



2026–2027
HIGH SCHOOL
STUDENT HANDBOOK
GRADES 9-12 AND POSTGRADUATES

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WELCOME TO TASIS!

For over 70 years, TASIS has transformed the lives of thousands of students. A TASIS education begins in the classroom, where dedicated and gifted teachers along with internationally-recognized curricula provide first-rate academic preparation for university and lifelong learning. In addition, a TASIS education includes:

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

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

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

ON MUTUAL RESPECT

TASIS seeks to promote a School culture of mutual respect and civility free from harassment and disruptive, demeaning, intimidating, threatening, or aggressive behavior. Therefore we expect and encourage those in our community to work together with respect and civility so our students can reach their highest potential. This expectation extends to all members of the TASIS community, including students, parents, and employees, and governs how we interact with each other.

PLEASE NOTE

The policies and procedures in all Student Handbooks are neither rights nor a modification of the enrollment contract. Every effort has been made to provide students with complete and accurate information. The School reserves the right to modify, amend or revoke any rules or regulations and to change programs and requirements. Any such changes may be

implemented without prior written notice and without obligation and, unless specified otherwise, are effective when made.

CONTACT INFORMATION

TASIS believes that parents and the School share responsibility for education. We suggest parents download a copy of this Student Handbook to their home computers or keep a copy at home, so that the School and the family can work together for the welfare of both the individual and the community. Parents are encouraged to contact the following faculty members directly with concerns or questions (and see the [TASIS website](#) for further information:

[Christopher Nikoloff](#), Headmaster

[Bill Eichner](#), Director of Institutional Advancement

[Emily McKee](#), Director of Admissions

[Mark Abisi](#), Head of High School

Contact Mark for general concerns about academics, student life, and student discipline.

[Kathy Anderson](#), Academic Dean and IB Coordinator

Contact Kathy with questions about schedules, academics at TASIS, and the IB program.

[Hope Schlicht](#), Dean of Student Life and Student Safeguarding and Child Protection Officer

Contact Hope with concerns about student life, attendance, uniforms, after-school activities, and graduation events.

[Kari Fritz](#), Dean of Student Support

Contact Kari for questions about advisory, academic support, and courses.

[John Gordon](#), Dean of Residential Life

Contact John with questions about the boarding program, including travel for boarders.

[Margaret DiMenna](#), Student and Residential Life Coordinator

[Nancy McDonald](#), [Nancy Loisel](#), [Carolyn Annett](#), [Dilan Kocabey](#), School Nurses

[Lorraine Kleber](#), Director of School Counseling (Pre-K to 12)

[Natalie Philpot](#), Academic Travel Director

[Ania Shields](#), Opsahl Global Service Program Director

[Johanna Fishbein](#), Director of University and College Counseling

[Sam Wickham](#), University and College Counselor

[Conor Fritz](#), University and College Counselor

[Emily Clark](#), AP Supervising Teacher

[Sonia Yo](#), Registrar and AP Coordinator

[Masa Yo](#), Director of Athletics

[Lorraine Kleber](#), Director of Counseling, Student Safeguarding and Child Protection Officer

[Laura Schlesinger](#), Director of the Learning Resource Center

[Nancy McDonald](#), Director of the Health Center, Deputy Student Safeguarding and Child Protection Officer

[Paola Squazza](#), Director of Operations

[Fabrizio Appiani](#), Head of Finance and Accounting

[Francesca Piovani](#), Accounting Manager

Duty Administrator (DA) Phone +41 79 337 3857; DAs will not answer calls from numbers that are listed as unknown or restricted.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

The minimum requirements for graduation are 19 credits (1 credit = 120 classroom hours).

Students are required to enroll in a minimum of five full-credit courses per year or the equivalent. An alternative program of studies may be designed for students with special talents, interests, or needs. Such a program must follow established guidelines and requires the approval of the High School Academic Team.

English/English as an Additional Language (EAL)

Four years of English. Each student is required to pass an English or EAL course each year in order to advance to the next grade level. All Grade 12 students must pass either a Grade 12 English course offered by the English Department or IB English B HL (Year 2) (IB Diploma candidates only). Non-IB EAL students must pass either English 5: Grammar, Composition, and American Literature or English 5: Grammar, Composition, and British Literature.

Modern Languages

Third-year proficiency (equivalent to completion of a level 3 language at TASIS or B1 proficiency as defined by the Common European Framework of Reference) in a modern language other than English* that is offered at TASIS. The modern languages offered are French, German, Italian, and Spanish. A student's native language is not accepted as fulfilling the modern language requirement.

A modern language is not required for students enrolled in EAL classes, though EAL students in English 3: English Grammar, Composition, and Literature or higher may take an additional language.

*A native English-speaking student entering TASIS in **Grade 11** must meet one of the following modern language requirements:

- demonstrate third-level proficiency in a modern language offered at TASIS, or
- enroll in and complete two years of a modern language taught at TASIS, starting from the introductory level, or
- continue to third-year proficiency in French, German, Italian, or Spanish if the student has prior experience in one of these languages

*A native English-speaking student entering TASIS in **Grade 12** or as a **PG** must meet one of the following modern language requirements:

- demonstrate third-level proficiency in a modern language offered at TASIS, or
- enroll in and complete one year of a modern language that is taught at TASIS, starting from the introductory level, or

- continue on to second or third-year proficiency if they have a background in French, German, Italian, or Spanish if the student has prior experience in one of these languages

*A native English-speaking student entering TASIS in the middle of the school year must reach the level of proficiency equivalent to the number of full years he or she is enrolled at TASIS.

History

Three credits of History, including Modern History and either US History or an IB Group 3 course (IB Diploma candidates only), and successful completion of the Introduction to Political Philosophy seminar (typically during Grade 11 or 12).

Science

Three credits of Laboratory Science.

Mathematics

Three credits of Mathematics, completing Mathematics 3 Core at a minimum.

Fine Arts

One credit in Performing Arts or Visual Arts. This may be accomplished by taking either one full-credit class or two ½ credit classes in the Performing and/or Visual Arts.

Health & Physical Education

All students in Grades 9 and 10 are required to take and earn credit in Health and Physical Education.

Senior Humanities

All students must enroll in and successfully complete a Senior Humanities course which can be fulfilled by AP US History, Art History, AP Art History, IB Art History, or, for IB Diploma students, Theory of Knowledge.

Service Learning

Students must earn a passing grade in the Opsahl Global Service Program each semester enrolled through Grade 11 and participate in at least one service trip or local service experience. New Grade 12 and postgraduate students must also earn passing grades both semesters and participate in a global service trip or local service experience.

Completion of the Service expectation is a graduation requirement and students who fail to meet this requirement must successfully complete an alternative service/reflective exercise that demonstrates volunteerism and reflection. Grade 12 students will not receive their diploma until the requirement is satisfied.

Academic Travel

Completion of all Academic Travel assignments and obligations.

Sports and Activities

Fulfillment of the Sports and Activities requirements.

Course Registration Policy

Students must be enrolled in a minimum of five one-credit courses, or the equivalent, each academic year. Students who wish to take more than six classes (or 6½ if they are pursuing the International Baccalaureate Diploma) must first seek approval from the Academic Dean, who will determine if there are strong enough reasons to grant an exception to the course registration policy.

TASIS ACADEMIC PROGRAMS

Along with the TASIS High School Diploma program, TASIS also offers the International Baccalaureate Diploma Program and the Advanced Placement Program.

International Baccalaureate (IB) Diploma Program

The International Baccalaureate (IB) is an internationally-recognized, rigorous, pre-university course of study. It is designed to give students access to universities around the world. IB diploma students have the opportunity to earn both a TASIS and IB diploma if they successfully fulfill all requirements. Students not following the full IB diploma program may take individual courses for IB certificates.

IB courses require two years of study, followed by externally-graded exams. TASIS students may:

- begin in Grade 10 by taking up to two IB SL subjects (typically a language acquisition course) which are completed at the end of Grade 11 and the full diploma at the end of Grade 12,
- begin in Grade 11, completing the IB in 2 years during Grades 11 and 12; or
- begin in Grade 12, completing the IB in 2 years during Grades 12 and PG.

Students entering Grades 9 and 10 who think they may be interested in the IB Diploma program should discuss their course selection with the Academic Dean and IB Coordinator.

In order to obtain the IB Diploma, a candidate must pass three Higher Level (HL) and three Standard Level (SL) subjects. The student must choose one subject from each of the six following areas:

- Group 1: Studies in Language and Literature (Language A)
- Group 2: Language Acquisition (Language B or ab initio)
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts (Art or a second choice from Group 1, 2, 3, or 4)

IB Diploma candidates must also satisfy the requirements for

- Theory of Knowledge (ToK): A full-credit course taken over two years, which examines various ways of knowing and the nature of knowledge.
- Extended Essay: A 4000-word original research project in an area of interest chosen by the student.
- Creativity, Activity, and Service (CAS): continuous engagement over 18 months balancing all three strands and meeting seven specific learning outcomes, documented through reflections and evidence in a portfolio.

Entry into the IB Diploma program is made in consultation with the School, student, and family, and is recommended for highly motivated students with strong academic, time management, and study skills.

Prerequisites for entry into the Diploma program include placement into IB English B HL or a Group 1 English A course and IB Applications and Interpretations SL or a more advanced Mathematics course. Students must [make a formal application](#) to enroll in the full IB Diploma or for individual IB courses. Parents should be aware that the IB charges approximately CHF 1000 for full diploma exam registrations. IB students are expected to maintain good academic standing throughout the two-year period.

Given the differences between IB courses of study, it is not always possible for a student to transfer into the IB program after completing part of the two-year program elsewhere. Those students allowed to transfer must arrange for all internal assessment work completed at their previous school to arrive at TASIS by September 1.

The IB Diploma can be used as an entry qualification for universities around the world.

The Advanced Placement Program

The Advanced Placement (AP) Program offers qualified TASIS students the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school.

AP exam results can be used as entry qualifications for universities around the world.

