



LOWER 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 composed 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 can be found on the TASIS website at www.tasisengland.org/policies

WELCOME TO THE LOWER SCHOOL

Dear Parents,

Welcome to the TASIS England Lower School. Whether new or returning, we offer you the warmest welcome for the new school year. TASIS England is a very special place, and we are certain that your child will have a positive and exciting learning experience with us.

At TASIS, our mission is to develop children to be intellectually curious and emboldened learners. Thus, we strive to offer a challenging and engaging academic program. Alongside this, our significant pastoral program supports students' social and emotional skills, allowing them to be principled, open-minded, and compassionate members of our global community.

In this handbook, parents will find information on all aspects of school life for Early Years through Grade 4 students. 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.

For new families, our TASIS Parent Association Board members and the PIRC group are extremely helpful 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.

At TASIS, we see parents as partners and we aim to maintain open communication at all times. If you have any questions or concerns, or need more information about your child's progress, please contact your child's classroom teacher to arrange a meeting. If you have general questions or need to share information about absences or other logistics please reach out to the Lower School Office (lsoffice@tasisengland.org).

We look forward to working with you this year.

Melodi Jordan
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 TASIS personnel are first initial and last name@tasisengland.org (i.e., mjordan@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. Melodi Jordan mjordan@tasisengland.org	Head of Lower School and Deputy Designated Safeguarding Lead
Ms. Margaret Kirwan Isoffice@tasisengland.org	Lower School Secretary and Deputy Designated Safeguarding Lead
Ms. Erin Bagley ebagley@tasisengland.org	Lower School Counselor
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 4.

To email a message to the Lower School Office, please contact **Isoffice@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, Spanish, PSHEE (Personal, Social, Health and Economic Education) 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, 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 School Sections. Each sectional 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.

Faculty are involved in sponsoring after-school activities or coaching. 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.

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 8:15 a.m. (9 a.m. on Wednesdays). 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 students to be successful in their learning and is required by the Department for Education. Except in the case of illness or emergency, children must be at school every school day. Medical appointments should be scheduled outside of school hours whenever possible.

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

Allergies and Dietary Restrictions: It is important that parents complete a medical form each year. This is where parents share information about allergies, intolerances, or other dietary requirements. Our catering team will follow your guidance strictly as they prepare meals, snacks, and special treats. **Peanut or nut products are not served in the dining room, nor are they allowed anywhere in the school facilities.**

Assemblies: The aim of the Lower School Assembly program is to develop a sense of community within the School. Assemblies support and enhance our Pastoral Program. Classes and students have opportunities to share in Assembly.

Birthday Celebrations: Children may celebrate birthdays at school by sending in a birthday keepsake. This could be something like a t-shirt or favorite book that the class could sign. Parents have the option to order an edible birthday treat through our Catering department, which will be served as an afternoon snack. These treats are free of charge and will cater for all dietary requirements in the class. Parents should contact our Catering department at least 72 hours before the desired day at cateringmanager@tasisengland.org. 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. Parents are asked to use the LMS to find contact details for the class members. We ask you to consider the feelings of other youngsters and to be fair and sensitive in issuing invitations.

Changes of Pick-up or Drop-off Arrangement: When your plans change for pick-up or drop-off, please notify the LS Office and the classroom teacher, ideally by noon. If your child also has a club that afternoon or normally rides the bus, please also notify Mrs. Hudgens and Mr. Davies. Contact details can be found on page 1.

Children must be picked up by an approved adult or a sibling that is of Upper School age. Middle School siblings cannot collect Lower School children. You can add approved adults to your pick-up list through the LMS. If your child will be picked up by an unknown adult, we must receive your permission ahead of time, and we will ask to take a copy of the adult's driver license.

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. The homeroom schedule is shared at the beginning of the school year and kept on file in the LS school office. It is also available on the LMS Class Webpage.

Homeroom Assignments: Due to the transient nature of our international population, 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 judgement. When determining placement, a number of factors are considered, such as student learning styles, pastoral and academic needs of students, 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.

Illness: Our hope is that all children will be fit and well to attend school. However, in the event that your child has a fever, displays respiratory illness, has diarrhea or vomiting, or is in any other way too sick to participate in lessons, please keep them home. Following government guidance, we ask that students with diarrhea or vomiting stay at home for 48 hours.

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.

Lunch:

Early Years: Early Years students bring their own lunch, which should include a non-carbonated drink and should not include candy, nuts, or nut products.

