



LOWER SCHOOL HANDBOOK 2020-21



THE AMERICAN SCHOOL IN ENGLAND

TASIS ENGLAND MISSION STATEMENT

TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded, and compassionate member of a global community



The School's purpose is to realize its core values. We believe that: every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why TASIS exists.

Commitments

We realize our values through our passion as educators and the following commitments:

We promote multiple **pathways** for each learner throughout our school environment, our programs, and our community. Our commitment to nurturing intellectual curiosity prepares each learner for the opportunities and challenges of the future.

We encourage continuous personal growth through active **engagement** and a desire to seek and learn from experiences. Through a balance of support and challenge, students flourish as creative, reflective, and resilient owners of their learning.

We foster **connections** and collaboration in our community of learners by cultivating supportive relationships and celebrating the unique contributions of each member.

Outcomes

The outcomes of a TASIS England education were articulated over many decades through the vision of the School's charismatic founder, Mary Crist Fleming.

Life-long Learning cultivates curiosity, exploration, and discovery, emboldening individuals to embrace a culture of learning and celebrate the journey of continuous development toward personal fulfillment.

International-mindedness promotes the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service.

Service Leadership fosters empathetic, compassionate, and principled individuals who take responsibility for sustaining healthy relationships with themselves, their families, their communities, and their environment.



MISSION STATEMENT OF THE TASIS FOUNDATION

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

GOVERNANCE STRUCTURE

The TASIS Schools and Summer Programs are owned by the TASIS Foundation, a non-profit educational trust based in Delémont, Switzerland. The Foundation Board is comprised of eleven members who have extensive legal, financial, and educational expertise and are charged with the overall responsibility for ensuring that all TASIS schools and programs operate in a manner consistent with the objectives of the Swiss Foundation, as reflected in the vision and ethos of the TASIS Founder, Mrs. M. Crist Fleming. In addition, TASIS established 50 years ago TASIS Foundation, Inc., a U.S. publicly supported, Section 501(c)(3) non-profit educational foundation.

The governance structure at TASIS England consists of a Board of Directors comprised of six members, which is responsible for all aspects of the School's management and has significant autonomy to direct the School's activities, consistent with the broad objectives of the TASIS Foundation. The School's Headmaster, as Chief Executive Officer, reports directly to the TASIS England Board of Directors and works closely with its Chairman.

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The School has a wide range of policies and procedures which govern its safe and compliant operation. These are drawn from guidance and good practice established across the UK and reviewed on a periodic basis by the School and approved by the Board of Directors.

Updated policies can be found on the TASIS website at www.tasisengland.org/schoolpolicies

Dear Parents,

Welcome to the TASIS England Lower School. Whether new or returning, we're sure this school year will be an educationally positive and exciting one for you and your child.

This handbook was written with you in mind. In it, you will find information on all aspects of Early Years through Grade 4 life. The information is updated each year, so please take the time to read the entire handbook carefully and share relevant parts with your child. The policies in this handbook are current at the time of printing. **Any changes to policies will be updated on the website.** (Updated policies can be found on the TASIS website at www.tasisengland.org/schoolpolicies)

At TASIS, we strive to maintain open and honest communication between parents and faculty at all times. If you have any questions or concerns, or need more information about classroom activities, always feel free to contact the classroom teacher to arrange a meeting.

If you wish to visit the School, please email the Lower School Office (Isoffice@tasisengland.org) so that arrangements can be made.

For new families, our TASIS Parent Association Board members and the PIRC group are extremely helpful people to speak with during the first stages of settling in, as well as for overall support throughout the year. Get involved, or just get in touch. It helps to speak to those who have had similar experiences.

In closing, we would like to put forward a few practical suggestions:

- Please keep us informed of any changes to your home email address.
- Please label all of your children's clothes. Changing for P.E. or removing outer clothing on hot days results in a mountain of identical clothing in the Lost and Found. We make every effort to return labeled items.
- Please be sure to monitor the School's Learning Management System (LMS), where all school and classroom information can be found.

Once again, may we extend a warm welcome to both new and returning TASIS families for the 2020-21 school year. We look forward to continued contact and communication with all of you.

Sincerely,

Deborah Faasee

Head of Lower School

PEOPLE TO CONTACT

Parents are encouraged to contact the following persons directly with concerns or questions. The school telephone number is 01932 565252.

Email addresses for TESIS personnel are first initial and last name@tasisengland.org (i.e., dfaasee@tasisengland.org). However please note that teachers do not check their email during instructional periods.

Mr. Bryan Nixon headofschool@tasisengland.org	Head of School
Ms. Deborah Faasee dfaasee@tasisengland.org	Head of Lower School
Ms. Margaret Kirwan lsoffice@tasisengland.org	Lower School Secretary
Ms. Erin Bagley ebagley@tasisengland.org	Lower School Counselor
Ms. Maria McAllister mmcallister@tasisengland.org	Deputy Designated Safeguarding Lead (Lower School and Early Years)
Health Center nurse@tasisengland.org	Nurse
Mr. Marc Butler mbutler@tasisengland.org	Director of Sports and Activities
Ms. Sharon Hudgens shudgens@tasisengland.org	Assistant Director of Sports and Activities
Mr. Mark Davies mdavies@tasisengland.org	School Busing Coordinator and Uniform Store
Mr. Jason Tait jtait@tasisengland.org	Director of Pastoral Care and Designated Safeguarding Lead (whole school)

TELEPHONE MESSAGES

The switchboard is covered by a receptionist from Monday to Friday, 8 a.m. – 5 p.m.

To reach the Lower School during school hours, please ring the Lower School Office on 01932 582427. You can leave a message with the Lower School Secretary for any teacher or child in Early Years through Grade Four. To email a message to the Lower School Office, please contact **lsoffice@tasisengland.org**.

If you are put through to voice mail, please leave a message. If your message is urgent, please also send an email to the Lower School Office.

LOWER SCHOOL

The Lower School promotes the TASIS School Mission through small, self-contained classes. Students enjoy the advantages of consistency provided by a homeroom environment, and the advantages of variety through specialist classes in music, art, physical education, foreign language, and library skills. While our program has a strong academic emphasis, TASIS focuses on nurturing creativity and social development in the young child as well. Each staff member in the school respects the intrinsic integrity and individual differences of the child. Through their experiences within a diverse community our children learn to respect and value differences. The curriculum is both traditional and innovative and is supplemented by a variety of social and intercultural learning opportunities. Through all its programs, TASIS endorses an enthusiasm for life, for learning, and for individual growth within a purposeful community.

