should provide predictable homework routines and a quiet space.
- Students are expected to make up homework missed during their absences. Teachers should be mindful that homework is for practice and should not be given a grade, but only marked as turned in.
- Families should provide time for daily reading in addition to assigned homework. Teachers and the School librarian may recommend additional literature that matches students' skills and maturity.
- TV and video games should be limited.
- The School may provide compensatory help for struggling students at the recommendation of the Learning Resources Center and with the approval of the Elementary School Head.

PROMOTION

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

- A child's developmental progress measured by age, social maturity, work habits, independence, and self-confidence.

- A child's academic progress measured by acquired skills, and basic preparation to assure reasonable success at the next grade level.
- 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 write semester comments on student progress at the end of the first semester. Students in Grades K-5 also receive semester grades.
- Spring Interim: Parent conferences ensure parents are aware of student progress. Parents unable to attend will be provided a brief assessment of their child's progress.
- Second Semester: Teachers write comments for all students in June. Students in Grades K-5 also receive final semester grades.

IMPROVEMENT NOTICES

Teachers notify the parents of students who are not performing up to our expectations. The teacher will notify parents in a way that is clear and timely enough for the student to make improvements.

Students who are not meeting academic expectations may be referred to a tutor or academic help center. The School also may ask the child to be assessed by external testing.

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)

SCHOOL COUNSELOR

The School employs an ES Counselor for emotional and behavioral support. The Counselor is available for 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.

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.

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 Learning Resource Center (LRC) provides services to the TASIS community designed to support and enhance the educational experience of students, parents, and faculty in our learning community. We offer a variety of programs and services some of which can be accessed by all members of the community, and others available only via qualification or psychometric evaluation. Examples of community services include:

- Workshops in learning strategies and executive function skills, stress management interventions, and parent education groups.
- Consultations with faculty and parents regarding pathways to student success.
- Professional development training for faculty and staff.

THE LEARNING SUPPORT PROGRAM AND ADMISSIONS EXPECTATIONS

Students with diagnosed learning differences are admitted to TASIS 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
- committed to participating fully in the life of the School
- seeks and would benefit from a college-preparatory program
- committed to learning or perfecting his or her English language skills (whether native or non-native speakers)
- committed to being a good citizen, in sympathy with the program

As TASIS does not have a full range of learning support services, admission of a student with learning differences is contingent upon a match between the level of service available and the needs of the student and family based on multiple sources of information (such as school records, a report from a valid psychoeducational evaluation, and interviews with the student and parents). A student's acceptance and continued placement at TASIS is dependent upon full disclosure during the admissions process. Failure to disclose fully information regarding a student's learning differences may jeopardize his or her current and future placement at TASIS.

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 misfit between the child 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 [TASIS website](#).

ENROLLMENT IN THE LRC

In order to receive learning support services from the LRC, the student must have a diagnosed learning difference documented by a [comprehensive psychoeducational evaluation](#) completed within the last three years. Fees for enrollment in the LRC for the 2019-2020 academic year are as follows:

- Elementary School: CHF 850
- Middle School: CHF 1,150
- High School: CHF 1,700

These fees help support the costs of delivering Basic Services, which include the following:

- a case manager who will provide weekly individual support and follow your child throughout the year
- formulation of a Learning Support Plan (LSP) describing your child's cognitive strengths and weaknesses and detailing the accommodations he or she is entitled to on the basis of his or her learning difference*
- yearly LSP meeting with parents, teachers, and the student
- "push-in" services offering assistance in the classroom (where appropriate)
- bi-yearly progress reports to parents
- parent/teacher consultations with LRC staff on an as-needed basis
- provision of extended time on internal tests and exams

* The type of testing and classroom 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 his or her ability.

Some students require more intensive support beyond the Basic Services, depending on the nature of the learning difference. To address this, the LRC provides two types of additional services.

