



UPPER SCHOOL HANDBOOK 2024-25



TASIS England Mission Statement



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 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 seven 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 Head of School, 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 are available on the TASIS England website:**

www.tasisengland.org/your-childs-journey/upper-school

www.tasisengland.org/policies

PURPOSE OF THIS HANDBOOK

This student handbook is designed to answer most questions about the operation, policies, and procedures currently practiced in the Upper School at TASIS England. We encourage our students to familiarize themselves as much as possible with the contents of this handbook, so that together we can maintain an efficient, safe, and educational school environment. For more information on our course offerings, we also publish an Upper School Course Offerings Handbook.

CONTACT INFORMATION

We are happy to hear from you. Parents with concerns or questions are encouraged to contact the following administrators and/or support staff directly.

Mr. Bryan Nixon	Head of School	headofschool@tasisengland.org
Ms. Stephanie Feo Hughes	Head of Upper School and Academic Dean	sfeohughes@tasisengland.org
Ms. Amy Maurer	AP Coordinator and Academic Dean	amaurer@tasisengland.org
Ms. Jessica Lee	IB Coordinator	jlee@tasisengland.org
Mr. Eddie Spencer	Head of EAL and International Sections Coordinator	espencher@tasisengland.org
Mr. Jason Tait	Director of Pastoral Care and Designated Safeguarding Lead (whole school)	jtait@tasisengland.org
Ms. Elizabeth Burton	Dean of Student Life	eburton@tasisengland.org
Ms. Elizabeth Mohr	Director of College Counseling	emohr@tasisengland.org
Mr. Matt Kiely	Director of Boarding	mkiely@tasisengland.org
Dr. Maria Vazquez	Upper School Counselor	mvazquez@tasisengland.org
Mrs. Catherine Keery	Learning Resource Specialis	ckeery@tasisengland.org
Ms. Judy MacGregor	Learning Resource Specialist	jmacgregor@tasisengland.org
Mr. Matt Holdham	SAT and ACT Test Supervisor and School Exam Officer	mholdham@tasisengland.org
Dr. Carolyn Norris	Coordinator of CAS and Community Service	cnorris@tasisengland.org
Ms. Marc Butler	Director of Sports and Activities	mbutler@tasisengland.org
Ms. Sharon Hudgens	Assistant Director of Sports and Activities	shudgens@tasisengland.org
Mr. Mark Davies	School Busing Coordinator/Uniform Store	mdavies@tasisengland.org
Registrar		registrar@tasisengland.org
Health Center		nurse@tasisengland.org
Student Absences		attendance@tasisengland.org

Parents or guardians must write the Attendance Office at attendance@tasisengland.org between 8 and 8:30 a.m. to inform the School of day student absences.

UPPER SCHOOL ACADEMIC PROGRAM

The Academic Program is the heart of the TASIS England educational experience. Dedicated to helping lead young people into an increasing awareness of their individual capabilities, the program provides students with a balanced, liberal, college-preparatory education that is challenging and rewarding. Within this framework, the curriculum embraces the verbal disciplines of English, history, and foreign languages; the analytical rigor of mathematics and science; the aesthetic appeal of the arts and humanities; and the related challenges of physical education and sports/activities. The faculty is dedicated to providing an environment for learning that encourages all students to grow in body, mind, and spirit during their years at TASIS England.

TASIS ENGLAND GRADUATION REQUIREMENTS

The requirements for graduation from TASIS England reflect the School's commitment to a rigorous, balanced, college-preparatory education. These requirements are also based on the belief that, within this structure, students should gradually take more responsibility for decisions about their academic programs and post-secondary plans. Appropriate guidance will be given through the academic advising system.

Students take a minimum of five credits each year and are expected to proceed through required courses as soon as appropriate and to work through requirements without interruption in areas where this is necessary (e.g., foreign language, mathematics). Students must accumulate a total of 19 credits through the successful completion of college-preparatory courses in order to graduate. (Please refer to "Grading" on the following pages.) The Head of Upper School must approve each student's yearly course selection.

COLLEGE PREPARATORY DIPLOMA

English	4 credits
History	3 credits: Ancient and Medieval, Western Civilization, and U.S. History
Foreign Language	2 credits: TASIS third-level proficiency in a modern foreign language. Students must satisfactorily complete at least two levels of their foreign language study in Grades 9-12.
Mathematics	3 credits: Algebra II or IB Math: Applications and Interpretation SL is required
Science	3 credits: must include 3 years of laboratory science
Arts	1 credit
Humanities	1 credit: required in Grade 12; IB candidates in Grades 11/12
Physical Education	1 credit: required in Grades 9 and 10
Sports/Activities	Students in Grades 9-12 are required to participate in the afternoon Sports/Activities Program a minimum of twice per week.
Future Pathways	Students in Grades 9-12 are required to participate in this four-year course.
Community Service	Students in Grades 9-12 complete a CSP assignment (on or off campus). Ninth and tenth grade students must complete 10 hours each year. Eleventh and twelfth grade students must complete 20 hours each year. IB Candidates must attain the seven stated learning outcomes of Creativity, Action, and Service (CAS) and successfully complete a CAS Service project.

INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate (IB) Diploma Programme is a comprehensive two-year program. IB Diploma candidates must take a total of six IB courses, one from each of the groups listed below. Students may, where appropriate, select a second course from group 1, 2, 3, or 4 in lieu of a group 6 course. Of these, three are taken at Higher Level (HL) and three at Standard Level (SL). Each course is taught over the two years of the 11 and 12 grades. In addition to the six courses, IB Diploma candidates must meet the requirements for Theory of Knowledge (TOK), the Extended Essay, and Creativity, Action, and Service (CAS).

Group 1 Studies in Language and Literature

Group 2 Language Acquisition

Group 3 Individuals and Society

Group 4 Sciences

Group 5 Mathematics

Group 6 The Arts

Students may elect to take individual IB courses leading to IB examinations. Students who choose to take IB courses will be expected to complete all internal and external assessments in each course. Priority in high demand IB courses will be given to full Diploma candidates if the need arises.

COURSE CHANGE POLICY

After appropriate discussion with the Head of Upper School, students may drop and add courses without penalty within the first two weeks of school. After the first two weeks and up until mid-semester, students may change courses only with the approval of the teacher, the advisor, Head of Department, Academic Dean, and in the case of seniors, the College Counselor. Changes in placement to a more appropriate level, as in mathematics and foreign language, or changes recommended by a student's teacher will be considered separately by the Head of Upper School, Academic Dean, and Head of Department.

COURSE SELECTION AND SCHEDULING

Course registration for returning students will be completed in the spring. Students should plan to meet with the Head of Upper School, Academic Dean, IB Coordinator, or AP Coordinator to discuss course/program selections.

A Course Application Form will be sent to each new student. He/she should discuss course selection with his/her parents and return the Course Application Form with their parents' endorsement as soon as possible. New students will meet with the Head of Upper School, Academic Dean, IB Coordinator, and/or AP Coordinator upon their arrival in the fall to finalize their program of study.

CUM LAUDE

Established in 1906, the Cum Laude Society honors superior scholastic achievement in independent schools throughout the United States and several countries in Europe. TASIS England was granted a Cum Laude Chapter in 1987. Using a minimum of one year's TASIS GPA, we may elect up to 20% of the members of the senior class and up to 10% of the junior class. Students who are selected to the Cum Laude Chapter and are honored at an induction ceremony in late May.

EXAMS

Exams are given at the end of each semester. Exams are mandatory and cannot be rescheduled for holidays or unapproved absences. Each semester exam may constitute a maximum of 20% of the semester grade.