ADMINISTRATION

The Head of School is in charge of the day-to-day operation of the School and is responsible for hiring faculty. The Head of School is assisted in these duties by the Heads of the Lower, Middle, and Upper Schools. Each school head administers the programs in his/her school section and assists the faculty. Other administrative positions include the Director of Student Recruitment and Admissions and the Director of Sports and Activities.

FACULTY

The faculty at TASIS is the principal means by which the School achieves its purpose, and the prime reason for the School's reputation for academic excellence. Faculty members are selected not only for their talents and abilities as educators but also for their dedication to young people. They are knowledgeable professionals, diverse in their experiences and backgrounds, but similar in their love of children. It is this love of children that permeates every activity and lesson in the classroom.

Full-time faculty are involved in sponsoring after-school activities or coaching, and many choose to chaperone travel and weekend excursions (with middle or upper school students). Their contacts with students are many and varied, providing a close-knit community and enriching the life of the school.

SAFEGUARDING

TASIS England is fully committed to safeguarding the welfare of children and young people and expects the same from its employees. All post-holders are subject to a satisfactory enhanced DBS criminal records check and further pre-employment checks.

STANDARDIZED TESTING

Standardized testing is administered for students in Grades 3-8. These tests help the School to evaluate curricula and to monitor student progress. The results of these tests are sent home once the tests are completed. It is important to note that these tests are one snapshot of your child's progress and are combined with his/her classroom achievement to form an overall picture of his/her progress.

LOWER SCHOOL CURRICULUM OVERVIEW

Early Years

The Early Years Program in the TASIS Lower School is a two-year program providing young children aged three and four with a rich and stimulating environment in which learning occurs. The main goal of the program is to provide each child with a sound educational foundation while also beginning to develop a sense of responsibility, independence, compassion, fairness, and respect for self and for others.

Hands-on learning is of primary importance, particularly for three- and four-year-olds. Children of this age learn by doing. The TASIS Early Years curriculum, which is aligned with the *Core Knowledge Pre-School Sequence*™ and some selected AERO (American Education Reaches Out) standards, provides our youngest children with rich experiences and with the necessary building blocks that tie to the Lower School curriculum. In 2013, we were granted exemption from the Early Years Foundation Stage Curriculum (EYFS), largely because we do not follow the British National Curriculum and Independent schools are given the option to opt out of the EYFS program. (The details of the exemption letter sent to parents is attached as Appendix A and the Department for Education confirmation can be found in Appendix B). We are required to follow Section 3 of the Statutory Framework for the EYFS which details all of the safeguarding and welfare requirements for our Early Years program.

Literacy experiences enable children to better communicate with the world around them—to express their ideas and interpret those expressed by others. In the classroom, individual, small group, and whole group written, oral, tactile, visual, and auditory experiences occur on a daily basis. Students develop key pre-reading skills such as print awareness, phonemic awareness (knowledge of sounds in words), early phonics knowledge, and comprehension of text that is read aloud. They also participate in emerging writing activities such as storytelling, mark making, letter formation, and dictating their own “published” pieces. Social awareness, cooperation, and enjoyment are woven into all activities and group experiences. The emphasis is on preparation for the more symbolic and higher-level cognitive and developmental tasks in kindergarten, first, and second grade.

Children discover **mathematical relationships** through counting, pattern identification, problem solving, daily calendar work, and graphing. As in other areas, the use of varied classroom sensorial and manipulative materials assists young children as they learn to compare, arrange, and classify objects in their environment. Number, color, texture, size, and form are among the many attributes they examine. These activities enable students to progress gradually from concrete to more abstract concepts in subsequent grades.

Social studies and **science** are important and interrelated components of the curriculum. Information and activities in these subjects encourage children to explore and learn about themselves, their relationships, and their immediate environment. They begin to develop problem solving skills and independence.

With an emphasis on **social and practical skills**, children learn to take care of themselves and their environment. Whether it is practicing tying shoes, serving snacks, or cleaning up after themselves, practical life experiences encourage the development of autonomy and self-confidence.

When students leave the Early Years, exit data and teacher assessments inform and assist the Kindergarten teachers.

Lower School: Kindergarten through Grade 4

The curriculum in the Lower School, Grades K–4, is aligned with the AERO (American Education Reaches Out) Standards which include Next Generation Science Standards and Common Core Math and English Language Arts Standards. These standards challenge students to develop key skills that will transfer to multiple learning experiences. Our content-rich curriculum draws on topics from the *Core Knowledge Sequence*™ and exposes students to people, places, and literature from around the globe. Students develop a respect and love for learning while acquiring the strong basic skills and knowledge that they will need to continue their own education. Students are active participants in their learning journeys. They develop the skills necessary to reflect on their learning, provide feedback to others, and set goals. It is our intention to offer a full and well-rounded program in academic subjects and the creative arts. Teachers explain each grade's curriculum in detail at Open House and are available to discuss the curriculum with parents on an individual basis.

The Lower School curriculum focuses on teaching specific developmental skills within four core subjects: language arts (reading, writing, spelling, listening, and speaking), mathematics, science, and social studies. Subjects are often taught in an integrated manner, for example, reading historical fiction that encompasses goals from both the reading and history curricula.

The **reading curriculum** offers a full range of phonics, vocabulary, comprehension, study skills, listening, and speaking activities. Students read a variety of genres including stories, poems, plays, folk tales, fables, biographies, and nonfiction. Foundational reading strategies and skills are explicitly taught and modeled. Our reading program, the classroom library collections, and school library collections are continuously maintained to encourage students to read about a broad spectrum of ethnic, social, and cultural situations. Reading instruction is scheduled every day, and reading skills are strengthened and reinforced in all of the subject areas. Students are encouraged to read independently for their own enjoyment in addition to reading during instructional time.

Through **the writing curriculum** students write and share their pieces with peers and teachers. The focus is on the “child as author” and writing development is steady. Students are taught how to generate ideas and to organize and enhance ideas by using transitions and vivid details. Foundational skills such as spelling, grammar, punctuation, and vocabulary are explicitly taught. Writing instruction and practice occurs through every subject in the curriculum allowing students to practice and reinforce their learning in multiple ways.

The Lower School **mathematics curriculum** is based on the philosophy that students need to build solid conceptual understanding through rich problem-solving opportunities. Students learn the “why” and “how” behind mathematical concepts through exploration, instruction, hands-on activities, and problem solving. To become effective problem solvers children also need a solid foundation in basic facts and skills, not only understanding them but developing fluency with them. During math lessons, children are given ample opportunities for extra practice, reinforcement, and enrichment when appropriate. Problem solving is emphasized in **all** grades. Where possible, mathematics skills are reinforced and applied in other subject areas, particularly in science.