ADDITIONAL SERVICES: REMEDIATION

For students in need of remediation, the LRC will organize and deliver specialized “pull-out” instruction in specific academic areas (e.g., reading, writing, math) during the course of the school day. This means that your child would be taken out of designated class periods 2-5 times per week (to be arranged with the learning specialist) to receive remediation instruction. The cost of remediation is as follows:

- 1,700 CHF for one session per week
- 3,400 CHF for two sessions per week
- 5,100 CHF for three sessions per week
- 6,600 CHF for four sessions per week
- 8,500 CHF for five sessions per week

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 not follow the rules. When there are infractions of 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:
 - a) “You break it, you fix it”
 - b) Loss of Privilege
 - c) 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) **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.
- 5) **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 1 or more days, at the discretion of the administration.
- 6) **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:
 - a) It becomes clear that no intervention we can provide will help the student achieve self-control.
 - b) The student clearly exhibits behavior that will not allow him or her to be successful at TESIS.

or

 - c) The student has clearly become a danger to himself or others.

BULLYING POLICY

TESIS ES is committed to creating a safe, caring, respectful learning environment for all students. The bullying of students at TESIS does not follow our C.A.R.E.S. philosophy, 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 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 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.

What is Cyberbullying?

We expect students to respect our cyberbullying policy, described in the paragraphs below, at all times, whether they are on or off campus. Students should use their good judgment and consider everything they post online or on a mobile network and how it may affect the person or people implicated. The description below stretches to that which is implied; questionable behavior not explicitly described below may still be considered cyberbullying.

The School's network, the internet, and all mobile phone technology may not be used for the purpose of harassment of any TESIS students, faculty, or staff. All forms of harassment in cyberspace or on digital cameras, mobile phones, iPads, or other portable electronic devices is unacceptable. This includes using all social media sites.

Cyberbullying includes (but is not limited to) harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate email messages, instant messages, text messages, digital pictures/images, videos, or website postings (including blogs, chat rooms, and all social media sites). It also includes forwarding inappropriate materials to others.

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 the class, 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 directly to faculty or administration their concerns about any bullying behaviors. 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.

Responsible Use Guidelines

TASIS has published a [series of guidelines](#) to help families navigate technology and social media, which are available in the Parent Portal. We highly recommend reading and discussing them as a family.

Technology Misuse

The School includes responsible technology use in all divisional curriculums. Students learn about the positive aspects of the internet and social media use and are made aware that cyberbullying (including intimidation, threats, harassment, impersonation, public embarrassment/shaming, and sexual exploitation) should be reported ASAP.

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. Also, the School will provide guidance and suggestions where appropriate.

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. Prolonged absences may result in a lower grade, as there is no way to duplicate the activities of some classes while the student is absent. 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 the 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.

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 es.attendance@tasis.ch with the date missed and reason for the absence.

If parents foresee that a child will be absent from school for a period of time longer than three days, they will submit a written request to the Head of the Elementary School 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 Head of the Elementary School 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 the missed work for full credit. 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.

SCHOOL AND FAMILY COMMUNICATION

We encourage and welcome communication between the home and School. The faculty and administration aim to address all communications from parents within 24 hours during school days.

Weekly School-wide Bulletin

The Elementary School sends out a weekly email with information of upcoming activities and events. It is critical parents read the weekly bulletin to keep abreast of ES happenings.

Student Assemblies/Gatherings

These are mainly intended for children to showcase their accomplishments and build community. Parents are welcome to attend the building morning meetings, but the morning meetings for the whole elementary school fill the Palmer Center so completely with students that there is no room for parents.

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 wherein the Elementary School Head can highlight important issues for parents.

Parent Conferences

Parent conferences are scheduled twice a year; once in the fall and once in the spring. Communication between teachers and parents is encouraged any time it is needed.

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.

TASIS SNOW 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 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.

TRANSPORTATION

SCHOOL HOURS

Focolare students:

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

Wednesday: 8:15- 14:45

Hadsall 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. 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

15:30-15:40

Pick-Up: Wednesday

14:30-14:40

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 Opening Day (Sunday, September 4). 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.

Note that elementary-aged children who are left on campus unsupervised and outside the hours listed here pose a safety and disruption concern for themselves and others. **Children may not be left unsupervised.** If the parent is present on campus, the responsibility for the child's supervision reverts to the parents.