GRADING

TASIS England's college-preparatory courses employ a traditional "A" through "F" grading system, as shown:

A–F Grading Scale

Letter	Percentage	GPA
A+	97-100	4.33
A	93-96	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	< 60	0

TASIS England's International Baccalaureate courses employ the prescribed 1 through 7 grading system, as shown:

IB 1–7 Scale

IB grade	GPA
7	4.33
7-/6+	4.00
6/6-	3.67
5+/5	3.33
5-/4+/4	3.00
4-	2.67
3+	2.33
3	2.00
3-	1.67
2+	1.33
2	1.00
2-	0.67
1	0

For purposes of computing the grade point average (GPA) used for Honors awards at the end of each semester, the following system is used:

1. Grades are assigned a numerical equivalent according to the "four point" system shown in the tables.
2. Half-credit and full-credit courses are weighted accordingly.

Effort marks are given in each subject to indicate the teacher's estimate of the attitude, cooperation, and effort of the student, regardless of his or her achievement. Effort marks are numerical on a scale of '1' (outstanding) to '5' (unsatisfactory).

Honors lists compiled at the end of each semester and based on the semester's grades are determined as follows:

Highest Honors are awarded for superior academic achievement (3.7 GPA).

High Honors are awarded for outstanding academic achievement (3.4 GPA).

Honors are awarded for excellent academic achievement (3.1 GPA).

Effort Honors are awarded for excellent effort (1 and 2 effort marks only).

HOMework

Students are expected to keep up with daily homework assignments. Numerous opportunities for extra help from teachers are available, but the final responsibility for timely completion of academic work rests with the student. Students excused from classes due to illness, field trips, sports tournaments, etc. are responsible for all assignments, tests, and quizzes missed and must make the work up immediately upon return to class. Students are always encouraged to seek guidance on studying and time management from their advisor and/or teachers.

Students are reminded that the timely completion of homework is their responsibility. Teachers are asked to review and examine periodically the quantity and quality of the homework they assign and to follow a rough guideline of 30 minutes of homework per night per subject for regular classes, and up to 60 minutes per night per subject for AP and Higher Level IB classes. However, if students feel they have an excessive amount of homework, they should not hesitate to contact their advisor and/or teachers to discuss the matter. Students should be given notice one week in advance of the due date for any major assignment. However, it is the student's responsibility to enter into their diary all major assignments on the day they are assigned. They should, if they already have two major assignments due that day, immediately inform the teacher of that fact, and the teacher will move the third major assignment to another day.

HYBRID LEARNING

Our Hybrid Learning Program is designed to provide access to learning for those students and families who face emergency situations beyond their control. To access this program, parents and/or students must request permission in advance from the Upper School office so that we can assist and ensure clear and timely communication with our teachers who will be offering this flexibility. Requests for Hybrid Learning will be considered by the Upper School administration under the following conditions:

- Visa delays
- Relocation to the UK
- At the discretion of the Head of Section, exceptional medical circumstances requiring specific procedures, recovery, or follow-up treatment off-campus, supported by a medical certificate

Requests for Hybrid Learning will not be considered for sick days, medical appointments, or holidays outside of term time. For these and other non-emergency situations, a student can complete tasks and catch up with classwork through materials left on Google Classroom.

If you find yourself in an emergency situation and need to request Hybrid Learning, please contact the Upper School by emailing attendance@tasisengland.org.

In the event that the school closes due circumstances beyond our control (such as a snow day), information regarding access to online learning will be sent out by the school. Communication will follow a three-step model:

- **Day 1:** On the first day of school closure, the school will communicate optional work opportunities.

- **Day 2:** If the school remains closed for a second day, asynchronous hybrid learning will be provided. In Upper and Middle School, students will be able to follow classwork through Google Classroom according to their usual schedule. In Lower School, learning tasks will be shared by the class teacher.
- **Day 3:** In the event that the school is closed for three or more days, we will move to a synchronous hybrid program in which live virtual classes will be provided through Zoom according to the student's schedule.

LANGUAGE PROFICIENCY TESTING

As part of the application process, all prospective non-native-English speaking students from the age of thirteen (Grade 8) will be required to take the Oxford Online Placement Test. Alternatively, Admissions can request the applicants to provide evidence of English language proficiency in the form of a standardized test of English. The most popular and well-known standardized tests are the TOEFL iBT® and IELTS, which are administered at test centers around the world, usually with no limit on when and how often they can be retaken. The Test Report Forms presented to Admissions upon completion must, however, be dated within the last twelve months; otherwise, applicants will be required to take either the Oxford Online Placement Test, which Admissions will assist in the administration of, or make their own arrangements to take a further TOEFL iBT® or IELTS test at a test center in their country of residence. Admissions may also arrange a Zoom or similar interview with applicants to assist with the building of an overall assessment of a candidate's suitability for entry to TASIS England. The purpose of this data is to assist the EAL Department in making preliminary judgments as to whether or not EAL support will be required for the applying students at the point of entry into the Upper School.

All newly enrolled English language learners in the Upper School are required to take the WIDA Screener placement test, which is a paper-based test of English language proficiency administered remotely or on the school premises upon the students' arrival and prior to the first day of school. The outcome of this placement test will determine what level of EAL support, if any, the students will receive. Students who achieve WIDA proficiency scores of 5 or 6 will usually become fully mainstreamed. Students who present scores below 5 will be required to enroll in the Upper School's EAL program and be placed on the relevant tier, receiving sheltered classes of English, history and science, together with a class (or classes) of EAL appropriate to their proficiency level. The Upper School will waive the Foreign Language requirement for the time in which students remain with this schedule arrangement; however, this does not necessarily prohibit English language learners from taking a Foreign Language course as an elective. English language learners wishing to pursue International Baccalaureate (IB) or Advanced Placement (AP) courses will need to achieve a composite WIDA literacy score of 4 or higher, which is the current minimum English language entry requirement for these challenging college-level classes. Students taking Advanced Placement courses who score within the WIDA Level 4 band for Literacy must take either the EAL 3 or EAL 4 Advanced Composition & Grammar course to help them advance to at least the WIDA Level 5 band.

Official school transcripts are printed for all seniors who are applying to colleges and universities. These transcripts are updated at the end of the First Semester and at the end of the year to reflect final course grades. A copy of a student's record is kept on file in case a graduate needs to request a copy for employment or further educational purposes.

Transcripts for all other students are updated as needed throughout the school year. If a student is transferring to another school, the family must write to the School Registrar requesting that an official school transcript be prepared. Please allow at least one week's notice when making a request for a school transcript.

PLACEMENT TESTS

In order to identify strengths and weaknesses and to place students in appropriate levels, all new students enrolled in mathematics, English-as-an-Additional Language courses, and foreign language courses will take placement tests.

ACADEMIC MONITORING

During the year, if a student is struggling in one or more subject areas, they may be placed on Academic Monitoring as a supportive measure. Parents of students who will benefit from Academic Monitoring are advised by letter and receive brief updates from teachers to chart progress and highlight any areas of growth and improvement.

ACADEMIC PROBATION

Consistently unsatisfactory work and effort may result in a student being placed on Academic Probation, with an advising letter sent to parents. Because of the seriousness of Academic Probation, a student's re-invitation for the following school year is automatically put on hold and will be subject to review after the Second Semester. Any student who does not maintain an adequate level of academic achievement and effort may not be invited to return to TASIS England. If it is deemed that a student will be unable to fulfill the graduation requirements, he/she may not be re-invited. Less serious conditions may be set as well, such as a review of the student's extracurricular and sports activities, including participation in various tournaments.