The **science curriculum** focuses on four major areas: Life Science, Earth Science, Physical Science, and Engineering and Design. The curriculum acts as a continuum; lessons in each consecutive year build on what has been taught the previous year. The Next Generation Science Standards (NGSS) promote a 3-dimensional approach to science. Students learn basic scientific content, practices, and skills used by scientists, and apply crosscutting concepts that apply to multiple area of science and other subjects as well. Children have regular opportunities to explore concepts in the Lower School Science Lab and MakerSpace through hands-on investigations.

The **social studies curriculum** has an especially strong link to the School’s mission, particularly in relation to developing global citizens. Each grade’s

curriculum includes world history, European history, and US history, and topics drawn from the *Core Knowledge Sequence*[™]. Students are led to make current and local connections to the concepts and content taught. Geography and mapping skills are taught and applied in each unit of learning. We are often able to use our advantageous position here in England to take field trips that promote students' understanding and enhance their learning.

Specialist Classes

Instruction in **Spanish** begins in kindergarten and continues through fourth grade. The objectives of this program are to develop an awareness of the cultures of Spanish-speaking countries and to introduce students to the language and its sounds. This instruction provides a firm foundation for the formal study of the language, which commences in the Middle School. Additionally, we hope to motivate students to pursue further language study. In fourth grade, students also begin to explore French.

The Lower School **Library** has a wonderful collection of over 10,000 items including books, magazines, and digital resources such as online databases and encyclopedias. We also have a collection of more than 250 books in 16 different languages to support the home languages of our community. Our library offers books at all reading levels in fiction and nonfiction.

Classes participate in scheduled visits to the library every week. Students are taught how to locate books within the library at an age-appropriate level. Browsing and checking out books is included during the class lessons, but children are welcome to do this at any time. Library skills classes teach students how to locate, organize, and use information. Students are taught how to follow the inquiry process which involves asking questions, finding resources, interpreting information, and reporting findings. Other skills covered are text features, listening and viewing skills, and literature appreciation. Authors and genres are introduced and discussed. Students are encouraged to talk about their books with their family, teachers, and peers.

The **art** curriculum aims to give each student a strong applicable knowledge in the visual fundamentals—line, shape, and color. Beyond that, art is seen as a true discipline through which an artistically developed person can view the world and understand the differing visions and expressions of his/her fellow human beings. Each year students study and apply art concepts such as abstraction, balance, line, form, pattern, shape, color, space, and texture through activities using clay, paint, wood, cloth, and metal. Our young artists' work is displayed throughout the Lower School during the year.

In **music**, students participate in choral activities and instrumental activities, which are taught by specialist teachers. Concepts such as rhythm, balance, and volume are explored. As children progress through the music curriculum, they begin to read music and learn part-singing and harmonization. Instrumental lessons are available for children in K-4 if scheduling can be arranged during non-instructional time. Regularly held recitals, performances, and more informal assemblies enable children to demonstrate their developing skills and talents.

The **physical education** curriculum in the Lower School aims to help the in Early Years through fourth grade progressively develop coordination, body management, and physical skills.

Basic skills such as hitting, catching, aiming, throwing, timing, balance, control, coordination, and movement are taught. The emphasis is on enjoyment through activity and the development of the physical, emotional, and social needs of the growing child. These aims are extended and refined in the upper grades as the students are provided with opportunities to consolidate their earlier learning, to increase knowledge, experience, and creativity, and to gradually extend their abilities to tackle new and more complex tasks. The students are given the opportunity to develop the concepts of fair play, honest competition, and good sportsmanship and are encouraged to “manage” the spirit of competition (either within a team framework or as an individual) and to compete with themselves.

Technology is integrated into the classroom to ensure that contextual, purposeful learning occurs. Its use for curriculum-based projects enriches the educational experience of the students. Students in Early Years through fourth grade have one-to-one iPads while children in third and fourth grade also have one-to-one Chromebooks. Digital technology is used in balance alongside non-digital teaching and learning strategies. Students learn how to use technology to enhance their learning in a safe way through e-safety lessons and digital literacy.

The Lower School **MakerSpace** provides hands-on, creative ways to encourage students to design, experiment, build, and invent as they deeply engage in science, engineering, and tinkering. Students have the opportunity to problem solve, to work corroboratively, to learn to persevere when a project does not go as planned, and to have fun in the process. Lessons focus on robotics, design thinking challenges, coding, and e-safety. In the MakerSpace children are encouraged to create rather than consume and become independent thinkers.

At TASIS we emphasize the development of the whole child. We want our students to grow up to be responsible and capable of making good choices. We want them to be brave and take healthy risks. Perhaps most importantly, we want them to show kindness and know how to get along with others. To help

develop these skills the Lower School has a Core Virtues program, consisting of nine virtues that are integrated into daily life in the Lower School. These virtues are explored at assemblies, talked about when reading literature, and highlighted from historical figures as students explore the past.

The PSHEE (Personal, Social, Health, and Economic Education) program aims to instill an understanding in all the children that academic success is not sufficient on its own for success. PSHEE is concerned with the education of the whole person and complements classroom teaching by monitoring and assisting with the development of the emotional and social well-being of children. The aim of PSHEE is to help students understand and value themselves as individuals and as responsible and caring members of society.

The Core Virtues™ Program is a practical, nonsectarian approach to character education. The goal of this program is to cultivate character by promoting basic moral, civic, and intellectual virtues. The Core Virtues are emphasized in assemblies and also in classroom discussions.

The nine Core Virtues are:

Respect	Responsibility	Honesty
Generosity	Perseverance	Compassion
Courage	Self- Control	Open Mindedness

Field Trips: We use our unique geographic position to its fullest by taking many field trips which complement the curriculum. Field trips may include the Natural History Museum, Kew Gardens, Greenwich Royal Observatory, Portsmouth Harbour, the Globe Theatre, the Royal Academy, the Science Museum, Virginia Water Lake, Garson's Farm, Polka Children's Theatre, and many others. Most of the field trips for all of the grades are planned to closely coordinate with the curriculum in science, history, and literacy. These trips are scheduled to enhance instruction and are considered a vital part of the overall program.