Subject to sufficient interest, TASIS offers courses preparing students for AP exams in the following subjects: English Language and Composition, English Literature and Composition, Art History, European History, Macroeconomics, Microeconomics, Psychology, United States History, Biology, Chemistry, Physics, Physics C, Pre-Calculus, Calculus AB and BC, Statistics, Computer Science Principles, Art and Design, and Music Theory. Enrollment in AP courses is dependent on successful completion of all prerequisites as outlined in the [Course Offerings Guide](#).

Additionally, while we do not offer AP courses in modern languages, students may prepare for AP exams in their modern language of choice through non-AP TASIS courses (French, German, Italian, and Spanish) and self-study (Chinese and Japanese). Students who are in their fourth year of a language at TASIS will be prepared enough to take the AP exams in that language.

Students and parents should be aware that each AP exam is subject to an exam fee of approximately CHF 140, charged by the College Board.

AP Scholars and Awards: Notable achievement in the AP Program is acknowledged by several AP Scholar awards, as designated by the College Board. Specific requirements for and more information about these awards can be found [here](#).

Independent Study

Students may earn academic credit through the completion of TASIS independent study courses. To qualify for credit, the curriculum of such courses must be approved in advance by the appropriate Department Chair and the Academic Dean. Students then receive regular grade reports as in other courses. Costs for independent study courses are charged separately. Independent Study course offerings are contingent upon faculty availability.

For specific course information, please see the [Course Offerings Guide](#).

COURSE REGISTRATION

All rising Grades 9–12 students are supported through the course request process by the Academic Office and/or the College Counseling team. For more information about the process, please visit our [website](#).

English Only Expectation

A primary goal of TASIS is to encourage international understanding through shared experiences and communication. The common language to all TASIS students is English. We encourage students to speak English whenever possible in common spaces to help non-native speakers with their fluency and ensure understanding among everyone. The spirit of this policy is to encourage inclusion in conversations rather than using language for exclusionary purposes.

Placement Tests

We use placement testing and academic counseling at the beginning of the academic year to verify placement decisions made based on students' previous academic records. A student's grade level and schedule remain provisional until test results have been reviewed by the appropriate divisional administrator and relevant department chairs.

Transfer Credits

A student's academic program is determined by an evaluation of previous transcripts in the light of TASIS graduation requirements. As a rule, transfer credit is granted for courses which are equivalent to or which approximate the content of courses offered at TASIS. In some instances, the Academic Dean may request more detailed course descriptions before transfer credit can be given.

Course Changes

Adding a Course

Students are strongly encouraged to adjust and add courses to their schedules within the first two weeks of the semester so as not to miss valuable class time and instruction. Students are able to add courses until the end of the fall interim grading period for the fall semester. Returning students and students new to TASIS are able to add courses until the end of the spring interim grading period for the spring semester. In exceptional cases, requests to add courses after the end of the interim grading period are considered only if they are teacher-initiated and approved by the relevant department chair.

Dropping a Course

Students are able to drop a course without record until the drop deadline, typically two business days after the interim progress reports are published each semester. The interim progress reports are typically published four weeks into the semester.

Withdrawing from a Course

If a student wishes to leave a course after the drop deadline, typically two weekdays after the midterm progress reports are published, a withdrawal (W) will appear on the student's transcript.

Level Changes

Teacher-initiated changes in placement to a more appropriate level, particularly in Mathematics or Modern Languages, will be considered separately but will always require the approval of the Academic Dean and the current and new teachers.

- If the change in a year-long course occurs **after** first semester grades are published, the course and semester grade are recorded on the transcript. No year-end grade for either course is given.
- A teacher-initiated level change can be made up until the withdrawal deadline with the approval of the Academic Dean and the current and new teachers. The student is held responsible for making up all major assignments and assessments for their new course in a timely manner.
- Any teacher-initiated level changes proposed after the withdrawal deadline will become active at the start of the new semester. Students must remain in their current level through the end of the current semester and complete all required assignments and assessments.

Students in Grades 11 and 12 must see their College Counselor before adding, dropping, or withdrawing from a course. Students in Grades 9 and 10 must see the Academic Dean before adding, dropping, or withdrawing from a course.

ACADEMIC INTEGRITY POLICY

TASIS students are expected to be principled and to act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. Consequently, in creating authentic pieces of work which honestly acknowledge the contributions of others, and in not trying to gain an unfair advantage in any course, students are living up to this expectation.

Honesty is a core value and an attribute of personal integrity. It applies to all aspects of life at TASIS, including academics. Each student is expected to be responsible for his or her own work. Incidents of cheating, academic misconduct, or plagiarism are examples of dishonest conduct, and we consider these incidents to be a major violation of School rules. Parents and students should understand our expectations for academic integrity.

The Goals of the TASIS Academic Integrity Policy

The role of the School

At TASIS, we aim to provide guidance to help students:

- understand the meaning of academic integrity, an authentic piece of work, intellectual property, and paraphrasing.
- understand what constitutes academic misconduct (particularly plagiarism, collusion and misconduct during an examination) and how this differs from an academic infringement.
- understand the difference between collaboration and collusion.
- develop study skills and academic writing skills, conduct research, and acknowledge sources so that they have the knowledge and practical skills to apply the above concepts to their work.
- understand the benefits of properly conducted academic research and show a respect for the integrity of all forms of assessment.
- understand the importance of integrity, and know the consequences of being found guilty of academic misconduct.

The role of the student

TASIS students should strive to achieve the above goals. They will be required to sign an honor code which testifies to their agreement to abide by the TASIS Academic Integrity policy.

Students are ultimately responsible for making sure that their work is authentic and that all sources have been acknowledged.

Additionally, all students taking an International Baccalaureate (IB) course will be required, by the IB, to sign a declaration on all pieces of work submitted to the IB that attests to the authenticity of their work. Failure to do so will result in work being rejected by the IB. Students must be aware that a sample of exam papers is checked for plagiarism by the IB, and that IB examiners are also experienced in looking for cases of academic misconduct.

Students at TASIS are expected to:

- have a full understanding of TASIS' policies, including but not limited to the policies outlined in this Student Handbook.
- respond to acts of student academic misconduct and report them to their teachers, program coordinators and/or academic administrators.
- respond to acts of school maladministration and report them to their teachers, program coordinators and/or academic administrators.
- complete all assignments, tasks, examinations, quizzes, and university and external program applications in an honest manner and to the best of their abilities.
- give credit to used sources in all work submitted including work submitted to the IB for assessment in written and oral materials and/or artistic products.
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, AI-powered chatbots, or file sharing websites.
- Show responsible use of the internet and associated social media platforms.

The role of the teacher

Teachers must accept the responsibility to introduce aspects of academic integrity and teach the required skills specific to their discipline. Teachers are expected to take all reasonable measures to ensure the authenticity of student work. In the case of work submitted by students to the IB, teachers must confirm this on submission by physically or electronically signing submitted work.

Teachers should be ready to provide all necessary advice to students about academic misconduct and be aware that students come to TASIS from educational systems which place different degrees of emphasis on academic integrity.

Teachers should actively support and act on the aims of the TASIS Academic Integrity policy, and they should be good role models to their students. Specifically, IB teachers are expected not to provide more assistance to students with their assessments than is indicated in the subject guidelines.

The role of the parent

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the School to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of TASIS students are expected to:

- understand policies, procedures, and subject guidelines in the completion of coursework or examination papers by their children.
- support their child's understanding of policies, procedures and subject guidelines.
- understand school internal policies and procedures that safeguard the authenticity of their children's work.
- support their child in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences.
- understand what constitutes school maladministration and its consequences.
- report any potential cases of student academic misconduct or school maladministration to the School's administration and/or the IB.
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their child.
- abstain from giving undue assistance to their children in the completion of their work.
- abstain from giving or obtaining an inappropriate amount of assistance in the completion of student work, including external university applications, to their child.

What is an authentic piece of work?

An authentic piece of work is one that clearly shows the difference between the student's own ideas and those of others, including information generated by software (e.g. A.I. content generators). The latter, whether quoted or paraphrased, must be completely and appropriately acknowledged, whereas the former must be in a form which is evidently using the student's own language and means of expression.

Students may not present the same or similar work for two assessments; however, they may, for example, treat one aspect of a topic for a piece of internal assessment and another aspect of the same topic for an extended essay.

There should also be no fabrication of data.

Please see the [TASIS Generative AI Policy for Academics](#) for further information on using AI-powered tools.

Citing Sources in Research Papers and Other Works

Citing sources is important as it alerts the reader to a source which has informed your own content.

TASIS uses the Modern Language Association, or MLA, style format. MLA guidelines set a standard for the look and content of papers. The following resources will be helpful in ensuring you are using the MLA style correctly:

- [How to format papers for MLA](#)
- [How to add in-text citations to your writing \(video\)](#)
- [How to cite special sources like emails, tweets, ebooks, and more](#)
- [How to create a Bibliography/Works Cited page](#)

There are a number of tools that can help creating in-text citations and bibliographies:

- Google Docs has [a built-in citation and bibliography generator called Citations](#), available in the web-version of Google Docs ([video tutorial](#))
- [MyBib](#) ([Chrome extension](#), [video tutorial](#))
- [Scribbr](#) ([Chrome extension](#), [video tutorial](#))

Academic Misconduct

TASIS follows the IB Regulations definition of academic misconduct which is behavior “that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment”. Students must understand that passing off the work of another as their own is not acceptable and constitutes academic misconduct, regardless of whether the act was intentional.

Academic misconduct includes:

- plagiarism: this is defined as the representation of the ideas or work of another as the student’s own work, whether, intentionally or unintentionally, without proper, clear, and explicit acknowledgment. This includes the use of translated materials. Students are expected to give adequate credit to all sources of information. All student work should be the work of that student. No copying or plagiarism is acceptable. When quoting others in academic material, students must cite their sources.
- collusion: this is defined as supporting academic misconduct by another student, as in allowing one’s work or answers to be copied or submitted for assessment by another.
- duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, including false information on a university application, etc.).