REPORTS TO PARENTS

Grade Reports are sent to parents four times a year. At the mid-point and end of each semester parents receive grades and effort marks. These are accompanied by specific and extensive comments from teachers and advisors.

Progress Reports are sent to parents at the midpoint of each quarter. These are unofficial snapshots of students' grades and are used to help determine if a student needs additional monitoring or support.

Academic Monitoring Reports will be sent periodically to parents of students who are placed on Academic Monitoring.

Dormitory Reports for boarders are forwarded at the mid-point of each semester, and **Community Service Program Reports** are written at the end of the first semester, with final reports for seniors at the mid-point of the second semester and for underclassmen at the end of the year.

STUDENT SUPPORT AND SPECIAL LEARNING NEEDS

The Learning Support Department aspires to fulfill and enhance each aspect of the mission statement and to ensure that learning support occurs in an inclusive manner. We welcome students with mild learning difficulties and we provide a range of support services from Lower School through Upper School. 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.

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 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.

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 additionally 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.

STUDY HALLS

Periods in the day designated as Study Halls are to be used for this purpose. Juniors and Seniors are granted independent

study after they sign in for their free periods during the academic day. If their academic work declines or a student is involved in a disciplinary matter, this privilege may be withdrawn. Study Halls and independent study periods are part of the academic day and cannot be used to meet with private tutors or to attend lessons outside of TASIS. This would include driving lessons or online tutoring.

TEXTBOOKS AND SCHOOL PROPERTY

Classroom teachers distribute books at the beginning of the year. Textbooks are the property of the School and are loaned to students. Students will be charged for textbooks that need to be replaced. The use of book bags and writing one's name in the front of the book should help to prevent loss of textbooks.

BEHAVIOR AND RELATIONSHIPS POLICIES AND GUIDELINES

Our Behavior and Relationships Policy seeks to instill in each student the values inherent in our mission statement; we wish all TASIS students to be principled, open-minded, and compassionate as well as to take personal responsibility for their actions. The policies, procedures, and consequences that follow reflect this philosophy and are intended to represent an educational process.

The Upper School Behavior and Relationships Policies document is a living document and it evolves constantly. Please refer to the School website for the most recent version here: <https://www.tasisengland.org/policies>

In this document you will find the following information:

- Academic Honesty
- Uniform and ID Guidelines (School uniform supplier website: www.tasisuniforms.co.uk)
- Attendance, Being Late, and Signing In and Out
- Sanctions and Rewards Policies
- Detention Information and Expectations
- Smoking and Substance Misuse
- Anonymous Reporting
- Passing of Information to other Institutions
- Expectations on behavior in class, during activities, in the boarding houses, and off-site
- Anti-Bullying and related processes
- Student Acceptable Use and Online Safety
- Search and Confiscation Procedures and Guidelines
- Physical Restraint and Assault Policies
- Theft and Vandalism
- Serious Sanctions, Fixed-term, and Permanent Exclusion information and policies
- Appeals Process

GENERAL UPPER SCHOOL GUIDELINES AND STUDENT LIFE

The following guidelines have been designed to preserve and enhance the well-being of our community as a whole and to encourage the qualities of responsibility and self-regulation. The school rules reflect the need to provide a well-ordered environment and underscore the values we wish to endorse as part of the education of a TASIS student. Individual behavior, governed by common sense, mutual respect, and common decency, should ideally eliminate the need for strict disciplinary measures. However, in the event that school rules are challenged, students need to be aware of the consequences for such infractions.

Students are encouraged to understand the rationale behind school rules, and to ask for clarification if they do not understand a rule before making the choice to challenge a school regulation. Prefects and Student Council representatives at TASIS are encouraged to help shape school policy as it relates to our rules and to our responses to disciplinary infractions. It is understood that there are additional rules and procedures unique to dormitory life, field trips, and other on- and off-campus programs.

ADVISOR PROGRAM

All students are assigned an advisor on a yearly basis. The advisor serves as a student's mentor and is knowledgeable about his/her general welfare.

ATTENDANCE

Attendance is taken at the start of each lesson and students are expected to attend every lesson. Absences must be requested by a parent or guardian, either by phone to our Attendance Officer or by email to attendance@tasisengland.org.

If a student arrives late, whether excused or not excused, they must sign in with the Attendance Officer in Magna Carta Hall before going to their first lesson. When students need to leave campus before the end of the school day they must sign out. When absences are known in advance, such as for medical appointments, students are asked to collect a Planned Absence Form from the Attendance Officer, obtain their teachers' signatures, and return it prior to the day of absence.

Attendance at advisories is compulsory.

BOOK BAGS

Students are encouraged to keep their books and school supplies in an appropriate book bag or knapsack. Loose books and papers are not to be left in hallways or other public areas. There are shelves located around campus for storage of student bags. Students must not obstruct passage in corridors or on stairs with careless placement of personal property.

STUDENT BUSING REGULATIONS

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 logical consequences from the 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 will come from the Busing Coordinator, Mark Davies (mdavies@tasisengland.org). 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 or their parents/guardians must notify First Choice Minibus Service via the School Tracker App to cancel the day's service or part day's service if he/she will not require pick-up or drop-off.
8. Occasionally, parents/guardians 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 as soon as possible 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 provided in advance with the name and photograph of the replacement driver.
13. In the event of vehicle failure, families will be notified as early as possible and alternative transportation will be provided by minibus.
14. The school bus service leaves School promptly at 3:30 p.m. and 5:20 p.m. (Monday to Thursday) and at 3:30 p.m. on Friday. The drivers will not wait for latecomers.
15. In the case of an emergency, for example an accident, the driver will report this immediately to the Busing Coordinator and to First Choice Minibus Services. 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 TASIS 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 TASIS Health Center upon their arrival. The driver will keep the Busing Coordinator and First Choice Minibus Services 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 will 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 TASIS 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 and the West London Bus, 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).

School Tracking Technology

The School's transport partner, First Choice Minibus Services, utilizes student and vehicle tracking technology to manage the bus service.

1. At the commencement of the school year, those students who use the service will be issued with an RFID tag. Students are expected to use their RFID tag, logging on and off the bus, which enables the School, First Choice Minibus Services, and parents to accurately track students' journeys to and from School. Replacement RFID tags are available from the Busing Coordinator should a student misplace theirs.
2. Students are expected to use this on a daily basis and those not utilizing this technology may be subject to disciplinary action.
3. Parents should download the School Tracker 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.

Parents requiring further advice on guidance on children left at home alone should review the NSPCC guidance on the NSPCC website (<https://www.nspcc.org.uk/keeping-children-safe/in-the-home/home-alone/>).

DAILY BULLETIN

The Daily Bulletin is sent by email to students and, when possible, read during Advisory. Information about meetings, activities, and appointments is distributed through the Bulletin. Students are responsible for reading their emails daily, including the information in the Bulletin.

DAY STUDENT HOURS

Day students are encouraged to make use of the School's library and art, theatre, and sports facilities, both after school and on weekends. Day students who wish to remain on campus Monday through Friday afternoons are required to sign in and out with the Boarding Office and should plan to leave campus no later than 5:15 p.m. On Saturdays and Sundays, day students may visit campus from 8 a.m.- 5 p.m. with permission from the Head of Boarding. In these cases, they should sign in and out with Security. Day students are not permitted on campus during school vacations and at other times when the campus is officially closed.