ACADEMIC POLICIES

The approximate guide for homework is as follows:

Grade Level	Time Limit of Class Assignments	Minimum of Home Reading
EY	N/A	20 minutes
Kindergarten	N/A first trimester K teachers' discretion second/third trimester	20 minutes
First	20 minutes	20 minutes
Second	30 minutes	20 minutes
Third	30 minutes	20 minutes
Fourth	45-60 minutes	20 minutes

HOMEWORK

Parents can help their children by establishing homework time in a quiet place and helping them to pace their time. If your child has worked conscientiously for the time shown in the above chart for his/her grade level and still has not completed the work, you should stop him/her and write to your child's teacher explaining this. If this continues to be a problem, we urge you to set up a conference with the classroom teacher to seek a solution. Please remember that only students should complete their homework. Your assistance should be limited to helping with pacing time or to quizzing for study purposes. We strive to assess the children's understanding of subject material through homework, based on their own effort and ability. Homework is a place for students to practice basic skills, reinforce concepts taught, and extend their learning when appropriate.

If you do assist your child, please be sure to let the classroom teacher know, as this is important information so that the teacher knows how to support your child in their learning.

HOME READING (Grades EY-4)

All lower school students are required to participate in the home reading program for at least 20 minutes every night, in addition to completing any other homework that is assigned by the classroom teachers. Reading regularly at home fosters a love of reading, vocabulary building, and a sharing of ideas, and broadens exposure to good literature. It can happen in many different ways within your family:

- Your child can read to him/herself, a parent, a sibling, or another adult (e.g., babysitter, nanny, etc.)
- A parent, sibling, or another adult can read to your child

ABSENCE AND HOMEWORK

If your child is absent, please contact the teacher (via note or email) to send home the assignments via a friend or sibling. He/she will be expected to keep up with classwork and homework unless seriously ill.

SUPPLIES AND TEXTBOOKS

All textbooks, manipulatives, and other instructional material are the property of the School, and students use them on a loan basis. Students are not allowed to write on or in their textbooks at any time, unless they are designated as consumable. We also provide **all** necessary stationery supplies, workbooks, and other consumables for each student (in the Lower School only) and these can be taken home at the end of the school year. All new students from Early Years to third grade receive a backpack. Students in fourth grade do not need to use the TASIS backpacks, but instead have the privilege of using their own backpacks. If a new fourth grader would like to use a TASIS backpack, one will be provided for them. Students are expected to look after their school bags and to reuse them each year. All students in fourth grade receive a PE bag as they change into their PE clothes at school.

GRADE REPORTS AND CONFERENCES

The Lower School operates on a trimester basis. There are three formal times when Lower School teachers send home grade reports. In addition, teachers communicate student progress with parents at parent-teacher conferences in the fall and student-led conferences in the spring. At any point, if a parent has a concern about their child we encourage them to set up a meeting with the classroom teacher.

For students in **Grades K–4** there is a standards-based reporting system. When grade reports are sent home families will also receive an accompanying parent document, which outlines specific skills their child(ren) have mastered if they are meeting the standard.

All students in Grades K–4 are marked for effort. These marks are qualified by written comments and during parent conferences. The following effort marks are used in the reports:

- Effort Mark:**
- E.....Consistently puts forth his/her best effort
 - S.....Puts forth a satisfactory level of effort
 - I.....Effort is improving over the previous level
 - N.....Effort level unsatisfactory; needs improvement

Students in Grades K–4 also receive performance indicators next to grade report descriptors. The following performance indicators are used in the reports:

- 4 = Exceeding the standard
- 3 = Meeting the standard
- 2 = Approaching the standard
- 1 = Not yet grasping the standard

Please note that the number scale does not correlate to grades of A, B, C, or D but are indicators of a child's progress towards meeting a standard.

For students in our **Early Years Program** their report card reflects the skills they have been working on throughout the year. For each skill, students receive a performance indicator. The following performance indicators are used in the reports:

- W = Working toward standard
- S = Achieving standard with some support
- I = Achieving standard independently
- E = Exceeding standard
- N/A = Not assessed at this time

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

1. A child's academic progress, acquired skills, and basic preparation to assure reasonable success at the next grade-level.
2. A child's developmental progress, especially work habits, independence, self-confidence, and social maturity.

The first is primarily assessed by the objective evidence of classroom performance. The second, more subjective, rests largely with the professional observations of the faculty. In every case, the goal is to assure both a successful and happy placement at the next grade level. This is consistent with the School's philosophy. When promotion may be in doubt, parents are notified and consulted as soon as possible.

Homeroom Assignments: Students are not assigned to classrooms until just before school opens. The responsibility for assigning children to homeroom sections belongs to the Head of the Lower School, in consultation with teachers. The aim is to create equal sections at each grade level. Placement decisions are based on our best professional judgment. When determining placement, a number of factors are considered, such as student learning styles, balance of gender proportion, student peer groups, etc. Because of this, specific requests for a particular teacher **cannot** be accepted. Additionally, it is not the policy of the TASIS Lower School to change classroom assignments mid-year.

SUPPORT SERVICES

LEARNING SUPPORT

TASIS The American School in England welcomes students with mild learning difficulties and provides a range of support services. As TASIS does not have a full range of learning support services, admission of a student 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.

We take a collaborative approach in which there is a sense of responsibility shared by all who are part of a student's education – parents, teachers, and learning support – with the student at the center of the partnership.

Classroom/subject teachers are collaboratively supported by the Learning Support Services team to ensure that students receive what is required to be successful in their learning environment. Some students may be withdrawn from their classroom for individual or small group instruction with a Learning Support Specialist. External professionals may also collaborate to support student learning following the implementation of the referral process.

The referral of a student forms part of a referral process with several stages. As part of this process the team may recommend comprehensive external assessment by an Educational Psychologist if deemed necessary.

TASIS provides a range of support services from the Lower School through Upper School. Areas of support offered include informal screening, academic support, classroom guidance, and accommodations. The Learning Support team also provides information about community-based providers.

It is important that parents of students who have received special services or who believe they may need support contact the Admissions Office as soon as possible. Specific information relating to a child in need of learning support will be considered by the administrators and Learning Support staff who make determinations about admissions.

TASIS emboldens each learner to flourish and endorses an awareness of the diversity of learning styles. We support the educational, social, emotional, and behavioral needs of all of our students, helping each student to become an independent and healthy life-long learner. Our learning community emboldens each learner to flourish through supporting each individual student to reach their full potential.

Parents who have concerns or questions about their child's academic needs or progress are encouraged to contact the School. Initially, parents should contact

the classroom teacher directly. Following this, administrators are also available to meet with parents about academic concerns.

ENGLISH-AS-AN-ADDITIONAL LANGUAGE (EAL)

TASIS England welcomes international students, and students at various levels of EAL are eligible for admission. Most EAL support in the Lower School is given in individual or small group sessions in addition to core curriculum classes. We take a collaborative approach with the EAL teacher working closely with the classroom/subject teachers and parents to ensure that students receive what is required to be successful in their learning.