Academic misconduct most commonly involves plagiarism or collusion; however, there are other ways in which a student may commit academic misconduct and in so doing be in breach of the TASIS Academic Integrity Policy. The following examples of academic misconduct do not constitute an exhaustive list or refer only to written examinations:

- attempting to deceive plagiarism checkers (e.g., through the modification of AI-generated content)
- taking unauthorized material into an examination room;
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination;

- misconduct during an examination, including any attempt to disrupt the examination or distract another student;
- exchanging information or in any way supporting the passing on of information to another student about the content of an examination;
- failing to comply with the instructions of the invigilator or other member of the School's faculty/staff responsible for the conduct of the examination;
- impersonating another student;
- stealing examination papers;
- using an unauthorized calculator or device during an examination;
- disclosing or discussing the content of an external examination with a person outside the immediate school community within 24 hours after the examination.

Academic Infringement

When a student has made an attempt to acknowledge sources, but has not done so in a manner which is considered correct or complete, this should be considered as academic infringement and not intentional academic misconduct. This should be regarded as a learning experience. The faculty member should/will aid the student in understanding the mistake and how to correct it in the future.

Collaboration vs. Collusion

Collaboration may be desirable or necessary at times, but when the final work contains the same words, we consider this to be unacceptable collusion.

Students are expected to work independently even if the data is similar or the same. For example, in IB Group 4 (Sciences), students may only work on data collection together. In IB Group 5 (Mathematics), students may not work collaboratively on data collection for the internal assessment. In the arts, recognizing the influence of other artists can be problematic, and students must receive guidance from their teacher on when and how to include acknowledgments in their work.

Procedures in the case of academic misconduct

Our aim is to promote and facilitate academic integrity in all of our students. However, dishonesty/academic misconduct may occur.

- Students suspected of academic misconduct will be informed of the suspicion and asked by the teacher to explain themselves.
- If the teacher is convinced beyond reasonable doubt that there has been a case of academic misconduct, rather than an academic infringement, the case should be referred, with supporting evidence, to the student's advisor, the Department Chair, the IB or AP Coordinator, and the Head of High School.
- If found to have committed academic misconduct, the student will receive a consequence determined by the Head of High School in line with the TASIS Academic Integrity policy. In some cases, the academic misconduct may be required to be disclosed to a student's universities in the application process.
- In the case of work that is to be submitted to the IB, if time permits, the student will be allowed to rewrite the assignment for submission to the IB. No extensions to internal deadlines set by the IB Coordinator or external deadlines

set by the IB will be allowed. Students should be made aware that working to internal deadlines facilitates the rewriting of work of questionable authenticity.

- All cases of academic misconduct related to IB written exams will be referred to the IB using the appropriate IB procedure. The IB notes that after plagiarism and collusion, taking unauthorized material into an exam is the next most common type of academic misconduct. Intent is not considered by the IB and leniency is not shown.
- At the discretion of the teacher and Head of High School, and depending on the severity of the offense, the student will receive either a failing or a zero grade on the homework assignment, or assessment on which the academic misconduct occurred. A notification will be mailed to the parents/guardian and placed in the student's file, if deemed appropriate. Parents are always informed of academic misconduct offenses.
- A student is not permitted to make up minor assignments or tests which were invalidated as a consequence of academic misconduct, except at the discretion of the Head of High School in consultation with the teacher.
- In order to fulfill course requirements, a student may be required, at the discretion of the Head of High School and the teacher, to make up major assignments, projects, or tests which were invalidated as a consequence of academic dishonesty.
- At the discretion of the Head of High School and the teacher, the grade awarded for the re-written assignment or assessment is averaged with the grade assigned to the invalidated piece of work.
- A student with repeated violations of the TASIS Academic Integrity policy will be referred to the Head of High School, who may impose one or more of the following penalties:
 - Removal from the course
 - Suspension from school
 - Dismissal from school

The rights of the student

In case of suspected academic misconduct, students will meet with the Head of High School to relay their account of the suspected activity. At this time, the Head of High School will also relay possible consequences if they are found responsible for committing academic misconduct based on the severity of the incident and/or history of academic misconduct. Additionally, the Head of High School will relay the teacher's account of the incident to the student and provide them with an opportunity to offer any further detail.

Policy Review

This policy will be formally reviewed by the High School Academic Leadership team every five years in conjunction with the IB accreditation cycle. It will be updated more frequently as needed.

ACADEMIC EXPECTATIONS

Note-taking and Notebooks

Numerous studies show that note-taking, especially by hand, increases concentration, attention, recall, and understanding and stimulates memory¹. It also promotes active listening

and aides in student review of material. Finally, it increases the agency and metacognition of the learner, meaning that students who actively take notes are more in charge of their own learning and more aware of how well they are learning.

Students are expected to have a distinct notebook dedicated to each subject, whether digital or traditional. Students should come to each class prepared to take notes on their own initiative and at the teacher's direction.

¹There are many studies on this topic, but one could begin with ["Why Writing by Hand Is Better for Memory and Learning," February, 2024 issue of Scientific American.](#)

Textbook Policy

Textbooks are issued to students at the beginning of the school year and must be returned when courses end. Charges for lost textbooks and all damage to textbooks are assessed and subsequently charged to the student. All students are expected to keep their textbooks in book bags for protection from the elements and for safekeeping. Taking other students' textbooks without permission is considered theft.

Responsibility for Assignments and Assessments

TASIS expects students to be responsible for staying on pace with the academic schedule determined by their teachers. Students who are absent are responsible for all work missed, for example daily assignments, papers, quizzes and tests.

Students who have unexcused absences are not able to earn credit for missed assessments or assignments, but are responsible for catching up on reading and other class materials prior to returning to class.

Students who are absent for a school related event or other excused absence are able to make up any assessments or assignments within *one week* of returning to school. To aid this process, Test Make Up occurs after school Monday, Tuesday, and Wednesday of each week. Students should communicate with their teachers about when they will make up the assessment. The teacher will then ensure the assessment is available during Test Make Up. Appropriate proactive communication from the student is necessary.

Students may lose credit for work submitted past the deadline in accordance with class policy.

Homework

Homework should be relevant and meaningful, a reinforcement and extension of the learning process. It may take the form of individual work for a grade, daily quizzes, ungraded practice of skills, group work, and progress on long term projects, among other assignments.

Students usually have daily homework assignments; 30-45 minutes of homework per class is generally considered appropriate. This means students must organize personal study time outside the structured evening hours, using study periods during the class day, free afternoons, and weekends. Students taking Advanced Placement and International

Baccalaureate classes should anticipate a significant increase in their homework time. Many of these classes will require more than one hour of homework for each class period.

Tests, Major Papers, and Examinations

TASIS believes that tests, major papers, and examinations are important educational experiences, and useful given their role in a student's academic experience through university studies. For purposes of this policy, we define a test or major paper as an assessment that either lasts a period in length or has a weight in grading commensurate with a full-period test. An examination is an assessment that takes place at the end of each semester and carries additional value in our grading system as a culminating experience.

Students should not have to take more than two tests or submit two major papers due on one day and should inform the teacher immediately in such a circumstance by contacting the teacher who posted their assessment last. Tests and major papers are announced at least one week in advance. Therefore, outreach to the teacher about moving a test should be sent several school days prior to the assessments to allow for proper rescheduling and planning.

A quiz does not count as a test. A quiz is an assessment done for less than a class period, does not require significant preparation, and cannot carry the weight in grading as that of a test or major paper.

Grace Days

Grace Days follow most required evening events (e.g. grade level cultural events and evening speakers) and long weekends, as well as any events meriting special consideration (e.g. the International Week Food Fair). No major test, paper, or project may be due on a grace day. Homework assignments are limited to half the normal amount of time for that day for each teacher, no matter when the assignment was given.

End-of-Year Exams

At the end of the Spring Semester, students take exams based on material covered during the year. Students in a designated AP or IB class who take the AP or IB exam for that class are excused from the TASIS final exam in that class. Seniors with an A- or higher average (6- or higher average on the IB scale) of the two semesters, at the discretion of the teacher, may be excused from the final exam in that class.

Remote Instruction

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

ACADEMIC ACHIEVEMENT AND PROGRESS

Grade Reports

The school year is divided into two semesters. The first semester ends in December and the second in June. At the first interim grading period, four weeks into each semester, parents receive a list of teachers and courses with current effort marks and comments. At the close of the fall semester, parents receive final semester grades, effort marks, and comments from advisors. At the spring interim parents receive effort marks and an advisor group update. At the spring midterm, parents receive grades, effort marks, and comments from teachers. At the close of the spring semester, parents receive final semester grades, effort marks, and comments from advisors.

At the end of the school year, students are given both semester and year-end grades. The year-end grade is a cumulative grade covering the full work in a year's course and reflects a 50% / 50% weighting for the first and second semesters respectively.

Academic Grades

TASIS teachers adhere to the following scale when assessing student achievement. Individual departments establish guidelines for the weighting of assignments and curving or averaging of grades.

Letter Grade	Descriptor	IB Level	Descriptor
A	Superior work showing thorough mastery of the subject or demonstrating evidence of independent thought, intellectual initiative, and originality. Almost free from errors. Outstanding in presentation and conceptual clarity.	7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
		6	Very good understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
B	Solid grasp of the materials presented. However, errors may persist. Work is conceptually sound but lacks the thoroughness and creativity that characterizes truly superlative work.	5	Good understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

C	Work which satisfies basic requirements and qualifies a student to proceed to the next higher level of a given subject. C-level work typically lacks inspiration and contains conceptual errors that, although not major, point to problem areas requiring attention. The student has shown that he or she is capable of working within clearly defined problem-solving areas, not however, that he or she as yet knows how to properly synthesize material. As a general rule, a student earning C-level grades on Semester Reports is considered to have sufficient mastery to move on to the next level of a subject.	4	Adequate understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
D	Work which minimally satisfies basic requirements. Evidence of serious conceptual problems and/or general mediocrity in the quality of thought, research, format, and presentation. Understanding is severely limited.	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
F	Work which fails the basic requirements or expectations of an assignment or test. Poor in most aspects and marred by persistent grave errors. The student has not demonstrated the ability to apply problem-solving strategies, to properly structure their response, or to critically discriminate between the trivial and the significant.	2	Very limited achievement in terms of objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
		1	Minimal achievement in terms of the objectives.

In terms of percentages, a grade of F covers the widest range (0–59%). A zero is usually given only if a student either fails to submit work or if the work has obviously been plagiarized.

Students will not be penalized for poor attitudes in class by lowering a grade unless class participation is clearly stated in the course outline as an assessed component of learning in the course. However, the student's behavior may affect the effort mark.