DIRECTORY INFORMATION

A directory containing the home addresses, telephone numbers, and email addresses of all TASIS families is available on the Parent Portal of the TASIS website. Those families who do not wish to appear in the directory for personal reasons should contact the Communications Office (communications@tasisengland.org). A directory of faculty, administrators, and staff is also available, through which emails may be sent. The directories are not to be used for commercial purposes or solicitations of any kind.

DRIVING

Senior day students, with the written approval of their parents, are permitted to park in the TASIS South Campus car park. Private vehicles must be registered with campus security. Students are not permitted to enter private vehicles during the school day including their own. Students are not to leave the TASIS campus in a private vehicle during the academic day

without the advance permission of an administrator, and at no time drive with any other student with them. Failure to comply with rules regarding driving may result in loss of driving privileges.

FIRE DRILLS AND CAMPUS EVACUATION

When the fire alarm sounds on campus, students are to immediately leave all buildings via the route posted in each campus building and corridor, following the fire exit directions. Once outside of the building, students are to move to the designated area to meet their teachers; attendance will be taken. Driveways are to be kept clear for emergency and fire apparatus.

In the event of unforeseen circumstances, we have put in place a comprehensive Campus Emergency Management Plan for TASIS The American School in England. The Plan allows us to respond to a variety of campus emergencies, not just to current global events. Incidents such as a fire, accident, gas leak, unauthorized intruder, or campus threat could all result in evacuation of students to a safe haven location. For security reasons, we have been advised to keep details of our plan confidential. What is important for you to know is that emergency evacuation routes, safe haven locations, parent contact mechanisms, and student transportation have all been arranged in the event that we need to leave campus. Accompanied by teachers and directed by trained Emergency Marshals, students will be moved from campus via a protected route to a pre-arranged safe location. Telephone chains will be used to notify our day parents of an evacuation and an established staging point if they wish to pick up their child. Other arrangements, including temporary housing, have been made for our boarders. PLEASE DO NOT come to the TASIS campus in the event of an evacuation as your presence may contribute to the threat.

Know that your children will be well taken care of and you will be notified in a timely manner regarding what is happening and where you may pick up your child. Our busing program will also be relocated to our off-campus location, and students that usually travel by bus who have not been collected by a parent will be bused home at the usual dismissal time. Students transported outside of the TASIS bus program will be kept at the evacuation site until a parent has been reached. Please note that it is the responsibility of the parents to provide and update all personal information, including current contact details, through the Parent Portal.

Further detailed emergency safety policies and procedures have been developed in the event that we are advised to move to a higher state of alert. These measures include both campus lockdown and evacuation procedures, if they should ever be needed.

FIRE HAZARDS

The danger of fire is ever-present in any institution. Smoking is never permitted on campus or in any campus building. Burning of incense or candles and use of firecrackers of any kind are also serious fire hazards and are strictly prohibited. Tampering with fire doors, fire extinguishers, fire exit signs, or fire alarms is a very serious offence, as it constitutes a danger and threat to the community. Infractions will lead to suspension from school and possible dismissal.

FOOD AND DRINK

Food, cutlery, glasses, and crockery must not be removed from the dining room. Food and drink provided by the catering service must be consumed in the dining room and not elsewhere on campus. Students may not order food to be delivered to campus during the academic day. Day students may not order food for delivery at any time.

GENERAL COUNSELING

The Counseling Service is a resource for students and their families. It provides direct services to students by giving them the time and space to share concerns or problems in a setting that is non-judgmental and confidential. It also provides space where individuals can be who they are and discover their basic natures. Additionally, the Counseling Service supports families in the quest to adapt to change.

ID BADGES AND LANYARDS

For the safety and security of our community, ID badges must be worn around the neck, on a TASIS-issued lanyard, at all times during the school day. Badge photos must be fully visible, with no embellishments or alterations. It is each student's responsibility to ensure that their badge is fully visible to security staff as they cross between the North and South campuses. If a badge is lost or damaged, students must obtain a replacement, at a cost, by applying through the LMS.

JUNIOR AND SENIOR FREE STUDY

Students in Grades 11 and 12 are assigned Free Study periods during the academic when they do not have a regularly scheduled lesson. During these periods, students check in with the Free Study supervisor and may use the Dining Hall, Refectory, Student Lounge, or Library to study. Free Study is a privilege that can be revoked at the discretion of Upper School administration.

LEAVING CAMPUS DURING THE ACADEMIC DAY

TASIS has a closed campus during the academic day (8:15 a.m. – 3:15 p.m.). All students must sign in and out of school at the Attendance Office in Magna Carta if they need to arrive late or leave early.

Day students leaving campus due to illness must do so via the Health Center.

During lunchtime only, students in Grades 11 and 12 may be granted permission to visit the Thorpe post office when needed. They must sign in and out with a member of the Security team on the crosswalk and present their ID badge for an ID check prior to going into the village.

Other than these exceptions, all students must remain on campus at all times between 8:15 a.m. and 3:15 p.m.

LOST AND FOUND

Students who have lost personal items may check with the Upper School Office to see if the item has been turned in by Security. Notices regarding lost items may be placed in the Upper School Daily Bulletin.

MEALS

Lunch is served daily for all students in the dining room. Day students arriving early to school are requested not to eat breakfast in the dining room unless special arrangements have been made with the school business office. Similarly, arrangements for attending evening dinners should be pre-arranged. Exceptions may be made by contacting the appropriate administrator in advance if there is a special event or reason for the student to remain on campus in the evening.

MESSAGES

Communication to students is facilitated by the Daily Bulletin and by email. Students must check their email and the Daily Bulletin daily since these are the main vehicles of communication between the School and the student body.

MOBILE TELEPHONES

Use of mobile phones and mobile phone technology is not permitted during the academic day and co-curricular activities. This includes all lesson times, lunch times, study periods, passing time between classes, and clubs, sports or activities. Use of mobile phones or mobile phone technology for any purpose will result in detention and may result in confiscation of the mobile phone by the Dean of Students, or further disciplinary consequences. Boarding students should leave their mobile phones in their boarding houses and day students should leave their mobile phones at home or switched off at the bottom of their bag for the entirety of the academic day. More information about how to maintain a mobile phone-free campus will follow at the start of the 2024–2025 academic year.

PERSONAL PROPERTY

It is expected that individual and school property will be respected in the TASIS community. All students are responsible for their own personal property. This includes not leaving items unattended around campus and properly securing valuables in a dormitory lockbox. The School cannot be responsible for the loss of personal items.

Personal belongings are the responsibility of each student, and insurance to cover their damage/loss should be undertaken personally.

PERSONAL LISTENING DEVICES

Personal listening devices such as iPods, MP3 players, or any other electronic devices may not be used during the academic day, the evening supervised study hall, or detention.

PETS

Students are not permitted to have pets on campus.

PUBLIC DISPLAY OF AFFECTION

The School expects all students to conduct themselves with an appreciation for the sensitivities of others and the established values of modest and appropriate behavior. Demonstrative expressions of affection in public areas of the School can cause embarrassment and offense to others and are inappropriate in the context of a school environment.

RELATIONSHIP AND SEXUALITY EDUCATION GUIDELINES

Students receive relationship and sexuality education (RSE) as part of our Health and Wellbeing or Life Skills classes. The RSE curriculum is an essential vehicle in supporting the School's statutory duty to:

- Safeguard and promote the welfare of our students
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social, and cultural development of students
- Prepare students for the challenges, opportunities, and responsibilities of adult life

Our mission is to work with parents to ensure, through a cross-curricular approach, that our students' knowledge of relationships, sex, and sexuality is based upon facts and strong moral grounding. With this in mind, our goals are to:

- Foster self-esteem, self-awareness, and a sense of moral responsibility
- Emphasize the importance of relationships with, respect for, and responsibilities towards other people
- Respond appropriately and sensitively to children's questions as they arise
- Help children base their own decisions on understanding and accurate information, rather than on ignorance and misinformation, in order to develop the skills to avoid and resist unwanted sexual experiences
- In addition to human growth and reproduction, other areas of sexuality education are discussed in age-appropriate ways, including personal awareness and safety, the context of sexual relationships, body knowledge, and family relationships.