PERSONAL AND SOCIAL GUIDANCE

At TASIS, we believe in educating the whole child. This encompasses not only their academic learning but also their personal and social well-being. Our Lower School Counselor plays a key role in assuring this happens. This is done by collaborating with parents and teachers, individual counseling, small group sessions, school-wide programs, and classroom lessons. It is important to note that the Lower School Counselor is not a therapist, nor a disciplinarian. The counselor's most important role is to support the students and their families by listening, collaborating, seeking services, and advocating on the students' behalf.

WHO TO SEE FOR ASSISTANCE

Teacher—for an issue specific to the classroom or your child:

- Academic progress
- Homework completion
- Social concerns
- Behavioral concerns
- Issues related to bullying/teasing
- Questions about classroom and/or behavior management

Counselor—for an issue specific to your child:

- Social concerns
- Behavioral concerns (classroom and/or home)
- Emotional concerns
- Transition
- Concerns of a family or personal nature: moving, family changes (death, birth, marriages, etc.)
- Issues related to bullying/teasing

The counselor can also be contacted if you feel you need to talk to someone before addressing the teacher. This is encouraged if you have very strong feelings regarding the issue you would like to discuss.

Administration—for a school-wide or curriculum-based issue:

- School policies
- Grade-specific questions about curriculum

Parent Support: Teachers and administrators are available to meet with parents about student personal and social concerns. In addition, the Parents' Information and Resource Committee (PIRC) offers seminars, resources, and information to help make the transition to and from life in England easier for TASIS families. PIRC provides peer group coffees as a forum for parents to discuss parenting and adjustment issues and has a library with books and resources addressing parenting, personal growth, and transition issues.

IMPORTANT INFORMATION

Absences: Please let both the Lower School Office (lsoffice@tasisengland.org or 01932 582427) and the classroom teacher know if your child will be out of school. We ask that the School receives notification by 8:30 a.m. Please note that if a student is not in school, he/she may not attend after-school activities or functions.

Attendance: All students in the Lower School are assigned to a classroom. Attendance is taken twice a day by the classroom teacher and recorded by the Lower School Secretary. Regular student attendance is important for the satisfactory completion of work. Except in the case of illness or emergency, children must be at school every school day.

Absentee Parents: Please notify your child's teacher of the dates of your absence from home and the name of the person in charge of the household during that time.

Assemblies: The aim of the Lower School Assembly program is to develop a sense of community within the School. Assemblies provide the opportunity for special programs to be introduced and reinforced, such as the *Core Virtues™* Program. Teachers may also present a special assembly. Parents will be invited by the homeroom teacher if the assembly features his/her particular class in a performance. Assemblies are held on Mondays, unless parents are notified otherwise.

Birthday Celebrations: Children may celebrate birthdays at school by providing and sharing simple refreshments (cookies or cupcakes) with their classmates. Please ensure that these refreshments do not contain nuts or nut products. Gifts of any kind should not be brought to school. Invitations for parties outside of

school may **not** be handed out at school even if the whole class is invited. We ask you to consider the feelings of other youngsters and to be fair and sensitive in issuing invitations.

Daily Schedules: Daily schedules in the Lower School vary by homerooms from day to day. This is due to the different specialist classes and the scheduled lunch period. A copy of each homeroom schedule is sent home at the beginning of the school year and kept on file in the school offices.

Important Contact Information: It is necessary to have a current address and an up-to-date telephone number, plus an emergency number on file for each student. If your address and/or telephone number changes during the school year, please be sure to update the LMS.

Lunches: Early Years students bring their own lunch, which should include a non-carbonated drink and should not include candy, nuts, or nut products. A cafeteria-style school lunch is provided for all students (except Early Years). A wide variety of options is available, including at least two hot choices, soup, a salad bar, fruit, and a selection of bread and fillings for sandwiches. Parents are welcome to eat an occasional lunch with their children on a space-available basis. A note to the Lower School Secretary sent a few days ahead of the visit will enable us to make arrangements and advise you of your child's lunch time.

Peanut or nut products are not served in the dining room, nor are they allowed anywhere in the school facilities.

Snacks are provided each day for all children mid-morning. An afternoon snack is also provided for students in Early Years through second grade. Third and fourth graders have the option of fruit in the afternoon. Candy or gum should **never** be brought to school (with the exception of class parties, depending on teacher and parent agreement).

Students may bring a nutritious snack and drink on after-school club days. ***Please ensure that these snacks do not contain nuts or nut products. TASIS is nut-free, which includes school events, both on- and off-site, and on the bus.***

Notes from Home: Please be sure to email the Lower School Office and the classroom teacher regarding changes in your child's daily routine (e.g., going-home plans, early arrival or departure, participation in P.E.). **No one will be allowed to change his or her going-home plans without written confirmation or a phone call to the Lower School Secretary. In addition, for children who travel via taxis or bus, if the busing coordinator does not receive written confirmation or a phone call, the student will be sent home in the usual manner.**

School Hours: School children should arrive between 8:05–8:10 a.m. with classes beginning at 8:15 a.m. Wednesday is a late-start morning for all students, and arrival time is between 9:05-9:10 a.m. with classes starting at 9:15 a.m.

Dismissal time:

Early Years – 3:05 p.m.

K to Grade 2 – 3:10 p.m.

Grades 3 and 4 – 3:15 p.m.

Students who attend after-school clubs are dismissed at 5:10 p.m.

Late Pick-Up Policy: If a Lower School Student has not been picked up by 5:15 p.m. by a parent or guardian, or has been returned to school after the late bus has tried to drop the child off at home, parents will incur a charge of £5 for every five minutes late. This charge will automatically be advised to the Business Office and parents will be invoiced accordingly.

EXTENDED LEAVE REQUEST

The School does not condone vacations for students which occur during scheduled school days. Vacations should be scheduled only during school vacations. Except under extraordinary circumstances, vacations during school days will be regarded as unexcused absences. Make-up work from any unexcused absence is the responsibility of the student. (Work will not be provided for vacations during school days.) The year is short, and our effectiveness as a school depends on a vigorous and coordinated program of class lessons and homework.

We are, however, mindful that special family situations occasionally present themselves and that these events merit **discussion between parents and administrators.** For your child's sake, we recommend that you involve the School early by notifying the Lower School Head of your plans, and inform your child that you are seeking a special consideration – a privilege. In only these rare instances, work will be given at the discretion of the classroom teacher.

ANTI-BULLYING POLICY

AIMS AND OBJECTIVES

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to benefit fully from the opportunities available at the School.

Bullying is defined as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying includes (mainly repetitive) name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the Internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumors.