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 emergency, call the appropriate ES Secretary to report the change.
- Visit the secretary to sign the child out.

SHUTTLE SERVICE

The School provides a busing service for Day Students. Please visit www.tasis.ch/shuttle for details about routes. [Registration](#) for 2019-2020 is available from Friday, May 17, 2019. Please contact Shuttle Coordinator [Svetlana Koreshkova](#) with any questions.

If you would like to request shuttle service for your child:

1. Submit the [Shuttle Form](#). Fill in one form per child. **These must be renewed for the 2019-20 school year.**
2. Before the beginning of the year, please check the bus schedules in the [Parent Portal](#) for route information specific to your child. Please ensure the schedule and

information for your child is correct. (Note that it is good to check this on a weekly/biweekly basis.)

3. If changes are necessary, please notify the School via the [Student Attendance & Transportation Request](#) form in the Veracross Parent Portal before 12:00 on the day. Late changes cannot be accepted for safety and organizational reasons. This form is also used to authorize shuttle use for a student who does not typically ride the shuttle.
4. Unless parents/guardians have completed the [Unaccompanied Student Authorization Form](#), all ES students must be accompanied by a parent/guardian at the shuttle stop in the morning and must be greeted by a parent/guardian when they disembark the shuttle in the afternoon. If the parent/guardian cannot be at the pre-arranged pick-up/drop-off location on a given day, he or she must arrange for another adult to be with the child and must inform Shuttle Coordinator Ms. Svetlana Koreshkova directly at shuttle@tasis.ch or 079 234 4378.
5. If no parent/guardian is waiting for a child at the afternoon drop-off location, no alternative arrangements have been made, and the parent/guardian is not reachable by phone, the shuttle driver will bring the child back to TESIS.
6. In case of emergency, contact the [Shuttle Coordinator](#).

SHUTTLE BEHAVIOR 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.

- Arrive at the TESIS Shuttle stop at least five (5) minutes before pick-up and drop-off time. The shuttle cannot wait for tardy students. The TESIS Shuttle may be 3 to 5 minutes early or late, depending on traffic and on the weather conditions (e.g. snow).
- Line up in single file to enter the shuttle at the TESIS 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 TESIS 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.

Failure to follow the Shuttle Rules will be considered infractions. Three infractions per semester will result in the student not being allowed to use 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.)
- Smoking is not allowed.
- Consuming alcohol is not allowed.

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.

GIRLS

Tops		
Polo shirt	Red or white w/TASIS logo	Obtain from school supplier
Blouse	Red or white	Long or short sleeve
Turtleneck	Red or white	

Bottoms		
Skirt, skort or jumper	Navy	
Slacks, cords, Bermuda shorts	Navy	Tailored. No jeans, leggings, tabs, stripes, or large pockets

Other		
Sweater	Navy w/TASIS logo, zipped or cardigan	Obtain from school supplier
Vest	Navy w/TASIS logo	Obtain from school supplier
Shoes	Per activity	(see shoes below)

Sleeveless dress	Red w/TASIS logo	Obtain from school supplier
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BOYS

Tops		
Polo shirt	Red or white w/TASIS logo	Obtain from school supplier
Dress shirt	Red or white	
Short sleeve shirt	Red or white	Warmer months
Turtleneck	Red or white	

Bottoms	Navy	
Slacks, cords, Bermuda shorts	Navy	Tailored. No jeans, large pockets, tabs, stripes

Other		
Sweater	Navy w/TASIS logo, zipped or cardigan	Obtain from school supplier
Vest	Navy w/TASIS logo	Obtain from school supplier
Shoes	Per activity	(see below)

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 or 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.

PHYSICAL EDUCATION (BOTH GIRLS AND BOYS)

Shorts or Sweatpants	Navy	No logos of any kind
T-shirt	Gray w/ TESIS logo	Obtain from school supplier
Track suit	Navy sweatpants, sweatshirt, or light jacket w/TESIS logo	Obtain from school supplier
Athletic shoes		Non-marking soles, no slip-ons

CAMPUS MAP



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