For the purposes of calculating Grade Point Averages (GPA), letter grades correspond to the number equivalents and percentages listed in the chart below:

TASIS Letter Grade	IB Level	GPA Point (unweighted)	Percentage (%)
A	7, 7-, 6+, 6	4.00	93–100
A-	6-	3.67	90–92
B+	5+	3.33	87–89
B	5	3.00	83–86
B-	5-	2.67	80–82

C+	4+	2.33	77–79
C	4	2.00	73–76
C-	4-	1.67	70–72
D+	3+	1.33	67–69
D	3	1.00	63–66
D-	3-	0.67	60–62
F	2+, 2, 1+, 1	0.00	Less than 60

On grade reports, letter grades only are reported. A+, F-, and F+ are not used at TASIS. In year-long courses, students receive a year-end grade which is calculated by weighting fall and spring semester grades in a 50% / 50% ratio.

Honor Roll

The Academic Honor Roll is calculated at each midterm and end-of-semester grading period.

Highest Honors: 3.80 or higher grade point average

High Honors: 3.50 or higher grade point average

Honors: 3.20 or higher grade point average

REDI: HABITS OF A TASIS SCHOLAR

In addition to academic grades which indicate achievement and progress, TASIS has a five-point scale to indicate a student's scholarly habits. A scale from 1–5 is used to indicate the frequency with which these habits are demonstrated by the student:

- **5** – Consistently
- **4** – Usually
- **3** – Often
- **2** – Sometimes
- **1** – Rarely

The Four Core Scholarly Habits

Responsibility

The student arrives to class on time with the necessary materials, prepared to engage in learning. They demonstrate integrity, complete assignments and assessments on time, follow instructions carefully, and proactively make up missed work.

Engagement

The student actively participates in discussions and activities with curiosity and enthusiasm for learning. They stay focused, take quality notes, contribute thoughtful insights, and deepen understanding through questioning and collaboration.

Demeanor

The student is respectful and kind toward peers and teachers, contributing to an environment where everyone can learn. They exhibit self-discipline, respond constructively to feedback, and uphold behavioral expectations that support learning.

Initiative

The student seeks help when needed and completes work with diligence. They show ownership of their learning by embracing challenges, taking risks, using feedback to grow, and working toward continuous improvement.

Headmaster's Lists

To recognize excellent behavior and encourage positive role models, the School publishes the Headmaster's List three times a year following the release of Fall Midterm, Fall Semester, and Spring Midterm report cards. Students will qualify to be on these lists if they have met the specified requirements.

High Headmaster's List Requirements

- No major school rule violations
- Effort Average of 4.5 or higher
- No unexcused absences
- Not on restriction (academic or disciplinary)
- Approval of the Faculty and Administration

Headmaster's List Requirements

- No major school rule violations
- Effort Average of 4.0 or higher
- No more than one unexcused absence
- Not on restriction (academic or disciplinary)
- Approval of the Faculty and Administration

A student may lose Headmaster's List status if found in violation of school rules.

ACADEMIC WARNING

Students with a GPA below 2.0, low effort marks, or other academic causes for concern may be placed on Academic Warning.

Students on Academic Warning may be required to have academic support, such as:

- academic counseling
- supervised study halls
- tutoring
- restricted off-campus privileges

Academic standing is reviewed at the end of each midterm and semester grading period.

ACADEMIC RESTRICTION

Students with a GPA below 2.0 for two consecutive grading periods will be placed on Academic Restriction. The academic supports for students on Academic Restriction are the same as students who are on Academic Warning. However, students who consistently perform poorly in their academic courses, who do not put forth adequate effort, or whose grade point average remains below 2.0 for multiple grading periods may not be allowed to continue their education at TASIS, or their re-invitation may be subject to specific conditions.

ATTENDANCE

Students must attend all of their classes, meetings, meals, and other School-related events during the academic day. If a student misses a class, the student, parents, and advisor will all receive an automatic email notifying them of the absence. If a student is missing from class, parents will be notified and the School will begin searching for the student.

Should a day student need to notify the School of an upcoming absence, please log into Veracross PRIOR to the day of the child missing classes and complete the Student Attendance & Transportation Request form. Failure to do so will result in an unexcused absence. This is a safety issue, and the School will begin searching for any day student who is expected at school but is not present. Note that in the case of excessive absences, a family's Veracross access to the attendance module may be restricted.

Academics take precedence over co-curricular activities and a student may be asked not to participate in a co-curricular activity due to poor performance or excessive absences.

Tardiness

We expect students to arrive on time to their classes and other obligations. At the teacher's discretion. Excessive tardiness may result in a detention.

Teacher No-Show

In the unlikely event that students arrive at their class and the teacher is not present, they are expected to wait 15 minutes in the classroom. After fifteen minutes, if the teacher has not arrived, they should inform the Academic Office immediately and then they will be released.

Academic Day Absences

Students should email their subject teachers to request any work missed during or before any known absence. Teachers cannot be expected to recreate the learning experiences that can be had only within the classroom, and though teachers can provide additional work related to missed classwork, this does not replace being in class.

Given the importance of class attendance, the School will show attendance data on school report cards.

Academic Assessments

- Missed assessments due to **unexcused absences** will result in a zero, with no opportunity to retake the assessment.
- Missed assessments due to **excused absences** must be made up within one week and according to the School's direction.
- Making up assessments takes priority over all other school commitments.
- Late work is subject to penalties in accordance with school policy.

Excused and Unexcused Absences

The School determines whether an absence is excused or unexcused.

Excused Absences

Excused absences are usually granted for medical reasons, illness or death in the family, or marriage in the immediate family. Other valid reasons for an absence may be excused, but this is at the School's discretion.

Boarding students must have a note from the TASIS nurses or a doctor to be excused from class. Parents may not excuse their child from class.

Day parents may certify their children for up to 3 consecutive days, but if the child requires longer rest he or she must have a doctor's note.

TASIS places the highest priority on the academic program and class attendance, and thus does not routinely cancel classes due to local, American, or other national holidays. We do, however, make all reasonable efforts to help students recognize and celebrate individual national and religious holidays before and after the class day.

Unexcused Absences

The High School Administration is responsible for assigning consequences for missed classes and school obligations. While circumstances may dictate different responses, a typical response pattern for unexcused class absences is:

1st Consequence	Warning
2nd Consequence	Detention
3rd Consequence	Detention

4th Consequence	Detention
5th Consequence	Meeting with HS Administration
6th Consequence	3-Day Internal Restriction
7th Consequence	Meeting with HS Administration
8th Consequence	5-Day Internal Restriction
9th Consequence	Meeting with HS Administration
10th Consequence	Meeting with HS Administration

Internal Restrictions require a student to remain on campus and to obtain signatures from teachers, dorm parents and/or parents, so it's clear that the student is meeting all school obligations. The completed paperwork must be submitted in a timely manner. In addition, being on restriction prohibits or limits travel for boarding students, while day students are not allowed to host boarding students while on restriction.

Internal Restrictions become a part of the student's disciplinary record and will be reported to colleges and universities as required.

Health and Physical Education Class Absences

At TASIS, we value the importance of physical education and engagement to develop lifelong healthy habits, hence participation in HPE is required. If a student has a medical note that disallows them from participating in a practical class, they are still expected to attend that class.

Students who compete as elite athletes and wish to be exempt from the practical part of class must discuss their situation with the Head of HS and HPE Department Chair.

Attendance Forms

Completed Attendance Forms are necessary whenever a day or boarding student will miss classes due to travel. It informs teachers and advisors of student absences in advance, which generates the opportunity for conversations between faculty and students about missed lessons, obligations, activities, and assessments.

The Attendance Form records departure and return dates and times and whether absences are excused or unexcused, which is at the discretion of the School and based on each student's situation. Should an absence be unexcused, any potential consequences will be shared verbally and followed up via a Veracross notification. Consequences are recorded in Veracross and are particular to each student, and parents will be informed of any consequences. Additionally, should an absence be unexcused, any assessments given will result in an automatic zero.

Students must pick up an Attendance Form from the Student Life Office and return completed forms two full days (48 hours) before departure.

Vacation Dates

Vacation dates are scheduled to accommodate academic requirements as well as to afford adequate time for students to travel and spend time with family. It is extremely important that the number of days allotted to classes not be reduced by early departures or late returns at vacations and weekends. Requests to leave early or return late from breaks without a valid reason will be unexcused.

We expect all TASIS families to respect the published academic [calendar](#).

Out Sick

Should an illness (such as a cold or the flu) mean that a student misses more than three consecutive days of classes, he or she must present a medical note or doctor's note upon returning to School. The note must be valid for the class days missed and allows the student to make up any missed work.

This policy is for all TASIS students, including boarding students who became ill while at home, and day students.

Medical Leave of Absence Policy

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

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

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

After a Medical Leave of Absence has been granted, it is the School's expectation that the student and family will adhere to the Individual Care Plan. The School retains the sole right to decide if and when a student returns to school. Such a decision will be made in consultation with the Health Services Team and other healthcare professionals as necessary. During a

Medical Leave of Absence the School may require written communication from outside healthcare professionals regarding the student's capability to return to school. All written communication is expected in English, by translation if necessary. Failure to comply with the Individual Care Plan or any other stipulations outlined by the School may result in separation from the community.

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

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

Loss of Credit

Credit for a course requires both a passing grade and consistent attendance and participation.

Any student who misses 10 classes in a semester course or 5 in a half-credit course, whether excused or unexcused, risks losing credit for that course.

The High School Administration, in consultation with relevant faculty and academic leaders, will review individual cases and apply this policy at their discretion. A reminder that the School determines whether an absence is excused or unexcused.

UNIVERSITY AND COLLEGE COUNSELING

The TASIS College Counseling Team provides support for all High School students (and their families) to plan for life after TASIS. Students in Grades 10-12 will be assigned a College Counselor. All students in Grades 11 or 12 are required to sign and adhere to the College Counseling Guidelines. If a student is applying to a university as a TASIS student, students must waive their right to see their teacher recommendations and follow the TASIS College Counseling Internal Deadlines and procedures. If TASIS students and their families make a decision to hire an external College Counselor, they are asked to please review the [TASIS Policy Regarding the Use of IECs in the University Application Process](#). For more information, please visit the University and College Counseling [website](#).