Parents are welcome to talk to their child's teacher about what is being taught and the School's RSE education curriculum is available to parents. After reviewing the curriculum, parents may request that their child not participate in the aspects of the health education curriculum that discuss issues related to sexuality.

SCHOOL MEETINGS

Upper School community or class meetings are held regularly to share information and discuss issues of interest to the student body. Attendance is required. Class-level meetings allow students at each grade level to meet with their advisors and class officers, to conduct class business, and to plan class activities.

SECURITY

TASIS provides a full-time, year-round security presence. The campus security force is housed in the building beside the Ten Acre Lane entrance to campus and can be reached at 01932 582339 or 01932 582702 at any time. CCTV cameras also monitor the campus. The South Campus car park can be accessed by a swipe card system that is made available to regular users. Those wishing to park vehicles on the North Campus must pass through Security. All those regularly parking on or driving through campus must obtain a disc made available through Reception. Parents, staff, and visitors are provided with identification badges, which should be worn whenever they are on campus.

SKATEBOARDS AND ROLLER BLADES

For reasons of safety, students are not permitted to skateboard on campus. Rollerblading is allowed for boarding students after 5:15 p.m. on weekdays and all day on weekends. Rollerblading is not permitted on school walkways and is restricted to hardtop recreation areas. Rollerbladers are encouraged to wear protective gear and to keep in mind the safety of others.

SPORTS, FIELD TRIPS, OFF-CAMPUS AND OVERNIGHT TRIPS

Participation in school-sponsored trips is a privilege. Each student is responsible for making up the work for the classes he/she has missed due to a school-sponsored trip. Students must secure a planned absence form from the trip sponsor a minimum of three days in advance of any school-sponsored trip. The student is responsible for informing teachers in advance of the trip that he/she will be absent, and for completing his/her work in a timely manner as determined by the student's teacher(s).

Students who are on Academic Probation or Monitoring, Disciplinary Probation, or who have excessive school absences may be denied participation in school-sponsored trips at the sole discretion of the Upper School administration.

STUDENT GUESTS AND VISITORS TO CAMPUS

All visitors to campus, including our alumni, are required to sign in at the Security Lodge on Ten Acre Lane to obtain a visitor's badge, and will be escorted by a member of faculty or staff while on campus. Parents of students who would like to invite a guest to campus during the academic day must contact the Dean of Students at least one week in advance. Please note that these visits can only take place during lunchtimes.

Visitors should park their vehicles in the designated area near the tennis courts. Dormitories are out of bounds for all visitors unless special permission has been granted.

All alumni visitors and guests of students should be off campus by 7p.m., with the exception of attendance at special events (theatre productions, concerts, etc.). Because of space restrictions, we regret that visitors may not attend classes during the academic day.

TOILETS

Only one student at a time may occupy a single use toilet anywhere on campus unless a student has on file with the Health Center that they need to be accompanied by a carer.

ADDITIONAL POLICIES AND PROGRAMS

University/College and Career Counseling

TASIS England offers a four-year Future Pathways course that prepares students, starting in Grade 9, for the university and college search and application process. Students are provided with the digital Post-Secondary Options Handbook, which is incorporated throughout the four-year college counseling program. College counselors work regularly with all our upper school students through the planning and action stages of college admissions. Our unique four-year curriculum is designed to assist and support our students at each stage of their development and support our families every step of the way. At orientation in August, the college counselors meet with all upper school students to discuss the college admissions process as it relates to setting goals, academic achievement, academic planning, and extracurricular involvement.

The TASIS College Counseling team meets with ninth and tenth grade students (freshmen and sophomores) throughout their first two years in the Upper School as they begin the college journey. They work on career assessments, resumes/CV building, using Maia Learning, understanding PSAT scores, and understanding the grade-level college counseling timeline. Discussions are held with students about productive summer plans and to understand their individual goals and future plans.

Students in eleventh grade (Juniors) continue with the Future Pathways course sessions that focus on important information related to the application process, such as finding the right institution to match their goals, writing the application essays, requesting teacher letters of recommendation, and researching different course options. College counselors also assist in planning final year course selection, as well as summer activities. Juniors are assigned to a specific college counselor in January to begin making individual post-secondary plans based upon the concepts presented throughout the four-year college counseling course. Students are introduced to how the application process works in the countries that interest them, and are required to have a one-on-one interview before May of that year to discuss college and career goals and begin formulating a list of suitable colleges.

During the fall term, the college counselors work closely with students in twelfth grade (Seniors) to individually help them with each step of their applications. The team works with small groups and will guide each senior in essay/Personal Statement writing, supplemental essays, scholarships, financial aid, and teacher letters of recommendation. The students are taught the tools for organizing their application timeline, follow-up, interviews, and decisions. Self-advocacy is taught as a life-skill. Ownership of the process is given to the seniors knowing that their self-made choices will be the correct ones.

Admissions representatives from a wide variety of colleges and universities from around the world visit the campus throughout the year to meet with interested students. Trips to major university fairs also help students learn more about their options. Over the course of the year, the College Counseling department hosts many workshops on the admissions process for parents and students, and often brings in highly regarded university admissions representatives as speakers. Coffee mornings for parents of students in each upper school grade provide a forum to discuss current college issues, and the Director of College Counseling is present at parent coffees and grade-level meetings. Additionally, the college counselors are always available to meet individually with parents.

MAIA LEARNING

A vital component of the four-year college counseling program is the use of Maia Learning, an online college and career counseling platform. Each upper school student is encouraged to use the program to explore not only post-secondary options but also to explore learning styles, personality, and careers through surveys. The platform also offers a section to support students in building a resume as well as researching thousands of colleges and universities from around the world.

Maia Learning has a growing section of resources to assist families in exploring world-wide post-secondary options. The college counselors work with students to understand how to use the many features during the Future Pathways course and individual meetings.

Each Upper School parent is offered an account that is linked to his/her child. This is an excellent opportunity for parents to support students in taking the lead in their post-secondary exploration.

MORRISBY INTEREST AND CAREER INVENTORY

Career counseling is incorporated within the four-year college counseling program. In addition to the learning, personality, and career surveys available through Maia Learning, TASIS utilizes the Morrisby Interest and Career Inventory to provide students with further advice. The Morrisby survey is offered to every Grade 10 student in the winter as well as Grade 11 students who are new to TASIS. After taking the survey, students are offered a one-to-one interview with a college counselor to review the results and discuss how these relate to potential courses, careers, and post-secondary pathways. After the interview, students are given access to a number of tools to help them research course options at TASIS England, career suggestions, and even university course selection. TASIS England pays for the Morrisby fees for students.

TEST PREPARATION COURSE

Interested juniors have the opportunity to enroll in an on-campus SAT and ACT preparation course. The course is designed to review basic verbal and math information and to familiarize students with the test format. Enrollment in this second semester course is optional and detailed information, including the course fee, is sent to upper school parents in the fall.