Kindergarten to Grade 4: A cafeteria-style school lunch is provided for all K-4 students. A wide variety of options is available, including at least two hot choices, served with a carbohydrate and two hot sides, soup, a salad bar, fruit, desserts, and a selection of bread and fillings for sandwiches.

Parents are welcome to eat an occasional lunch with their K-4 children with prior notice. 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.

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.). In addition, **the Busing Coordinator must also receive written confirmation or a phone call for children who travel via bus** in order for the student to be sent home in a different manner than usual. **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.**

Parents/Visitors on Campus: Parents are very welcome on campus. Parents do not need to sign in when coming for normal drop-off or pick-up time, or when scheduled whole Lower School events are happening. To meet with a faculty member in Lower School, we ask that you make an appointment and to sign in at Security where you will receive a badge. Parents that are coming to campus for a small workshop, or to pick up or drop off at alternative times, are also asked to park at Security and sign in before walking over.

If parents need to access the Lower School building after school, please ring the buzzer for the LS Reception and Mrs. Kirwan will assist you. As the Lower School building is secured, adult toilets are not readily accessible to visitors without assistance from Reception. There are also visitor toilets available at Security.

Snacks: Snacks are provided each day for all children in the afternoon. A morning snack is also provided for students in Early Years and Kindergarten. 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 strives to be nut-free, which includes school events, both on- and off-site, and on the bus.***

SCHOOL HOURS

Arrival time: School children should arrive between 7:55–8:10 a.m. with classes beginning at 8:15 a.m. Lower School car park gates will open at 7:55 a.m. and close at 8:15 a.m.

Wednesday is a late-start morning for all students, and arrival time is between 8:40–8:55 a.m. with classes starting at 9 a.m. Lower School car park gates will open at 8:40 a.m. and close at 9 a.m.

Dismissal time:

Early Years to Grade 4 — 3:15 p.m.

Lower School car park gates will open at 3 p.m. and close at 3:25 p.m.

Students who attend after-school clubs are dismissed from 5 p.m.

Drop-off Procedures: Please try not to arrive before 7:55 a.m. (8:40 a.m. on Wednesday) as this creates a queue in the neighborhood around the school. Parents that are waiting for the gates to open should pull close to the side to allow other cars to pass.

Parents are asked to use the drop-off bay to drop off children and depart. Alternately, parents may park cars and walk children to the Lower School. Children must be accompanied at all times in the Lower School Car Park.

Pick-up Procedures: Please try not to arrive before 3 p.m. as this creates a queue in the neighborhood around the school. Parents that are waiting for the gates to open should pull close to the side to allow other cars to pass.

Parents are asked to park cars and walk up to collect children at dismissal times. Alternatively, parents may use the drop-off bay to pick up children and depart. Parents who are waiting for children in the drop-off spots should remain in cars as this is a *No Parking Zone*. If parents wish to stay after school, we ask that you park cars in the Lower School Car Park. Children must be accompanied at all times in the Lower School Car Park.

When parking, please park close to the sides to leave space for other cars. If parents are parking vans, we ask you to park in a designated bay so as not to block several spaces.

Children must be picked up by an approved adult or a sibling that is of Upper School age. Middle School siblings cannot collect Lower School children. You can add approved adults to your pick-up list through the LMS. If your child will be picked up by an unknown adult, we must receive your permission ahead of time, and we will ask to take a copy of the adult's driver license.

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. The year is short, and our effectiveness as a school depends on a vigorous and coordinated program of class lessons and homework. 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.

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. In only these rare instances, work will be given at the discretion of the classroom teacher.

SCHOOL UNIFORM

Our uniform gives identity to our community as we all work together to live our Mission. It supports our focus on learning, develops responsible attitudes towards personal appearance, and provides us with a sense of pride in the wearing of our school crest.

The uniform guidelines support parents in partnering with the School to ensure that our students are prepared and ready for the learning opportunities that each day will present. We are grateful for the parental support in ensuring that students adhere to our uniform guidelines.

Students should be dressed neatly and tidily throughout the entire school day. This means that uniforms are clean and in good repair. Shirts are to be tucked in. Uniforms must contain the updated TASIS Crest (as shown on the cover).

The Lower uniform changes slightly during the winter, to ensure that students are dressed appropriately for the weather. Winter uniform dates are: First day after October Break to the last day of school before Spring Break.