M. CRIST FLEMING LIBRARY

[The TASIS Library](#) houses an excellent collection of books. Students may check books out during opening hours. Note that taking books from the library without properly checking them out is considered stealing. Library books must be returned directly to library staff. The charge for a lost library book is CHF 100 which is billed to the student's account.

The MCF Library is for quiet independent study during the academic day from 8:00 to 16:00.

Opening times:

- Monday to Thursday, 8:00–18:00
- Friday: 08:00–16:00
- From 16:00–18:00 students may quietly work in groups/we allow group study
- Open 19:30–22:00 Sunday through Thursday evenings for high school boarding students for quiet independent study.

Please remember only water is allowed; no food or drink. Cell phones are not allowed to be used in the library.

Remember it is a privilege to study in the library. Discipline issues may result in loss of library privileges for a period of time.

RE-ENROLLMENT AND WITHDRAWAL

Re-Enrollment

Families will be contacted in the spring about re-enrollment for the following academic year.

TASIS reserves the right to rescind an offer of re-enrollment if the School is concerned about the following:

- academic and/or disciplinary issues.
- the student's conduct is out of sympathy with the ideals, objectives, and program of the School.

If TASIS feels that it can no longer meet the needs of the child or the family, it will give advance notice of the possibility of non-renewal of enrollment.

Withdrawal

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

- a student's behavior or performance demonstrates an unwillingness or inability to be productive within the School community;

- a student, parent, guardian or other individual closely associated with a student fails to cooperate with the School, or disregards or is unable to abide by the rules and regulations of the School;
- the School determines that the continued involvement of a parent or guardian with the School is not in the best interests of a student or the School.

STUDENT SUPPORT

DEAN OF STUDENT SUPPORT

The [Dean of Student Support](#), Kari Rood Fritz, is responsible for supporting many facets of student success and support at TASIS. Responsibilities include working with faculty, students, and parents to support academic success, collaborating with various support offices to provide comprehensive support to students, and overseeing the high school faculty advisor program. Students and families should connect with Ms. Fritz with any questions related to these areas.

THE ADVISOR PROGRAM

Each student at TASIS has a faculty advisor to provide guidance and support. Advisor groups consist of 6-8 students within a specific grade level and represent a variety of nationalities, languages spoken, gender, and residence status. Advisor groups provide a structured, ongoing, and positive vehicle to foster an atmosphere of trust and learning among adults and students. Advisors typically follow their advisor group throughout their high school career and serve as the primary point of contact between TASIS and advisees' families.

Advisors do their best to get to know and stay connected with their advisees. Including assemblies, each group meets two times per week, which allows advisors to develop a good understanding of how things are going with each student. Additionally, advisors are included on all behavior related information related to their advisees.

The advisors lead the students through a social-emotional curriculum as well as provide guidance and support for TASIS programming, academic expectations, and other topics related to their student experience. Advisors serve as a teacher, guide, coach, and mentor through regular meetings and interactions on campus. Reports from the Advisor are sent home to parents regularly throughout the academic year through the TASIS report cards as well as via email. The advisor system functions under the guidance of the Dean of Student Support and the Lead Advisor team.

Contacting Advisors

For many advisors, email is the fastest and easiest way to contact them. If a phone call is a better way to communicate about a certain topic, we suggest that you sort out a time via email. The email addresses for TASIS faculty members are [firstname.lastname@tasis.ch](#). (You can always find a full list of faculty members in the [Faculty & Staff Directory](#) on the TASIS website.)

If you don't hear from your child's advisor for a while, feel free to send them an email. Often, no news means things are progressing as expected. Advisors are also a great contact if you

want to celebrate an event, recognize an accomplishment, or have us deliver news face-to-face.

SUPERVISED STUDY HALL (SSH)

The Supervised Study Hall (SSH) program builds specific time into the academic day for students who are on Academic Warning or Restriction to dedicate towards their studies. Students on Academic Warning meet with the Dean of Student Support individually to reflect on academic progress and effort, as well as to make a plan for improvement.

Students are then enrolled in SSH for the grading period following their warning. Each SSH block consists of a small number of students and a dedicated supervisor who, alongside the Dean of Student Support, will closely monitor the academic progress of each student and provide academic and executive functioning support.

COMMUNITY COMMUNICATION PARTNERSHIP

TASIS believes that a strong partnership between home and school is fundamental to a successful educational experience. To support this, we ask that all communications from families and guardians reflect the same values of integrity, respect, and kindness that we expect from our faculty, staff, and students.

SHARED EXPECTATIONS

- Our educators and administrators are dedicated professionals. We ask that all interactions are conducted with courtesy, respect, and a constructive spirit.
- We are committed to a culture of dignity. All forms of communication, including emails and verbal communication, should be constructive, respectful, and solutions-oriented.
- We expect those in our community to align with our core mission. We encourage open dialogue that seeks solutions and upholds the positive atmosphere of the School.
- While we welcome and encourage feedback, we ask that parents engage with staff during appropriate hours and through official channels. Our staff aims to address all communications within one business day. Messages sent on Fridays will be responded to by the following Monday.

By modeling respectful and thoughtful communication, we provide our students with a powerful example of how to engage with a diverse community and resolve challenges with grace.

FAMILY-TO-SCHOOL COMMUNICATION FLOW

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

- If you have a question about your child or their schoolwork, your first point of contact is your child's teacher. Problems of a personal nature may be discussed with the advisor first, and then either the Dean of Student Life or School Counselor.
- Questions about school policy ought to be raised with the Academic Dean or the Dean of Student Life first, the Head of High School, and, if necessary, the Headmaster.

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

- Any concern or question about a school-related matter should first be raised with the staff member most directly involved. For example, questions about the content of instruction or homework assignments should first be raised with the teacher involved. Other topics can be raised with the advisor.
- If the matter remains unsolved, the parent may wish to speak with the Department Chair, Program Coordinator, Academic Dean, Dean of Student Support, Dean of Student Life, or Head of High School, depending upon the nature of the question.
- If the matter is still unresolved, the parent may wish to meet with the Headmaster.

Further information about whom to contact:

The Head of High School

The Head of High School, [Mark Abisi](#), should be contacted for general concerns about academics, student life, and student discipline.

The Dean of Student Life

[Hope Schlicht](#), Dean of Student Life, focuses on student life, attendance, after-school activities, graduation events, and uniform issues.

The Dean of Student Support

General concerns about a student's well-being, academic progress, the advisor program, courses, and connection points can be directed to the Dean of Student Support, [Kari Rood Fritz](#).

The Academic Dean and IB Coordinator

Questions about schedules, academics, and the IB program should be sent to [Kathy Anderson](#).

The Dean of Residential Life

Any questions about the boarding program should be sent to [John Gordon](#).

The Nurses

Any medical concerns or questions can be directed to the School Nurses. The Health Center is open from 7:45 to 16:15 on school days, and there is a nurse on-call 24 hours a day. In the case of a medical emergency, a nurse will often be the point of communication between school and home. For routine questions and concerns, email nurse@tasis.ch. If you prefer to speak on the phone, please email first to arrange a time.

Counseling

The Director of School Counseling, [Lorraine Kleber](#), is available to speak with students about many issues, including homesickness, anxiety, and other problems that may arise while a student is living away from home. Parents often contact the Counselor when they are concerned that their child is overwhelmed with the demands and responsibilities of living and going to school at TASIS. It can also be helpful to contact them before telling a student about a family issue, such as an illness or death of a relative or friend. The Counselor supports students and parents in numerous ways and can be reached by phone at +41 (0) 91 960 5117 or [by email](#).

OUT OF SYMPATHY

Students or adults whose actions and/or statements demonstrate a pattern of disrespect or indifference to the School's mission, values, and program may be considered out-of-sympathy with TASIS and separated from the community.

BRINGING DISREPUTE ON TASIS

TASIS has a long and rich tradition of educational excellence and quality among alumni, parents, faculty and staff, the Board, and the wider community. Actions by any member of the community that bring discredit or shame, ergo disrepute, to TASIS endanger the good name and reputation of the School and to all of its members. In such a situation, TASIS reserves the right to apply sanctions up to and including separation from the community.

THE LEARNING RESOURCE CENTER

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

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

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

Learning Support Program Expectations

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

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

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

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

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

Enrollment in the LRC

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

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

All evaluation reports must include:

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

The Learning Resource Center is a fee-based service. See the TESIS Tuition and Fee list for the current fee structure.

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

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

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

THE OPSAHL GLOBAL SERVICE PROGRAM

The Opsahl Global Service Program is a unique opportunity for all TASIS High School students to participate in a hands-on service experience in communities both nearby and around the world. The aim is to foster a philanthropic spirit in our students through dedication to humanitarian needs. Earning a passing grade in the Opsahl Global Service Program each semester and participating in at least one global service trip is required for all students before graduation.

TASIS has a robust and required service program in all three divisions, culminating in the unparalleled Opsahl Global Service Program during the final years of high school. Beginning in 9th grade, students begin studying the themes and topics addressed in the Opsahl Global Service Program, including education, water and sanitation, poverty, gender equality, environmental issues, and marginalized populations. Through weekly discussions, guest speakers, films, simulations, readings, and other activities, students learn about the challenges facing our world and ways that students at TASIS can affect change.

All Grade 10 students work alongside a local partner, while all Grade 11 students take part in a global program. New Grade 12/postgraduate students must also earn passing grades both semesters and participate in a global service trip.

The Program seeks to give life to the TASIS conviction that through service to others, students learn valuable lessons about themselves, our world, and our shared responsibility to one another. Additionally, it is based on the belief that through long-term, sustainable programs and projects, TASIS students and the TASIS community can benefit our partner communities and organizations while accomplishing the goals of the Opsahl Global Service Program.

While our commitment to our global partners is ongoing, global trips typically last from 8 to 16 days. These sustained international service experiences address issues such as education, housing, water, gender disparity, poverty, marginalized populations, micro-financing, and job training. The Program offers students the remarkable opportunity to witness and assist with philanthropy in action, and understand how global leadership can change lives through curiosity, creativity, and commitment.