Bullying can occur through several types of anti-social behavior. It is often motivated by prejudice against particular groups. For example, this may include cyberbullying, the use of discriminatory language, and prejudice-based bullying on the grounds of race, culture, sex, sexual orientation, homophobia, gender reassignment, special educational needs or disability (as defined in the Equality Act 2010), religion and belief, or because a child is adopted or is a carer.

Bullying in any form will not be tolerated. We are a “LISTENING SCHOOL,” and encourage victims, witnesses, and family members to make us aware of bullying and/or cyberbullying behavior. We treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff, and the School. We aim to create an environment that is happy and encourages good behavior and respect for teachers, peers, and everyone around the students.

Students who violate the anti-bullying policy will be addressed in an educative manner in accordance with the full Anti-Bullying Policy which can be found on our website at www.tasisengland.org/schoolpolicies.

CLOTHING

Students should be dressed neatly and cleanly in accordance to the uniform guidelines throughout the entire school day. Hair should not be visibly dyed or bleached. Ostentatious hairstyles are not permitted. Hair is to be clean, trimmed, and tidy, leaving eyes clearly visible. It is our expectation that students will follow the uniform guidelines in a spirit of cooperation and good will.

Students in Early Years through Grade 3 must wear their clothing for Physical Education (P.E.) to school on their P.E. days.

Any **exchanges/returns** for uniform purchases must be left at Security, not at the Lower School office.

To purchase school uniforms please visit The Student Centre website at www.tasisuniforms.co.uk

SCHOOL UNIFORM

Tops:

- Official TESIS white, light blue, or navy blue short-sleeve polo shirt with TESIS crest
- Official TESIS navy blue V-neck sweater/pullover with TESIS crest

Bottoms:

- Charcoal gray to black, or navy blue tailored slacks, skirts, or shorts (in warm weather only)

Shoes:

- Leather-topped black/brown/navy shoes that cover the entire foot
- Plain, solid-colored black/brown/navy leather-topped athletic shoes
- Black leather indoor boots (winter sports trimester only)
- Wellies are required for the playground for all students in Early Years through Grade 3 and should be left at school. In the warmer months, the students may wear sneakers. Students in Grade 4 may wear wellies or sneakers on the playground all year round. Sneakers used at recess cannot be the same sneakers used for P.E.

Socks/Tights:

- Plain white, navy, or gray to black

P.E. UNIFORM

Tops:

- Official TESIS t-shirt and navy blue TESIS sweatshirt

Bottoms:

- Navy blue TESIS shorts
- Plain navy blue sweatpants/navy blue TESIS sweatpants

Shoes:

- Tennis shoes
- Athletic shoes
- Plimsoles

Socks:

- Plain white covering the ankle

LOST AND FOUND

There are two Lower School Lost and Found locations in the school. The central location is the closet in the Wellie Room. There is also a Lost and Found in the gymnasium for items left at P.E. **All clothing, notebooks, and sports items should be clearly marked with the owner's name.**

EXTRACURRICULAR ACTIVITIES

After-School Activities: The aim of the After-School Club Program is to provide an opportunity for students to engage in activities that allow them to interact socially while learning new skills and sports in a safe and friendly environment.

Activities are offered for students in Kindergarten through Grade 4. There are club offerings Monday through Thursday, and clubs run for approximately ten weeks on a trimester basis. When deciding upon whether you wish your child(ren) to participate in the activities program, we strongly urge parents to consider your child's commitments, such as music lessons, scouts, and tutoring when signing them up for any after-school clubs.

For those families who may need their child(ren) to attend a club on an occasional basis, we are happy to offer the option to sign your child(ren) up for a one-off session at Kids Corner. This opportunity is based on the availability of sufficient space in the club on the date required.

Lower School Clubs finish at 5 p.m. Students who regularly ride the school bus home will take the later bus home on their club day(s). If you collect your child from school, you should do so at your regular pick up point at 5:05 p.m.

Saturday Morning Sports: Students in Early Years through Grade 4 are offered a seasonal Saturday morning sports program. The program is set up by the Director of Sports and Activities. The seasonal sports that have been offered are soccer, basketball, T-ball/baseball, tennis, and ballet.

PARENT PARTICIPATION

If parents involved with TASIS students (for example, as teachers, substitute teachers, volunteers, chaperones, participants, hosts, or audiences) observe something that gives them cause for concern, they should follow the dictates of proper school protocol and address those concerns with the teacher first, then with an administrator, as the situation warrants.

There are opportunities for parents to volunteer to help in many areas of school life as follows:

Room Parent Coordinator: Parents are asked to sign up on opening day to be room parents for their child's homeroom. The room parent works directly with the teacher throughout the year to determine in which areas help is needed (i.e., class parties). In addition, the room parent liaises with the TPA on school-wide events. The coordinator then gathers the other parent volunteers together or contacts them as a group, explains the various jobs, events and organizes the

sign-up. Depending on the grade level and a particular teacher's needs, additional responsibilities may be asked of the coordinator. Collaboration between the parent coordinator and the teacher is integral to a successful working relationship.

Classroom Volunteers: At times teachers may solicit the help of parents for special projects or activities.

Library Helpers: Parents may sign up as Library Aides to give a few hours helping the Lower School Librarian catalog books, take inventory, or assist students in choosing books.

LOWER SCHOOL RULES

Behavior: There are specific rules for student behavior at TASIS. In addition, **civility, good manners, and consideration for others** are important to the TASIS Lower School community.

All teachers constantly strive to help each child develop self-respect and respect for others. Children are encouraged to speak courteously, to listen attentively, to wait their turn patiently, and to accept differences. In cases of continuing poor conduct, a note will be sent home and/or parents may be called.

Students are expected to abide by all school rules **whenever** they are on campus and when on school trips.

Behavior and Rules: The following rules are largely concerned with the safety and welfare of individuals in a group situation:

- 1. Lower School students may not cross Coldharbour Lane without adult supervision and must be accompanied by an adult if they want to go to the Royals Café.**
2. No running and/or shouting is allowed in buildings or on paved walkways.
3. No Lower School student may remain after classes to play on the playground or to attend games in the gymnasium or on the fields **unless supervised by his/her parents.**
4. Dangerous objects, matches, weapons, and play weapons should not be brought to school. Playing with sticks is not allowed on the playground.
5. No one above kindergarten is allowed in the enclosed early childhood play area. Adult supervision by teachers, or after school by parents, is necessary at all times.
6. Chewing gum is **NOT** allowed. Candy should not be brought to school. **TASIS is nut-free, which includes school events, both on- and off-site, and on the bus.**
7. Children should not bring money to school except for "Rags 'n' Tags," field trips, if given permission by a teacher, or special charity events.
8. Expensive items, electronic games, CDs, or DVDs should not be brought to school except with permission from the classroom teacher, and then only on rare occasions. The School will not be responsible for the loss of, or damage to, these items.
9. Mobile phones should not be brought to school. Important telephone calls to home may be made in the Lower School Office.