All Lower School students in Early Years through Grade 4 must wear their clothing for Physical Education (PE) to school on their PE days. Students in Early Years have PE three times a week while students in Grades K-4 have PE two times a week. Students can also wear PE kit on days when they attend a sports club.

Hair is to be clean, trimmed, and tidy, leaving eyes clearly visible. Ostentatious hair styles and unnatural hair colors are not permitted. Hair accessories should be understated and should not detract from the uniform. On PE days, long hair must always be tied back with a suitably soft item to prevent entanglement in any apparatus and to prevent vision being obscured.

Nails should be kept clean and trimmed and free from nail varnish. Nails must be sufficiently short to prevent injury to self and others. Makeup is not permitted in the Lower School, unless it is part of a community event involving costumes, which will be communicated by the Head of Lower School.

Students with pierced ears may wear understated studs while in uniform. Small, simple, and short necklaces

may be worn on uniform days with parent consent, but must be tucked underneath the uniform at all times.. All jewellery, including earring studs, necklaces, watches, and fitness trackers must be removed for all PE lessons. Taping earrings is not allowed during PE for health and safety reasons. It is advised that all new piercings are done over long school breaks to allow them to heal.

All students from Early Years to Grade 3 use official TASIS backpacks. Students in Grade 4 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.

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

Bottoms:

- Charcoal gray, black, or navy blue tailored slacks/trousers, skirts, pinafores, or shorts
- Uniform shorts and skirts must be close to knee-length
- Winter: Shorts are not to be worn

Shoes:

- Leather-topped black/brown/navy shoes that cover the entire foot or solid black athletic trainers (laces and logos must also be black)
- Students who wish to play football may be asked to bring in separate shoes as the football pitch can become muddy.
- For EY children, wellies will be required and these will be left at school.
- Winter: leather-topped, solid-colored black, brown, or navy boots can be worn.

Socks/Tights:

- Plain white, navy, dark gray, or black
- Navy blue, dark gray, or black full-length leggings may be worn under skirts in colder weather as a substitute for tights
- Socks must cover the ankle
- Winter: tights or leggings must be worn under skirts

Outdoor wear:

- The Lower School will go outside for recess as much as possible, rain or shine, hot or cold. Students should come to school equipped to participate in outdoor play and learning every day. This means weather appropriate coats should be brought to school every day.

- Coats/jackets should be worn during cold or wet weather.
- All outerwear should be removed when students enter the classroom.

P.E. UNIFORM

Tops:

- Official TESIS t-shirt
- Navy blue sweatshirt with TESIS crest

Bottoms:

- Navy blue shorts with TESIS crest
- Navy blue sweatpants with TESIS crest or plain navy blue, non-logo sweatpants
- Winter: PE shorts must be covered by PE sweatpants outside of the PE lesson

Socks:

- Plain white, covering the ankle

Shoes:

- Clean, non-marking trainers must be worn indoors. Slip-on trainers or fashion trainers such as Converse are not acceptable due to the lack of ankle support. Trainers will also be worn outside. In wet weather, lessons will move indoors.

PE outdoor wear:

- As above, but a jacket/coat is advised in colder weather along with extra layers to maintain warmth and comfort

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.**

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 for learning. 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 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 2021, 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 are kept in the Lower School Office. We are required to follow Section 3 of “The Early Years Statutory Framework” 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, written, oral, tactile, visual, and auditory experiences occur on a daily basis, individually as well as in small and whole groups. 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 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 books with diverse perspectives, places, and people. Reading instruction is scheduled every day, and reading skills are strengthened and reinforced in all of the other 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 belief that students need to build solid conceptual understanding through rich problem-solving opportunities. We use the Eureka Math program in Grade K–4. 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. Our students learn science in a well-equipped science room, as well as in the classroom and outside on our extensive campus. Students enjoy hands-on experiments and learning through observation. A systematic approach to

exploring science combines the scientific method with content knowledge and provides essential building blocks for deeper scientific understanding.

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 with 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.

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 also welcome to do this at other designated times. 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 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.

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.

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 in life. 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 in classroom discussions.

The nine Core Virtues are:

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

Field Trips: Our unique geographic position allows us access to superb field trips on our doorstep. Field trips may include the Natural History Museum, Legoland, the Tate Modern, Theatre Royal Windsor, the Royal Academy, the Science Museum, Virginia Water Lake, Bockett’s Farm, Chertsey Museum, Polka Children’s Theatre, and many others. The Grade 4 overnight history trip to Canterbury in the spring develops greater independence as the students transition to Middle School.