During these trips, students fully immerse themselves in the host culture by living in conditions that reflect the local environment while remaining safe, enabling students to better understand the realities in which most of the world's population lives. For GSP trips, it is policy for students to travel by economy class only (no upgrades are allowed) and stay in accommodations where amenities are basic and focused only on bare essentials.

Completion of a service trip is a graduation requirement and students who fail to meet this requirement must successfully complete a supervised alternative service seminar with 10

service hours that demonstrates volunteerism and reflection. Seniors will not receive their diploma until the requirement is satisfied.

THE PROGRAM'S MISSION STATEMENT

The Opsahl Global Service Program transforms lives by providing every High School student with a unique opportunity to connect across borders—whether geographic, economic, or social—through comprehensive experiences that build empathy and encourage personal responsibility. The Program awakens students to humanitarian needs, inspires them to build enduring, mutually-beneficial relationships, and leads them toward a life of active citizenship and committed service.

OPSAHL GLOBAL SERVICE PROGRAM PARTNERSHIPS

Local Community

Intergenerations: TASIS students visit [Al Pagnolo](#), a local retirement home, on a semi-regular basis. The group name stems from the encounters in which students share time with people of a different generation. Students use their talents, interests, and energy to plan and prepare activities (e.g., conversations, playing games, cooking, singing, etc.) with the residents of Al Pagnolo. All participants should be Italian speakers or enrolled in at least Italian 2. German and French speakers are also welcome.

Environmental Action: This group focuses on implementing environmental changes on the TASIS campus throughout the year. Meetings are devoted to learning about issues that impact our world and ecosystem, all while paying special attention to how we can further our own green initiatives at TASIS. This group also does all of the paper recycling on campus as their service component.

Rare Diseases/Red Cross Blood Drive: This group raises awareness about rare diseases and plans activities and fundraisers for Rare Disease Month, which takes place in February. The group also works with the local Lugano Red Cross blood donor program and facilitates the annual Joe Dusing Memorial TASIS Community Blood Drive in honor of a former TASIS employee who sadly died of a rare cancer in 2023.

[Doctors Without Borders \(MSF\):](#) *Médecins sans frontières* (MSF, or Doctors Without Borders) was created in 1971 in France in the belief that all people should have access to healthcare regardless of gender, race, religion, creed or political affiliation, and that people's medical needs outweigh respect for national boundaries. The goal of our GSP group is to learn about their work and support MSF by raising awareness. The group's culminating project is to host a documentary on campus and invite the wider community.

Animal Welfare: This group spends time learning about service animals as well as biodiversity and loss of species. They invite and engage with guest speakers who introduce them to rescue shelters and rescue dog organizations. The students fundraise for local organizations

such as Rifugio Degli Invisibili dog rescue. Students also volunteer their time walking the dogs of faculty and community members.

[Mission Bambini](#): For 25 years, Mission Bambini has given hope and opportunities to children who are poor, sick, uneducated, or have suffered physical or psychological violence in Italy and around the world. Students learn about the organization and help with fundraising as well as visit a center in Italy to better understand what they do. Speaking Italian is a plus, but not necessary.

Global Community

Cambodia: This group works with two Cambodian NGOs that are dedicated to improving economic and educational conditions in Cambodia. [PEPY](#) supports student education and entrepreneurship, and [Volunteer Building Cambodia](#) (VBC) secures a bright future for children through education and better living facilities. In addition, TESIS students work with VBC to build homes for families in need. Working hand-in-hand with these two programs, students walk away with a better understanding of Cambodian history, culture, and its beautiful people.

[Gram Vikas India](#): This NGO that has been working with the rural people of Odisha, India, for more than 38 years. Students learn about the water sanitation problems of India and research educational opportunities for students in the areas Gram Vikas serves. The group spends eight days in India working with Gram Vikas during February Academic Travel. They focus on “expanding horizons through research, service, and experience.”

Moldova: Situated between Romania and Ukraine, Moldova is one of the poorest and least-visited countries in Europe. TESIS students work with [EcoVisio](#), an NGO that built an environmentally friendly [EcoVillage](#) in the tiny village of Rîșcova that is designed to promote sustainable living, community development, and social entrepreneurship. During the first week of the spring holiday, students travel to the village and assist with a variety of infrastructure projects both within the EcoVillage and broader community. They also visit the village school and often work alongside the local students as they pursue their goals for the week.

Nepal: After learning about the history of Nepal and the plight of Tibetan refugees, TESIS students stay in two different Tibetan refugee camps near Pokhara, where they help develop or improve infrastructure projects. After a few days of trekking in the Himalayas, the group also immerses itself in the Tibetan diaspora community in Kathmandu and collaborates with a Tibetan nunnery and a high school.

Serving Southern Africa: In order to prepare for their trip to Zambia and Botswana, TESIS students spend months learning about the culture, history, languages, and traditions of these two countries. For two weeks in June, students then assist rural and urban communities in Zambia, building mud huts for needy families, volunteering at local schools, and visiting historical and natural sites. Through local community service, cultural exchanges, and safari

experiences, students grow empowered to be cultural and environmental advocates during their two weeks in Zambia and Botswana.

Ourland Thailand: In Kanchanaburi, Thailand, this group works closely with [OurLand](#), a conservation and education center located near the Salakphra Wildlife Sanctuary—a region deeply affected by habitat loss, environmental degradation, and human-wildlife conflict. Working alongside the local community, students take part in a variety of service projects, including building check dams, making sustainable bricks, participating in environmental clean-ups, and engaging in language exchange with children at a local school, where they reflect on the question: How do we make choices that promote better outcomes for people, the planet, and economic well-being?

[WISER Kenya](#): WISER is a girls-only boarding secondary school in Muhuru Bay, Kenya, a struggling rural community on Lake Victoria. After examining issues of universal education and gender equality, students spend nine days during February Academic Travel getting to know the community of Muhuru Bay, Kenya. They assist at local primary schools and work closely with the WISER school. Students are also introduced to the biodiversity in the region as they visit the Masai Mara National Reserve.

ACADEMIC TRAVEL

PURPOSE

The Academic Travel Program uses the natural and cultural setting of Europe to provide opportunities for experiential education to expand minds, build character, and create community within our student body. **Blue** trips help students make sense of classroom learning and its pertinence in the real world; **green** trips encourage students to appreciate the beauty of the natural world by participating in activities that push them out of their comfort zone; **white** trips give students the opportunity to appreciate and enjoy a quintessential Swiss mountain experience while building community.

ACADEMIC TRAVEL CURRICULUM

Students in Grades 9-11 are required to participate in three trips per year: one blue, one green, one white. Grade 12 students are required to participate in two trips per year, in any color of their choosing. Boarders are allowed to sign up for up to five Academic Travel trips per year as part of their tuition; day students are allowed to sign up for three. Any additional trips will be invoiced.

Blue: Europe as a Classroom

Blue trips are related to the curriculum and include trips to some of the iconic cities of Europe. These could include:

- **Language class** trips to Germany, Spain, and France
- **Art History** in Rome, or Vienna; **European/Modern History** in Florence; **Ancient & Medieval History** to Rome, or Malta
- **Photography** and/or **Drawing & Painting** to Venice
- **Honors Grade 10 Literature** to Florence to study Dante;
- **College Counseling trips** to universities in the UK
- **Theater Cast, Choir** retreats and **Performing Arts** trips in Piemonte, Tuscany, Paris
- **IB Biology** and **Computer Science** to Zurich; **IB ESS** in Liguria; **Higher Level Physics** to CERN
- And many more!

Students have the opportunity to participate in more than one blue trip depending on their schedules.

Green: Mountain and Outdoor Education

Outdoor education offers an excellent opportunity to build character and strengthen the bonds in our community. Green trip offerings will explore the natural beauty of Switzerland and neighboring countries. These include:

- A hike and overnight stay in a Swiss Alpine hut for all boarders
- Introduction to Camping in Cinque Terre for freshmen

- Specialty trips in all levels: scuba diving, sailing, climbing/rappelling, hiking, mountain biking, and others, in Switzerland and abroad

Students have the opportunity to participate in more than one green trip depending on their schedules.

White: Snow Sports

Since 1956, TASIS students have attended mandatory trips to Alpine ski resorts. Andermatt, Zermatt, St. Moritz, Verbier, and Crans-Montana have all hosted generations of TASIS students for what is often a highlight of their time at the School. White trips will offer skiing and snowboarding as well as other winter sports such as cross-country skiing, snowshoeing, skating, and sledding.

In order to allow students the greatest access to the Blue and Green trips, there will be three ski trips:

- Senior trip to Laax
- One main underclassman trip to Davos
- One smaller underclassman trip to Davos for students who are on GSP trips during the main Davos trip

LOSS OF CREDIT

Academic Travel is a graduation requirement. Students who do not complete Academic Travel requirements in a given year will receive an unexcused absence. Students may also need to complete an Alternative Assignment if they wish to receive a TASIS diploma at graduation.

DATES

The majority of Academic Travel trips will be organized over the two long weekends in November and February. Additional trips will be offered during the other long weekends, and many Green trips will be offered over the weekends in the fall and spring.

SAFETY

TASIS has partnered with [Healix](#) to help safeguard and support our students and faculty during off-campus trips. Healix provides medical and travel security advice and assistance to organizations with people living and traveling abroad. TASIS has been working closely with Healix to create plans that assess risk and delineate clear communication and safety procedures during all Academic Travel trips.

CANCELLATIONS

If a student commits to a School trip and pulls out of the trip in the last four weeks before departure, he or she may be assigned a cancellation and/or administrative fee, even if the trip is one of those included in tuition.

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Like TASIS, the Duke of Edinburgh's Award was founded in 1956 to provide unique learning experiences for young people in the UK and has since expanded internationally. The program's goal is to "help young people transform their lives and their communities. We empower young people to develop 'soft'—or universal—skills such as resilience, adaptability, creativity, problem solving, decision-making and communication. [...] skills [that] support the achievement of long-term positive life outcomes."