College Admissions Testing

To support students in becoming familiar with standardized tests and aware of the various admissions tests that are used by some universities, TASIS offers students the PSAT. The TASIS Test Supervisor and School Exam Officer is responsible for registering students and the college counselors assist in explaining the scores. Further information regarding each test is below:

PSAT/NMSQT - Grades 10 and 11: Preliminary SAT and National Merit Scholarship Qualifying Test: Measures a student's ability in critical reading, math, and writing and provides preparation for the SAT. Juniors that are American citizens may also qualify for the prestigious National Merit Scholarship. This test is mandatory for every Grade 10 and 11 student.

TASIS is a testing center for the SAT and ACT, both of which are standardized tests that are used by several American colleges and universities, as well as some international universities. Students must register for each test through the Collegeboard (for SAT) or ACT (for the ACT test). The TASIS Test Supervisor and School Exam Officer is responsible for supporting students to register for each test, with the college counselors assisting students in understanding if a test is necessary based on their post-secondary plans. TASIS offers:

SAT Reasoning Test: Measures a student's ability in critical reading, writing and language, and math. It is commonly known as one of the two US university entrance tests; however, it is also used for admissions by countries around the world, including Canada, the United Kingdom, and more.

ACT: Measures a student's ability in English, reading, mathematics, and scientific reasoning. It also has an optional writing test. It is commonly known as one of the two US university entrance tests; however, it is also used for admissions by countries around the world, including Canada, the United Kingdom, and more.

TASIS is also a registered testing center for several admissions tests necessary for the UK and Canada. Further information is sent to upper school students and parents each fall from the College Counseling Office, in partnership with the TASIS Test Supervisor and School Exam Officer.

Community Service

TASIS attaches high value to service to others. Showing concern for those less fortunate, preserving and protecting our environment, and giving back to the community and those in need are all actions that help us to grow as individuals and to appreciate the blessings bestowed on us. Each TASIS student is required to complete at least one Service Project each academic year. Time spent in community service is expected to be a minimum total of 10 hours per year in Grades 9 and 10 and 20 hours per year in Grades 11 and 12. Students may wish to pursue their service projects during the summer months for the following school year or during any of the other school breaks. Such projects must be for not-for-profit charity organizations, and students may not receive payment for their work. This option may be especially suitable for students who have a particularly heavy schedule of extracurricular and sports activities.

A number of opportunities to serve others exist in the communities around Thorpe. Volunteer work in hospitals and hospices, agencies for the disabled, conservation and ecology organizations, service agencies, and charity shops can be facilitated through the Community Service Office, but students are strongly encouraged to seek out and schedule volunteer time independently from the School. The declared goal of the TASIS service program is for students to participate in a project containing a social justice, conservation, or education element, recognizing the value of service beyond self. The local Volunteer Bureau can help with placement and assist young people to find meaningful service opportunities. Two searchable databases exist at www.do-it.org.uk and www.timebank.org.uk.

A limited number of campus-based projects are also available. At the culmination of their service activity, students will write an essay reflecting on their contribution and its value. Projects undertaken during school breaks must be properly documented upon return to school in order to receive credit.

As part of the IB Diploma, IB students are required to complete a balanced CAS program over the two years of their diploma course. CAS stands for CREATIVITY-ACTIVITY-SERVICE. Each student must reach the seven prescribed learning outcomes and address each of these areas. The CAS service project must be of substantial duration. All CAS credit activities must be documented, evaluated, and reflected upon. All CAS documentation is recorded on the MB platform and filed with the CAS coordinator and retained until the end of the Diploma Course, when selected records will be sent to the IBO. Work to be counted towards CAS may be done during school breaks but cannot commence until the first day of classes of the Diploma Course.

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 has four private sick bays, including one equipped for disabled use, disabled toilet facilities, a nurses' office, a doctor's

office, and an overnight “on-call” room for nurses who give round-the-clock care for our boarding community. A fully equipped hospital is within a ten-minute drive from the school.

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. The school doctor conducts a twice weekly clinic in the Health Center for boarding students who have registered with our local GP practice: The Grove Medical Centre. Day student medical appointments must be made by the day student parents/guardians with their local doctor.

The School Nurse may be used as a resource to discuss a child’s health, make home contact, and counsel children privately. The Health Center and School Nurse are not available during the school vacation periods.

ILLNESS DURING THE SCHOOL DAY

If an Upper School student becomes ill during the day, he/she will be assessed by the nurse and 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.

MEDICAL ABSENCES

If a student needs to miss school due to a medical procedure, a medical certificate must be provided by the parents to the Upper School Attendance Office.

Please note that absences for elective cosmetic procedures will not be excused.

TASIS MEDICAL POLICY

All students are required to have current medical history information on file with the School’s Health Center. TASIS reserves the right to withhold a student from classes and activities until medical consent is given and completed in full. All up-to-date medical information will be kept in the student’s file. Parents/guardians of new students are required to complete in full and sign the New Student Medical History Confidential Form. Returning student parents/guardians provide consent via the online re-enrollment process but must email the Health Center with any new health changes and any update to contact details. All families should verify and update the immunization and medical history as new health problems/immunizations occur. Parents/Guardians of new students must send a copy of their child’s immunization records to askthenurse@tasisengland.org prior to their child starting at TASIS. It is vital that medical consent is given annually by the parent/guardian as, without it, we cannot legally undertake medical treatment for your child unless it is a “risk to life” emergency.

IMMUNIZATIONS

1. Guidelines

According to American, British, and EU school health guidelines, all students should have the following up-to-date immunizations before arriving at school in the UK. This Vaccination checklist is based on current NHS guidelines:

At what age is the immunization due?	Which immunization?
At two months	Diphtheria, tetanus, pertusis [whooping cough], polio and Haemophilus influenzae type b [Hib] given as a 5-in-1 single shot known as DTaP/IPV/Hib; Pneumococcal infection; Rotavirus vaccine

At three months	5-in-1, second dose [DTaP/IPV/Hib]; Meningitis C; Rotavirus vaccine, second dose
At four months	5-in-1, third dose [DTaP/IPV/Hib]; Pneumococcal infection, second dose
At 12 to 15 months	Hib, Men C booster; MMR [measles, mumps and rubella], given as a single shot; Pneumococcal infection, third dose
2 & 3 years	Annual flu vaccine
3 years and 4 months, or soon after	MMR second shot; Diphtheria, tetanus, pertusis [whooping cough] and polio given as a 4-in-1 single shot known as DTaP/IPV
Around 12-13 years	Cervical cancer [HPV] vaccine, which protects against cervical cancer [girls only]: three shots given within six months
13 to 18 years	Polio, Diphtheria, Tetanus (Revaxis) One Injection 3-in-1 (Td/IPV); Meningitis C booster

For up-to-date immunization information, please refer to the Department of Health website: www.dh.gov.uk

2. TASIS Immunization Requirements

All students are required to have the above immunizations up to date with the exception of medical or religious exemptions. Please make sure nursing staff are kept updated on any changes to immunization status throughout the school year. It is also highly recommended the students be immunized against Hepatitis A and Hepatitis B. Many boarding/day schools and colleges in the USA are now requiring these immunizations. There is a charge for all Hepatitis, flu, and “travel” immunizations, as they are not covered under the NHS. In an effort to promote a healthier school population, the Health Center is also recommending annual flu vaccinations for all boarding students. Whereas this immunization does not prevent flu completely, it can greatly decrease its effect if contracted.

DAY STUDENT MEDICATIONS

Parents of day students who bring medication to school are required to complete the Regular Medication Form identifying the prescription drug and explaining the need and expected duration of the treatment. All medication must be in the original containers with clear prescribed instructions and labeling. Controlled medications such as those used in the treatment of ADD/ADHD, depression, etc. are dispensed daily by the nurses in the Health Center and parents must complete the Regular Controlled Medication Form and provide a letter from the prescribing doctor detailing the medication, dose, and timings so the nurse can administer the medication safely. Students are not permitted to carry any medications on their person (apart from EpiPens and inhalers) and must submit all medications to the Health Center.