Our aim is to closely align field trips with the curriculum. These trips are scheduled to enhance instruction and are considered a vital part of the overall program. Additionally, our annual, whole-school trip to a pantomime play brings the Lower School community together and showcases a classic, fun British tradition.

ACADEMIC POLICIES

HOMEWORK

HOMEWORK PHILOSOPHY

We firmly believe that the majority of learning should take place during the school day, under the guidance of classroom teachers, and that students should have a full and varied life outside of the school day, including:

- abundant physical activity;
- adequate time for reflection and sleep (9-11 hours per night);
- time to fulfill personal and household obligations, such as personal hygiene, chores, and meals;
- time to pursue other interests including music, sports, family activities, reading for pleasure, etc.

As such, homework must have a clear purpose and value and be able to be completed independently by students. This type of work should be limited to promoting permanence. “Promoting permanence” activities help to develop automaticity, fluency, speed, and long-term retention. Examples include:

- Vocabulary and spelling practice
- Handwriting practice
- Memorization of math facts or other math fluency practice
- Reviewing and applying previously learned skills
- Rehearsal of oral presentations or speeches; line learning

THE APPROXIMATE GUIDE FOR DAILY HOMEWORK IS AS FOLLOWS:

Early Years	No homework, 20 minutes reading
Kindergarten	No homework in Trimester 1 +20 minutes reading Trimester 2 and 3 at teacher’s discretion +20 minutes reading
First Grade	Maximum 20 minutes homework +20 minutes reading
Second Grade	Maximum 30 minutes homework +20 minutes reading
Third Grade	Maximum 30 minutes homework +20 minutes reading
Fourth Grade	Maximum 45 minutes homework +20 minutes reading

ASSIGNING HOMEWORK

In the Lower School, homework assignments typically follow a regular and predictable pattern. Assignments are communicated to students in class and also directly communicated with parents through the weekly learning previews in Seesaw or via email.

PARENT INVOLVEMENT

How to support your child with homework:

- Establish a homework routine that includes regular timing, a quiet location, and readily available supplies.
- If your child has worked conscientiously for the time indicated in the above chart and still has not completed the work, you should stop them and write to the teacher explaining this.
- If your child is consistently struggling with managing homework, we urge you to set up a time to discuss this with the classroom teacher to seek a solution.
- If you assist your child, please be sure to let the classroom teacher know, as this is important information for the teacher as they assess how to support your child in their learning.

HOME READING (Grades EY-4)

In addition to completing any other homework that is assigned by the classroom teachers, all Lower School students are required to participate in home reading for at least 20 minutes every night. Reading regularly at home fosters a love of reading, vocabulary building, and language comprehension. It also broadens exposure to good literature. This can happen in many ways, such as:

- Reading to themselves, a parent, a sibling, or another adult (e.g., babysitter, nanny, etc.)
- Having a parent, sibling, or another adult read to your child
- Using digital reading platforms such as *RAZ Kids* or *Epic*

Starting in First Grade, it is important to balance the time spent listening to other readers with opportunities for active, independent reading. As children grow older, there should be increased emphasis on children actively reading, both silently and aloud.

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 Lower 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 Lower 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 Seesaw or Google Classroom.

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

In the event that the school closes due to circumstances beyond our control (such as extreme weather conditions or significant power outages), information regarding access to online learning will be sent out by the School. Communication will follow a three-step process:

- 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 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.

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). Backpacks are provided for all LS students. Only Grade 4 students may choose to bring their own backpack.

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 parent-teacher-student 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 Lower School students we use a criteria-based reporting system. When digital grade reports become available on the LMS, families will be notified by email. This email will also include a link to the accompanying benchmark document, which outlines specific skills students must master to meet standards.

Parents will receive a brief report in Trimester 1, supplemented by a parent-teacher conference. In Trimesters 2 and 3, parents will see a longer report, which includes strengths and next steps for core academic subjects.

All students in Grades K–4 are marked for effort. The following effort marks are used in the reports:

- C = Consistently puts forth his/her best effort
- U = Usually puts forth a satisfactory level of effort
- S = Sometimes puts forth a satisfactory level of effort
- I = Infrequently puts forth a satisfactory level of effort

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

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

Please note that the numbers in the scale do 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.