TASIS is an International Award Center licensed to deliver the [Duke of Edinburgh International Award](#). Students between the ages of 14–24 years old can enroll as Bronze, Silver, or Gold Award Participants. Parent permission is required, and there is an extra fee to join. Both the Practice and Qualifier Adventurous Journey portions of the Bronze Award are considered a single Green trip that satisfies TASIS's Academic Travel Green trip requirement. Silver and Gold Adventurous Journeys also satisfy the TASIS Academic Travel Green trip, but in some cases, the Practice and Qualifier Journeys are considered two separate Green trips.

Students who enroll are required to participate in mandatory training that takes place over four to five weeks after school. Students are also required to attend the mandatory trip-planning meetings that take place after school in the weeks leading up to the Adventurous Journey.

CAMPUS SECURITY

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

KEY CARDS

All of the dormitories are protected by electric locks, which are operated with key cards. All boarding students' key cards give them access to their own dormitory until the evening check-in, as well as access to classroom spaces during the academic day. Report lost key cards immediately to security@tasis.ch. Replacement cards cost CHF 50 and are billed to the student's account. Students are responsible for picking up their new key cards within 24 hours.

STUDENT LIFE

TASIS offers a warm and caring environment. Students and faculty work together in a variety of capacities, all of which help to build the close relationships which are the basis of our community.

PROCEDURE FOR STUDENTS LEAVING CAMPUS

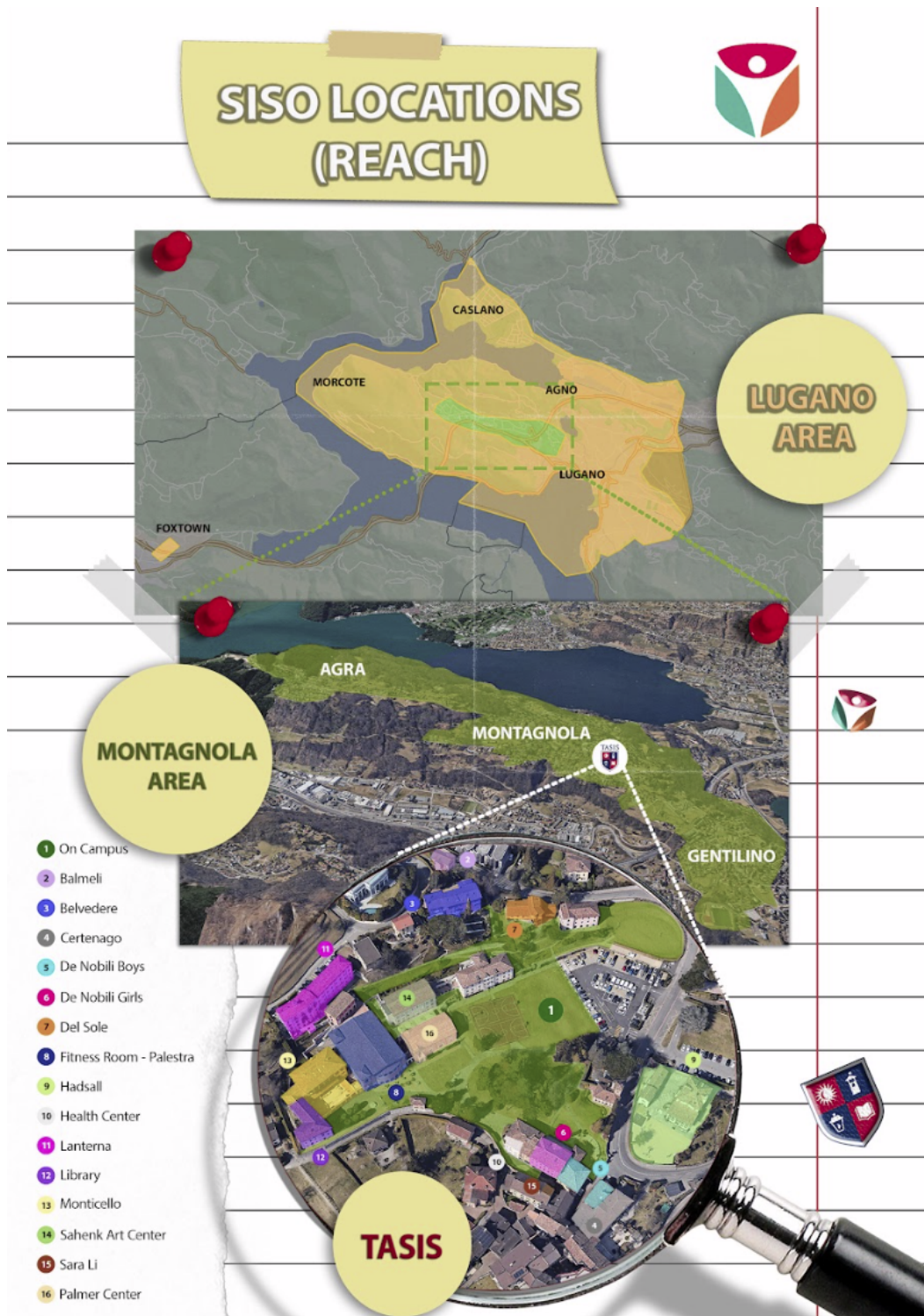
Student Supervision During Off-Campus Departures

TASIS is committed to fostering student independence while maintaining clear safety protocols. It is important for students and families to understand that when a student is authorized to depart campus under our regular policies, TASIS assumes no responsibility or liability for the student's safety, welfare, or actions while they are off-campus. The student is expected to exercise personal responsibility and adhere to the school's code of conduct even while off-site. Any incidents, accidents, or injuries occurring while off-campus are the sole responsibility of the student and their family.

For any off-campus activities not organized by TASIS requiring explicit parental consent the family assumes responsibility for providing applicable documentation to the external provider.

Local Campus Privileges

By enrolling at TASIS, families provide ongoing consent for their student to participate in local campus departures. These departures are permitted only at appropriate, designated times and to approved local locations (see map on next page) While students are expected to uphold the TASIS code of conduct at all times, they will not be under the direct supervision of TASIS staff during these local excursions and are expected to uphold all expectations of conduct.



Extended Travel and Reach Leave Requests

Any travel extending beyond approved local boundaries requires a formal request submitted through the Reach system. The parent/guardian and the receiving host must review and approve this Reach leave request. This approval serves as authorization for the student to travel based entirely on the itinerary and details provided in the system. Upon the student's departure for an approved Reach leave, the responsibility for their supervision, safety, and well-being shifts entirely to the parent/guardian, the host, and the student.

Liability and Student Transport

TASIS's duty of care and supervision ends once a student departs the school premises via a taxi, rideshare service (e.g., Uber), or any other private hire vehicle. The school does not vet, endorse, or manage these third-party transportation providers. Consequently, the school assumes no responsibility or liability for the safety, conduct, or transit of students once they have entered a private hire vehicle and left campus grounds. Students should only use ridesharing options in groups of two or more.

Campus Exit Guidelines During the School Day

Students who wish to leave campus during the school day are authorized to do so exclusively for the following reasons:

- Lunch at home (with prior Veracross permission registered)
- Medical appointments. (with prior Veracross permission registered)
- Visits to Sara Li

Exit Procedures

General Requirements

For all types of leave (lunch at home, medical appointments, or visits to Sara Li), students are required to complete a SISO (Sign In/Sign Out) check on the Reach system before departing.

Specific Procedures

For lunch at home & medical appointments: In addition to the Reach SISO procedure, students must ensure these absences have been officially recorded on Veracross by a parent or guardian **prior** to departure.

For visits to Sara Li: Students must update their status using the SISO feature on Reach. Visits are strictly limited to the following time slots:

- 11:00–14:00
- 14:30–15:00

Gate & Re-entry Rules

Only one student may pass through the gate at a time. Upon return, the receptionist will buzz the student back through the gate.

Boarding Students Exception

Boarding students who reside outside the main campus may use their keycards to access the gate during the school day, provided they have completed the mandatory SISO procedure on Reach.

WEEKEND ACTIVITIES

The goal of the Weekend Activities program is to get students out and about, to create community among different dorm residents, day students, and faculty, as well as to stretch students by exposing them to the countless interesting things to do in Ticino and Switzerland. TASIS faculty organize many opportunities to explore, mingle, and relax.

Weekend activities take place on- and off-campus and under faculty supervision. These activities include exploring museums, local markets and villages, and enjoying outdoor sports in nearby valleys, lakes, and mountains. Every boarding student without commitments to a varsity sport, theater production, SNDC, or other school activity that includes giving up a weekend, is required to take part in at least one activity per month that falls into the category white (snow sports), blue (cultural) or green (outdoor sports). Day students are welcome and encouraged to sign up as well, though will be invoiced for their participation. All students, both day and boarding, are encouraged to sign up for as many activities as their schedule allows.

SNOWSPORTS CLUB

Purpose

The goal of the High School Snowsports Club is to foster a sense of community and encourage the safe, enjoyable experience of skiing and snowboarding in the Swiss mountains within two hours of Lugano. Open to TASIS students of all skill levels, the club empowers students by allowing them to progress at their own pace. Instruction is dynamic and engaging, focused on safety and ensuring that students have fun while learning and improving.

Enrollment in the High School Snowsports Club is optional and at additional cost. Registration opens in December and students can enroll in 3, 5, or 8 outings. Should students attend more outings than they enrolled for, they will be invoiced at the end of the season.. There is also an off-piste course and the option to train for the Varsity Ski Team as part of the club.

Outings not attended are non-transferable or reimbursable.

PREFECTS

Prefects are campus leaders and role models. They work as liaisons between dorm parents and dorm residents, as well as between students and faculty. They are active community members who work to foster a strong sense of community.

Duties

Prefect duties throughout the year include the following:

- Weekly prefect meetings, typically on an evening from 19:00-19:45 (although to be confirmed in August)
- Completing dorm specific tasks in their assigned dorm
- Planning and taking part in weekend activities, organized with the duty dorm parent

- Taking part in all dorm activities on or off-campus
- Integrating in the wider TASIS community by participating in sports, theater, music, student council, or other School-wide activities
- Being sociable during meal times by joining various social groups during meals
- Limiting electronics use, especially the use of smartphones, during the school day and at meal times
- Run intramural competitions between dorms in a variety of sports
- Leading by example in the areas above and as global citizens

Aside from being a positive presence in the dorms, fostering student morale, and setting a tone of academic diligence, prefects do a lot of work to foster relationships and counsel their peers, and this is often unseen by others, especially dorm faculty. Thus, we grant prefects privileges to recognize the ways in which they sacrifice to contribute to our School community.