BOARDING MEDICAL INFORMATION

All students are required to have current medical history information on file with the school's Health Center. The nurses are the only individuals on the faculty who may grant excused absences for boarding students from school commitments for medical reasons. The nurses may make boarding student referrals to other qualified medical personnel and facilities, and should be contacted for boarding student medical appointments.

BOARDING STUDENT MEDICATION

Boarding students are required to register all medications with the school nurse immediately upon arrival at school or receipt of the prescription. Any non-registered drug or medicine may be considered “illegal” or “unauthorized.” Boarding students do not need to keep any over-the-counter medications as the Health Center can provide any medication that may be required. The school doctor will be able to prescribe any other medications that may need to be taken. Please do not send antibiotics, except for chronic conditions such as acne, Crohn’s, etc. If your child requires occasional antibiotics, the school doctor will see him/her so that the appropriate antibiotic may be prescribed. All approved medications are to be kept in the student’s locked cupboard at all times and must never be given to another student. If there is an infraction to any of the rules, all of the medications will be confiscated and kept in the Health Center.

Controlled medications such as those used in the treatment of ADD/ADHD, depression, etc. are dispensed daily by the nurses in the Health Center. Boarding students are not permitted to keep these medications in their dormitories. Parents must confirm the student’s diagnosis and medication prescribed. Parents must also provide a letter from the prescribing doctor detailing the medication, dose, and timings so the nurse can administer the medication safely.

BOARDING STUDENT MEDICAL EXAMINATION

All boarding students will receive a basic nurse medical/well-being check in their first few weeks at TASIS. This will allow an introduction to the Health Center, identification of any health problems, and discussion about how to access the health care as well as passing any concerns on to the school doctor.

BOARDING STUDENT DENTAL HEALTH

We strongly recommend that your child has a dental check before school commences, as British dental fees are often considered high and this also saves your child losing class time. Dental care is extremely difficult to obtain under the NHS, therefore we strongly recommend that you take out private dental insurance. It is advised for all students to have semi-annual dental examinations at home.

ACCIDENT AND BELONGINGS INSURANCE

Accident and belongings insurance is included in the boarding fees.

MEDICAL INSURANCE

Medical insurance cover is mandatory for boarding students and is the responsibility of the parents. It is highly recommended that parents purchase the school medical insurance cover, which is available through AXA PPP who offer cover at a premium of around £246 for the school year. Parents of new students must complete an application form and send it to the TASIS England Business Office. Returning students that currently have AXA PPP medical insurance will receive an email giving details of the medical insurance for the next academic year; they do not need to complete another application form. When medical insurance cover is confirmed by AXA PPP, parents will be invoiced accordingly. This cover allows nursing staff to quickly deal with referrals to specialists and physiotherapists. Information on this cover and the cost is forwarded to boarding families in the summer mailing.

Parents who have personal medical insurance and do not wish to take advantage of the cover provided by AXA PPP must provide the TASIS England Business Office with proof of their medical insurance cover including the company, contact address, and telephone numbers. Parents/Guardians must understand that nursing staff are unable to deal with private medical insurers as they will only deal with the parents that are named on the policy.

NATIONAL HEALTH SERVICE (NHS) ENTITLEMENT: TASIS ENGLAND POLICY

Any student who is already a NHS patient must register with the School's doctor and submit their NHS details. It is a parental responsibility to declare a student's entitlement to NHS benefits and to bring their NHS details to the school nurse so that the student can be registered with the school doctor. If the NHS does not cover a student, all medical expenses are deemed "private" and patients are billed accordingly. As NHS patients, if specialist treatment is required, they are put on waiting lists and seen according to their deemed priority. Services such as physiotherapy are extremely difficult to obtain on the NHS and may differ from the service available in your own country, therefore we require boarding students to take out appropriate private medical insurance to cover any costs.

UK GUIDELINES

The current regulations and guidelines for NHS entitlement for students coming to the United Kingdom from abroad are available at: <http://www.nhs.uk/NHSEngland/AboutNHSservices/uk-visitors/Pages/access-services-in-England.aspx>. Click on the tab "Moving to the UK." If you are studying in the UK for six months or more, you will generally be entitled to free medical care on the NHS. Visits to the doctor or a hospital are free, but there is a charge for some drugs, dental, and optician (eye) services. If it is necessary for you to see a specialist you must first be seen by your local doctor who will arrange a referral.

ONE-SEMESTER STUDENTS

If you are studying in the UK for less than six months and normally reside in a country with a reciprocal healthcare arrangement, you may also be able to get free NHS treatment. Many countries, including the USA, do NOT have a reciprocal healthcare arrangement with the UK. Students from these countries may see British doctors but will have to pay a private consultation fee.

Library Information

The mission of the Upper School Lyle Rigg Library is to ensure that students are effective users of ideas and information. To achieve this goal, the Library maintains a substantial collection of books, periodicals, and electronic resources to meet the information needs of TASIS students and faculty. The Librarian teaches information literacy skills, collaborates with other teachers, promotes reading, and helps students resolve research questions.

Monday, Tuesday, Thursday	8 a.m. – 5 p.m.
Wednesday	9:05 a.m. – 5 p.m.
Friday	8 a.m. – 3:30 p.m.

The Library is also open during evening Study Hall (Sunday to Thursday) for boarding students only, and when required during the weekend, with adult supervision at all times. Please see the poster outside the Library for further information. Food, drink, and use of cell phones are prohibited.

RESOURCES

The Library has a collection of over 14,000 books for academic and recreational reading, as well as a range of magazines and newspapers. Most library resources may be borrowed or are accessible online both at school and from home.

The Library uses the electronic catalog program, Destiny (<https://tasisengland.follettdestiny.com>). This allows users to remotely search their Library or the option to check all three Libraries' collection. Remote access is available from any device

with an Internet connection. The Destiny catalog also contains a component called WebPath Express offering evaluated websites on search topics.

Students can log on into the Destiny catalog by using their LMS username and password (please see the Librarian first).

DATABASES

The Library subscribes to a number of databases, including JSTOR and Questia for faculty and students to use both on and off campus. Please see the Librarian for assistance with log-ins and passwords.

Other databases may be licensed during the school year. Please consult the Librarian for the most current offerings.

CIRCULATION

Students may check out up to five books for a two-week (renewable) period. Overdue books must be returned prior to borrowing new books. Teachers may check out books for a longer period but are requested to return materials in a timely fashion. Reference books and textbooks do not circulate.

Teachers may put books on “reserve” status for class projects so they remain in the Library for shared use. Teachers should set due dates for research projects at least one week in advance of major school holidays to ensure that Library materials are returned before breaks.

Graduating seniors are required to return all Library materials prior to graduation. All outstanding, severely damaged, or lost books are to be paid for by parents by the end of the school year. All invoices are issued by the Business Office.

LIBRARY SERVICES

All students receive a Library induction, led jointly by the Librarian and subject teachers, at the start of the school year. These sessions introduce the collection, computer resources, and operating procedures to students. Teachers can use these sessions to describe specific research assignments and point out relevant resources for both new and returning students.

Teachers are encouraged to bring classes to the Library throughout the year for research projects. Please contact the Librarian if you want to book the Library.

Material on hand can be evaluated to develop bibliographies, purchase new materials as needed, plan demonstrations of electronic resources, and create exercises to help students with topic definition, research, and presentation.