STANDARDIZED TESTING

The NWEA Measure of Academic Progress (MAP) Test is administered in the Lower School in Grades K-4 three times a year to help the School 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 their classroom achievement to form an overall picture of their progress.

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 faculty 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 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 with varying levels of proficiency in English are eligible for admission. Support is provided either within the classroom or in specific individual or small group sessions, depending on the level of proficiency. 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. Students are encouraged to use their knowledge of their native language to help them develop both their academic and English language skills. TASIS Lower School is committed to supporting individuals to flourish by promoting differentiation for each student and the use of home language resources where appropriate.

Language development is tracked through the different stages of the whole-school EAL Program and support is adapted as required.

PERSONAL AND SOCIAL GUIDANCE

AtTASIS, we believe in educating the whole child. This encompasses not only their academic learning but also their personal, social, and emotional 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.

Our Lower School Head and Deputy-Designated Safeguarding Lead is also actively involved in supporting the social and emotional well-being of our students.

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

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 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.

ANTI-BULLYING POLICY

The aim of the Lower School 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.

EXTRACURRICULAR ACTIVITIES

Lower School Club Program: The aim of the Lower 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 eight 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. 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.

Students should remember that when they are participating in the Lower School Club Program that they are in school. Their behavior should be the same in their club as in the classroom, and they are expected to abide by all school rules.

Just as during the academic day, all of our Lower School Club coaches and teachers strive to help each child develop self-respect and respect for others. Students are encouraged to speak courteously, to listen attentively, to wait their turn patiently, and to accept differences. In cases of poor conduct, a note will be sent home and/or parents may be called.

PARENT PARTICIPATION

If parents involved with TESIS 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 Parents and Room Parent Coordinator: Parents are asked to sign up on Opening Day to be a room parent for their child's homeroom. Room parent works directly with the class teacher throughout the year to determine in which areas help is needed (e.g., class parties, Mystery Reader sign-up)). In addition, the room parents, along with the Room Parent Coordinator, liaise with the TPA on school-wide events.

The Room Parent Coordinator works closely with the Head of Lower School to ensure communication and events run smoothly in the Lower School. They gather the other room parent volunteers together or contact them as a group, meeting several times a year to prepare for events or discuss other Lower School matters. Collaboration between the Room Parent Coordinator and the School is integral to a successful working relationship.

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

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.
5. Chewing gum is **NOT** allowed. Candy should not be brought to school. **TASIS strives to be nut-free, which includes school events, both on- and off-site, and on the bus.**
6. Children should not bring money to school except for "Rags 'n' Tags," field trips, if given permission by a teacher, or special charity events.
7. Toys and other personal items are not permitted on the playground or in classrooms, unless special permission is given by the teacher.
8. Expensive items, such as jewelry and electronics, 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. Children should play well away from these areas.

1. Use equipment in a safe and sensible way to avoid injuring yourself and others.
2. **Tag** - Tag and chase should be played on the ground only.
3. **Jumping** - Jumping should never be above shoulder height.
4. **Climbing** - There should always be something to hold on to. No climbing on trees.

5. **Spider Web** – Up to 10 students at a time.
6. **Slides** – One student at a time. Go down feet first.
7. **Swings** – Only small jumps! Don't twist chains on swings.
8. **Climbing Frames** – Always hold on. No flips. Please do not sit on top.
9. **Blacktop** – No football
10. All the balls to be returned.
11. Pebbles, stones, bark, and sand must stay on the ground.
12. Sticks are for digging and should be shorter than your forearm.
13. Roller skates, blades, or skateboards are not allowed at any time.
14. Only Early Years children should play in the Early Childhood fenced area.
15. Personal items left on the playground will be stored in the Lost and Found.

Lower School Playground After-School Use: Parents are welcome to take Lower School children to our playground after school. However, students must be actively supervised by parents to ensure that all students are safe. All school rules and playground rules must be followed while on campus. The use of the playground after school is a privilege we extend to children and families, which may be removed if other events are scheduled to take place or if it is not used properly or safely.

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 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/>).

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 a form to identify the medication, explain the need and expected duration of the treatment. All medications must be dispensed by the nurses in the Health Center. Students should not store any medications in their backpacks or self-administer any medications, prescription or otherwise. Medication needs to be in the original package where the name of medication, dose, and expiry dates are all clearly readable.

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).

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