Playground Rules: The lower school playground is situated behind Thorpe House and includes the blacktop court. Please be sensitive to the distraction caused by playground noise to middle school classrooms and neighboring homes. Children should play well away from these areas.

1. Use equipment in a safe and sensible way to avoid injuring yourself and others.
2. All children must keep wellies (Grades EY-3) or old shoes (Grade 4) on at all times.
3. Cones may be used for soccer goals.
4. Trees may not be climbed in or played on. Please do not pull lower branches off to use in play.
5. Balls must be kept on the playground and should not be kicked or thrown over fences. Found balls should be placed in the ball bins.
6. Pebbles, stones, bark, and sand must stay on the ground.
7. Jump ropes are to be used purposefully and may not be used for anything other than jumping.
8. One person per swing. Twisting chains or jumping off while in motion is not permitted for safety reasons.
9. Children must climb UP the ladder and go DOWN the slide.
10. Roller skates, blades, or skateboards are not allowed at any time.
11. The tree house is available only for third- and fourth-grade students and must be supervised by a teacher in school hours, **and a parent in out-of-school hours or on the weekend.**
12. Only Early Years and Kindergarten children should play in the early childhood fenced area.
13. Only 10 children are allowed on the spider web climbing structure at any one time. Kindergarten and first-grade students must be supervised on the spider web at all times—by teachers in school hours, **and by parents out of school hours or on weekends.**
14. Personal items left on the playground will be stored in the Lost and Found.

STUDENT BUSING

The School provides a busing service for day students. Charges are announced shortly before the beginning of the school year. Only students whose parents have subscribed may use the busing service. 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. Students should remember that when they are on the school bus, they are in school. Their behavior should be the same on the bus as in the classroom.

The following regulations have been approved by the TASIS England Administration and the busing company contracted by TASIS. It is agreed that:

General Rules & Regulations

1. Drivers will go directly into the drive of the home where possible; otherwise, the children will be dropped off on the side of the road where the home is located. In the event that this is not possible, the driver will supervise the children safely across the road. It should be noted that drives can only be entered if there is a clear front exit, as it is illegal to reverse onto a public way in a public service vehicle.
2. Students are expected to be ready to leave at the designated pick-up times. Drivers have been instructed to depart each stop on time and thus will not wait if students are more than two minutes late arriving. Promptness is essential to ensure that the schedule is adhered to.
3. Drivers will not leave the vehicle, with children in it, unattended on a public way except in the case of an extreme emergency.
4. In case of breakdown, drivers will not ask students to help in any physical way, such as pushing, steering, etc.
5. There is a NO SMOKING rule for all buses.
6. Drivers are to pick-up and drop-off students only at pre-arranged points and in the designated sequence. The only exception to these instructions should come from the Busing Coordinator. Students should not ask the driver to drop them off at a different place or in a different sequence, because the driver has been instructed not to comply.
7. Students must notify the Kura tracking office or use the Busing App to cancel the day's service if he/she will not require pick-up or drop-off.
8. Occasionally, parents subscribing to the busing service may wish their child to ride home on the bus with another student. The Busing Coordinator is willing to arrange this on a space-available basis. Requests should be made 24 hours in advance, in writing, and approval will be confirmed by

the Busing Coordinator.

9. Parents who subscribe to the afternoon busing only are reminded that this service is available on Monday, Tuesday, Wednesday, and Thursday only. **It is not available on Friday.**
10. In the event of inclement weather, the Driver may need to pick-up/drop-off students at a local meeting point as designated by the Busing Coordinator. The details regarding the meeting point will be shared once the routes are determined.
11. There may be slight changes to the service times / or students moved onto different routes throughout the year if new families join the School and utilize the bus service.
12. In the event of driver illness, families will be notified as early as possible and alternate transportation will be provided by taxi or minibus.
13. The school bus service leaves School promptly at 3:20 p.m. and 5:20 p.m. (Monday to Thursday) and at 3:20 p.m. on Friday. The drivers will not wait for latecomers.
14. In the case of an emergency, for example an accident, the driver will report this immediately to the Busing Coordinator, CoachHire, and the manager at the busing company. The Busing Coordinator will then assess the situation, report it to the Head of School Section, Executive Director of Finance and Operations, Head of School, and the TESIS Health Center. The Busing Coordinator will attend the scene and arrange for another school bus to come and collect the students once they have been checked by the ambulance crew if they are required to attend. Alternatively, the students will all visit the TESIS Health Center upon their arrival. The driver is to keep the Busing Coordinator and CoachHire updated at all stages of an incident.

Student Rules & Regulations

1. Students should remember that when they are on the school bus, they are in school. Their behavior should be the same on the bus as in the classroom.
2. Students must seat themselves promptly upon entering the bus and fasten seat belts. Students are not allowed to lean out of the windows or to open the doors of the bus until it has reached a full stop.
3. To ensure the safety of all and avoid distracting the bus driver, or disturbing fellow passengers, students will:
 - Remain seated and belted for the duration of the journey
 - Enjoy music with the use of headphones
 - Keep noise to a minimum and not throw objects on the bus

4. To ensure the bus is clean and ready for use by all students will:
 - Avoid litter by not bringing food, drink, or chewing gum onto the bus
 - Change out of their Sports clothes prior to taking the bus
5. There is a NO SMOKING rule for students on the buses.
6. Any student not complying with the above rules or not behaving in a mature and friendly manner with others on the bus will be reported to the Busing Coordinator by the driver and will be disciplined accordingly. Disciplinary action will take the form of a warning, written communication to the parents and clarifying of expectations by the Busing Coordinator. If the initial warning does not promote compliance, the student's Head of School Section will be notified and the School's disciplinary process will be enacted. Any student who violates these rules may be suspended or removed from the busing service.

Drop-off Procedure

1. If the driver arrives at the house or drop-off point to find that there is no parent or guardian at the house of a student under the age of 12, the following will occur:
 - The driver is to contact the Busing Coordinator to make him aware of the situation.
 - The driver will not leave the child unattended in the house.
 - The Busing Coordinator will attempt to contact the parent on their mobile phone and will notify the School of the situation.
 - The driver will complete the route and once he reaches the final drop off he will contact the Busing Coordinator once again to receive further instructions regarding returning to the house or returning to School. It must be noted that the drivers have to be in position at TESIS for the late bus at 5 p.m.
2. If the driver cannot establish a safe drop off, the student will be returned to School for collection by the parent.
3. If a kindergarten to fifth grade age student has not been picked up by 5:15 p.m. by a parent or guardian, or has been returned to School after the late bus has tried to drop the student off at home, parents will incur a charge of £5 GBP for every five minutes late. This charge will automatically be given to the Business Office and parents will be invoiced accordingly.
4. Students signed up to the school bus service, except those using the Shuttle Service from Virginia Water station, will be taken from School to home and not a pick-up point (without necessary risk assessments being completed

and approved by the Head of Section/ Head of School).