Teachers are invited to review the Library collection in the relevant subject area, suggest new titles, and offer guidance about eliminating outdated materials. The Librarian will order books a teacher believes will enhance the study of any topic being taught. The Librarian can create recommended reading lists and present book talks to classes.

LIBRARY ETIQUETTE

Students are asked to be considerate of other students and teachers and to follow the Library Code of Conduct at all times.

Sports and Activities Program

Students are required to participate in a sport or activity for a minimum of two afternoons per week. Participation in varsity and junior varsity athletics, Model United Nations, drama productions, and the yearbook may involve a greater time commitment of three or four days per week. Sports and activities are scheduled to meet at the end of the academic day, although students who elect to play on a team or who are involved in the activities already mentioned may also have evening and weekend commitments. The Sports/Activities Program is separate from the Physical Education curriculum, which is required for students in Grades 9 and 10 and is scheduled during the academic day.

The Sports/Activities Program is organized on a trimester basis, following the three seasons of interscholastic sports (fall, winter, spring). The trimester commences with team try-outs. Students who have not been selected for a team follow a sign-up procedure indicating their preferred recreational sport or activity for that trimester. In some instances, the more popular recreational sports may be oversubscribed, and participation in the group is then decided by seniority. Most students are able to participate in their first choice of sport or activity.

Seniors have a two-term requirement in the Sports/Activities Program and may elect to take a third term off. Students in Grades 9-11 have a three-term requirement. Attendance at sport/activity commitments is required. If a student is unable to participate in a sport or activity, a note from either a parent or the school nurse must be presented to the sport/activity teacher, who will then excuse the student from the session on that day. A student who is absent from school will automatically be excused. An unexcused absence from the Registrar's Office for missing a sport/activity commitment may only be cleared through the Director of Sports/Activities. Failure to attend a sport/activity without an excuse may result in a detention.

There are three main components in the Sport/Activities Program: interscholastic sports, recreational sports, and activities. Students are encouraged to participate in the sport or activity of their choice. Although the program is required, there are typically 20-25 options from which to select in each of the three trimesters, and students should have little difficulty in finding an enjoyable assignment. The following sports and activities are generally offered over the course of a school year.

TEAM SPORTS

FALL	WINTER	SPRING
Varsity Girls' Soccer	Varsity Girls' Basketball	Varsity Softball - girls
Varsity Boys' Soccer	Varsity Boys' Basketball	Varsity Baseball - boys
Varsity Girls' Volleyball	Varsity Girls' Lacrosse	Varsity Girls' Tennis
Varsity Boys' Volleyball	Varsity Boys' Lacrosse	Varsity Boys' Tennis
Varsity Girls' Cross-Country	Varsity Rugby	Varsity Golf
Varsity Boys' Cross-Country	Varsity Cheerleading	JV Softball - girls
JV Girls' Soccer	JV Girls' Basketball	JV Baseball - boys
JV Boys' Soccer	JV Boys' Basketball	JV Girls' Tennis
JV Girls' Volleyball	JV Rugby	JV Boys' Tennis
JV Boys' Volleyball	Swimming	
JV Girls' Cross-Country		
JV Boys' Cross-Country		
Sailing		

RECREATIONAL SPORTS

FALL	WINTER	SPRING
Conditioning Horse Riding Swimming Tennis	Conditioning Horse Riding	Badminton Conditioning Dance Horse Riding Running Club Soccer Swimming Volleyball

ACTIVITIES

FALL	WINTER	SPRING
Art Club Creative Writing Duke of Edinburgh Award Fleming Garden Martial Arts Theatre Production Yearbook	Art Club Creative Writing Duke of Edinburgh Award Fleming Garden Literary Magazine Martial Arts Model United Nations Yearbook	Art Club Creative Writing Duke of Edinburgh Award Film Club Fleming Garden Martial Arts Sailing Swimming Theatre

Upper school students are required to take a sport/activity commitment for a minimum of two afternoons per week. Varsity and junior varsity teams practice 3-4 afternoons per week; recreational sports and activities normally meet on Monday and Wednesday or Tuesday and Thursday.

The Duke of Edinburgh Award

This is a full-year program that requires the student to be involved in a variety of extracurricular activities. Each participant will develop an individual plan of activities after registration in September. The program allows students to improve their physical fitness, develop new skills, and participate in community service as well as plan for an adventurous journey. There is flexibility in the time and commitment required depending on the level that is chosen: Bronze, Silver, or Gold.

Travel Opportunities

Travel is an integral part of the TASIS England education and experience. It is by extending learning beyond the classroom, and by drawing on the cultural riches of Europe, that a TASIS education becomes truly distinctive and enables our students to gain life skills and a first-hand perspective which would not be possible through classroom instruction alone.

Every year during October half-term week, exceptional travel opportunities are offered for all Upper School students (Grades 9-12). TASIS England organizes trips to several different destinations in Europe such as Wales, Portugal, Spain, Croatia, Austria, Romania, Italy, and Greece. The trips are assigned by grade level and are directly linked to the Upper School

curriculum. Parents are encouraged to sign up their child(ren) for an October trip online before the summer break. The deadline for sign-ups is the first day of classes. All boarding students, all IB students, and all seniors (Grade 12) are required to participate in their course-related trip. Charges for October travel are included in the boarding tuition. For day students, the cost for the October trip is required to be met by the parents.

In addition to the traditional and popular October Travel Week, TASIS England offers optional Overnight Field Trips during February Break (these have included: Ski Trip to Switzerland, Romanian Children's Relief Service Trip, and Romania Hope and Homes Service Trip) and during Spring Break (these have included: Borneo Rainforest Expedition, Puerto Rico or Peru Service Trip). Further educational travel offerings include: Environmental Science Field Studies in Devon, ISTA IB Theatre Festival, Harvard – MIT Math Competition, MUN Conferences in The Hague and Barcelona, BFI Future Film Festival, and an Art History Trip to Paris. Varsity sports teams travel to mid-season and end-of-season tournaments.

Throughout the school year, Upper School subject teachers regularly take their classes to museums and other places of educational interest in London and the local area.

Weekend Student Activities

Educating beyond the classroom is integral to the TASIS philosophy. We expect all of our young people to experience not only a rigorous academic program in the classroom and a diverse range of extracurricular activities, but also to spend their leisure time in a constructive way, to take full advantage of their time in the UK, and to experience the rich culture all around them. To facilitate this quest, weekend trips to theatres, museums, theme parks, outdoor activities, and more are arranged through a program called GOCAT (Go Out Create A Trip). In this program, students are encouraged to initiate activities, in addition to other activities which have become traditional over the years. Bookings and the paperwork to run the GOCAT trips in a safe manner are completed by the Student Activities Coordinator or an experienced trip leader. The students are charged £10 for the off-site GOCAT activities during sign-up to ensure their commitment. If they do not attend, they are charged the full price of the tickets.

In addition, many student-initiated and sponsored activities such as Open Mic Night, Dodgeball Tournament, Bubble Football, and Manhunt take place on campus at the weekends. As student leaders, Day Prefects play an important role in planning and running of the on-campus GOCAT activities. As part of the GOCAT program every year, two traditional dances are organised. In August, the Back to School Dance welcomes the upper school students to campus, and the Homecoming Dance also takes place during the First Semester. The traditional Junior-Senior Prom is organized for upperclassmen every year in Spring. All students in Grades 11 and 12 who attend the Junior-Senior Prom must purchase their subsidized ticket.

NOTES

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TASIS



ENGLAND

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