Parents requiring further advice on guidance on children left at home alone should review the NSPCC guidance on the NSPCC website (<https://learning.nspcc.org.uk/research-resources/leaflets/home-alone-guide>).

Kura Technology

The School's transport partner, CoachHire, utilizes student and vehicle tracking technology to manage the bus service.

At the commencement of the school year, those students who use the service will be issued with an RFID fob, which they will need to have with them when they ride the school bus. Students are expected to use their RFID fob to log themselves on and off the bus when they board and alight. The use of this RFID fob enables the School, CoachHire, and parents to accurately track students' journeys to and from School. Replacement RFID fobs are available from the Busing Coordinator should a student misplace his/hers.

Students are expected to use this on a daily basis and those not utilizing this technology may be subject to disciplinary action.

Parents should download the Kura parent APP, to be able to monitor the school bus journey, track their child(ren) boarding and alighting, and manage the cancellation of the bus service for a set day or journey.

HEALTH CENTER AND MEDICAL PROCEDURES

To contact the Health Center, please email nurse@tasisengland.org or call 01932 582353.

TASIS England has a team of nurses located in the Health Center next to Thorpe House on the North Campus. The Health Center is open daily at announced times, and the nurses are available to treat any injuries and illnesses which occur during the school day. A fully equipped hospital is within a ten-minute drive from the School.

The school nurse may be used as a resource to discuss a child's health, make home contact, and counsel children privately.

LOWER SCHOOL PROCEDURE

If a lower school student becomes ill during the day, he/she will be brought to the Health Center or the Lower School Office. The parents/guardians/emergency contact will be contacted once the nurse has made an assessment of the student's condition. At this time the student will either be allowed a period of rest, he or she will be treated, and/or parents will be asked to collect the student.

Please Note: No student will be allowed home without confirmation that a responsible adult will be present.

DAY STUDENT MEDICATIONS

Parents of day students who bring medication to school are required to complete the Student Controlled Medication Form to identify the prescription drug and explain the need and expected duration of the treatment. Controlled medications such as those used in the treatment of ADD/ADHD, depression, etc. are dispensed daily by the nurses in the Health Center. Students should not store any medications in their backpacks or self-administer any medications, prescription or otherwise.

The policies in this handbook are current at the time of printing. Any changes to policies will be updated on the School Policies section of the website (www.tasisengland.org/schoolpolicies).

APPENDIX A – EYFS OPT OUT LETTER

24th May 2013

Dear Parents,

Our early childhood program has been required to follow the UK Early Years Foundation Stage (EYFS) framework, which provides learning development, safeguarding and welfare standards. EYFS has completed an extensive review, and are now allowing independent schools to become exempt from following the EYFS learning development standards. In our early years setting, TESIS predominantly follows the Core Knowledge curriculum, which is a strong program and lends itself very well to a solid start to early education.

TESIS has chosen to take advantage of this opportunity to become exempt from the EYFS standards, for the best interest of both our students and staff.

As an international school with a high transient population, we do not “match” the EYFS intended audience. EYFS was devised for all early years providers to improve the general delivery of childcare in the UK: nurseries, childcare minders, stand-alone preschools, and preschools within school settings. We believe that these guidelines do not closely support the program we offer, our philosophical beliefs of early childhood education, and are also difficult to align with our Core Knowledge curriculum.

In order to opt out of the EYFS regulations, we must:

- Ensure that we offer a quality program. In our most recent OFSTED inspection, we received a grade of good with outstanding features in all four EYFS categories: the overall effectiveness of the early years provision; the effectiveness of leadership and management in the EYFS; the quality of provision in the EYFS; and the outcomes for children in the EYFS.
- Communicate with the local authority to determine if there is any impact on funding and professional development. TESIS does not receive any funding from Surrey County Council and we provide our own funding for professional development.
- Inform parents and future parents that we do not follow the EYFS learning development requirements. Please consider this letter as official notification. Should you have any questions or concerns, I would be more than happy to meet with you to address these.

You may be asking how this will affect you and your children.

Let me assure you that all of the good practices in Frog Hollow and the Pre K classrooms will continue as usual, including some elements of the EYFS program that are good, solid early years learning goals. The children will be unaware of any changes that may take place. As a parent, you may see minor changes in the terminology we use as we will remove some of the EYFS terminology and replace it with more international and familiar terms.

We will continue to follow all the safeguarding and welfare regulations of the EYFS, and a regular annual review will take place.

I plan to send our request to become exempt in two weeks. Once the Secretary of State for Education has received the notification, the exemption will be judged as “taken up”.

As always, please contact me with any questions or comments you may have.

Yours truly,
Maria McAllister
Early Years Lead Teacher

APPENDIX B – Dept for Education – EYFS opt out notice confirmation

Dear Maria,

Thank you for your email. I am pleased to confirm that we have received your notification on 17 June 2013 and your school TESIS (The American School in England (DfE: 936/6532) has met all the necessary conditions to take up an exemption from the learning and development requirements of the 2012 Early Years Foundation Stage (EYFS) for children aged 3 and over. Please note this is not an exemption from the EYFS safeguarding and welfare requirements and these still apply.

We will instruct the relevant inspectorate that you have taken up an exemption. For your next inspection, you will be inspected against the Independent School Standards (ISS) for the learning and development of children aged 3 and over (with children aged 'rising 3' being treated in the same way as 3-year olds in exempted schools), as well as against the EYFS safeguarding and welfare requirements.

If, following a subsequent inspection, you no longer satisfy the quality requirements in the Secretary of State's direction to independent schools you are legally required to inform both the Department and the relevant local authority that this is the case, and you will be expected to re-introduce the EYFS learning and development requirements in full as soon as possible.

Please note it is also a condition of exemption that you make it clear in any information to parents about your early years provision that the school has an exemption in place.

Yours sincerely,

The EYFS Team
Department for Education,
Level 1, Great Smith Street, London SW1 3BT
Tel: 0207 783 8156/8153

NOTES



TASIS



THE AMERICAN SCHOOL IN ENGLAND

Coldharbour Lane, Thorpe, Surrey TW20 8TE, England

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