Privileges

Uniform

- The prefect polo can be worn all year
- Prefects have specific ties and scarves as part of their dress code. These can be worn all year.

Access to Fitness Room during Study Hall

All prefects or seniors who have a GPA of 8.0 or higher are able to access the fitness room during Study Hall. They must check in with their dorm parent first. If the prefect has shown poor behavior in the dorm, this privilege may be temporarily revoked.

Prefects must use the correct SISO procedure for the fitness room and be back in the dorm by 21:30. He or she cannot ask for late lights.

Late Lights (Boarding Students)

Prefects are permitted late lights on school nights and are on their honor to go to bed. During late lights, students must remain in their rooms or the dorm common area so as not to disturb others. All lights should be out by midnight.

Prefects should not be engaged in extended conversations, be on their smartphones, take showers, or be a disruption in any way to the quiet environment of the dormitory after power down. Individual study, reading, and computer use are all acceptable ways for prefects to exercise late lights privileges.

Refrigerators and Kettles (Boarding Students)

Prefects are permitted to have refrigerators and approved kettles in their rooms. This may incentivize others to spend time with them.

Free Roaming (Boarding Students)

Prefects are permitted to study in an area of their choosing or to work with other prefects during study hall, provided they are not otherwise on duty and that they inform their dorm parents of their whereabouts at the 19:40 check-in. Roaming privileges do not constitute license to wander around campus and do anything besides studying during study hours.

Independent Travel for Junior and Senior Prefects

Independent travel means travel without a supervising adult present. The School reserves the right to determine suitable destinations and conditions. Overnight independent travel, except for camping, is only permitted to destinations beyond 100 km. In no case is a student permitted to be in the Lugano area when signed out to be elsewhere. With parental and Student Life Office approval, independent travel is allowed under the following conditions:

- he or she will not miss class or other school obligations
- the student has no major rule violations in the prior six academic weeks
- the student is not currently on Disciplinary or Attendance Probation
- travel must be in groups of three or more if the group is co-educational
- students cannot travel on closed weekends

Hosting two students instead of one student

Prefects are able to host two students instead of one as per our hosting policy. The prefect must be checking out with one of their parents.

BANKING

TASIS offers an option for students to safely carry their personal allowance, through a PIN-protected prepaid Visa or MasterCard card with online and mobile access. Details can be found [here](#).

An ATM machine is available on campus, in Monticello. TASIS recommends withdrawing cash only when needed, and students should avoid carrying cash on campus.

DINING HALL

Meals are important times for our community to come together. Most meals are buffet-style and are served in De Nobili. We encourage students not to use phones during mealtimes. Students should remember the following:

- Uniforms are required during breakfast and lunch on academic days.
- Casual wear, which does not include pajamas, is acceptable at dinners and on weekends.
- Students should wear appropriate shoes (i.e. no slippers or soccer cleats).
- Students must clear their tables.
- Only head coverings worn for religious purposes are allowed in the dining halls.
- Dishes, cups, glasses or silverware must remain in the dining halls.
- Except for single servings of fresh fruit, food or drink should not be taken from the dining halls.

Any students with special dietary requirements should contact the [nurses](#).

OFF-CAMPUS TRANSPORTATION RULES

We expect TESIS students to model good behavior at all times, including on buses. These are considered an extension of campus and all TESIS rules apply.

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

Safety

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

Food & Drinks

- Only water and small snacks (such as cereal bars or chocolate bars) can be consumed while aboard a bus, at the discretion of the bus driver. Chips and other snacks that could create a mess must be stored in the suitcases compartment.
- Smoking is not allowed.
- Consuming alcohol is not allowed.

Hand Luggage

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

Toilets

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

LOST & FOUND

Belongings that are left on the floor or ground and not placed in lockers or the lower campus boxes may be taken to the Lost and Found.

Every day between 19:30 and 07:30, any belongings found on campus in public places (benches, near the gazebo, sports fields, outside buildings, etc.) will be moved to the Lost and Found area at Reception.

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

Note that the School is not responsible for lost, damaged, or ruined belongings.

AFTER-SCHOOL ACTIVITIES

We believe that enriching activities play an integral part in the intellectual, social and even spiritual development of each of our students. We therefore require each of our high school students to participate in after-school activities which include but are not limited to athletics, performing arts, and robotics.

Most of the activities on offer include a group or team component. Our aims are to foster within students a positive attitude and pride in doing their best—regardless of the outcome or the score—and to develop within them a commitment to a group or team and the dedication and sacrifice that such a commitment takes.

AFTER-SCHOOL ACTIVITY (ASA) REQUIREMENT

All TASIS High School students are required to participate in an after-school activity at least two times per week through the entirety of the academic year to meet graduation requirements.

A few exceptions can be made for this requirement. For example, students may organize after-school activities outside of school, but they must provide documentation and receive approval from the Dean of Student Life.

ASA ATTENDANCE

TASIS expects all students to meet each of their obligations and take all of their responsibilities seriously. This expectation extends to their after school commitments. Unexcused absences from any obligation, including ASA, will result in a missed obligation.

The HS Administration is responsible for assigning consequences for missed obligations, such as ASA commitments. While circumstances may dictate different responses, a typical response pattern for missed obligations is:

1st Consequence	Warning
2nd Consequence	Final Warning
3rd Consequence	Detention
4th Consequence	Detention
5th Consequence	Detention
6th Consequence	Detention
7th Consequence	Detention

****If a student accumulates more than 7 missed obligations, an escalated consequence may be assigned.**

ATHLETICS

Varsity and Junior Varsity Sports

Team sports offer high school students the opportunity to compete against schools in Switzerland and in neighboring countries. Competitions generally take place on weekends but occasionally occur on weekdays, requiring students to be excused from classes. Team sports normally include:

- **Fall Season:** Girls & Boys JV and Varsity Soccer, Girls & Boys JV and Varsity Volleyball, Girls & Boys Varsity Cross Country
- **Winter Season:** Girls & Boys JV & Varsity Basketball, Girls & Boys Varsity Swimming, Girls & Boys Downhill Skiing, Girls & Boys Varsity Badminton
- **Spring Season:** Girls & Boys Varsity Tennis, Girls & Boys Varsity Track & Field, Girls & Boys Varsity Golf

Recreational Sports

Afternoon recreational sports include badminton, basketball, fitness classes, horseback riding, indoor soccer, kickboxing, pilates, spinning, table tennis, tennis, volleyball, yoga, and zumba, among other activities, depending on student interest and faculty qualifications.

Fitness Room Use

The fitness room is located on the lower floor of the Palestra. It contains free weights, weight machines, and a variety of cardiovascular trainers (stair-steppers, stationary bicycles, treadmills). At certain times it will be reserved for the use of classes or teams, but most times it is open for general use. A complete statement of the procedures to be followed while using the space is posted in the fitness room. Students must be in groups of two or more in order to use the fitness room and complete the fitness room agreement form in order to access the fitness room unsupervised.

PERFORMING ARTS

Students have the opportunity to take part in a variety of after school activities in the Performing Arts. These include:

- **Fall Play**—the fall play takes place in November. Students have the opportunity to sign up for various roles, including acting, backstage, lighting, and costume design.
- **HS Musical**—the musical takes place in March. Students have the opportunity to sign up for various roles, including acting, singing, dancing, backstage, lighting, and costume design.
- **Choir**—a year-long commitment. The choir rehearses once a week for 90 minutes and takes part in important TASIS events such as Founders Day, the Christmas Service, International Week, and the Performing Arts Showcase.

- **Instrumental ensemble**—a year-long commitment. The instrumental ensemble rehearses once a week for 90 minutes and takes part in important TASIS events such as Founder’s Day, the Christmas Service, International Week, and the Performing Arts Showcase.
- **HS cheer and pom**—a year long commitment. The cheer and pom team practices twice a week and prepares for various TASIS events. The group may also compete with other schools in Europe.
- **Sweet November Dance Company (SNDC)**—The SNDC trains on Sunday afternoons from 15:00–17:00 and represents the Performing Arts department in the November dance show. They are also featured in the Performing Arts Showcase and other events throughout the year.

Music Practice Room Use

Students are welcome to use the music practice rooms. Contact the [Performing Arts Chair](#) for access.

VARSITY ROBOTICS

Varsity Robotics offers high school students the chance to compete in the VEX Robotics Competition against schools in Switzerland and overseas. Varsity Robotics is a year round commitment with competitions taking place from September through to the end of April. There are a number of major roles on the team including; programmers (C++/Python), design engineers (Fusion 360), builders and drivers. There are also a few non-competitive roles available including web design, social media, scouting, fundraising, and outreach.

STUDENT-LED CLUBS

A number of student-led clubs are available at TASIS which are based on student activities and interests and promote our common humanity as an international community. To this end, the School does not allow students to form clubs based on identity (race, sexual orientation, gender expression, nationality, etc.) as we prefer to focus on ideas and interests that bring us together. Note that student-led clubs do not fulfill the ASA requirement. Clubs will be announced during the academic year.

STUDENT EXPECTATIONS

Students at TASIS are emerging adults in an intense period of personal growth and physical and emotional development. They are seeking an identity, searching for a clear sense of purpose, learning new competencies and assuming a new role of autonomy. TASIS attempts, therefore, to instill a strong sense of communal values as the core of its behavioral education. These values will help shape and complement the students' own emerging values systems.

TASIS students learn to take responsibility for their actions and the consequences of their decisions. Discipline at TASIS is carried out with individual development and personal growth in mind. The goal of discipline at TASIS is to reinforce and enhance self-respect and understanding and to help students live up to the best standards of behavior at all times. We expect and need both students and parents to cooperate with TASIS in following the School's policies and rules.

The School reserves the right to impose a disciplinary response on any student, whether resident or day, whose conduct, wherever and whenever it may occur, is out of sympathy with the goals and ideals of the School as determined by the Administration and/or a Conduct Review Board (see below). With this in mind, discipline in the High School isn't black and white. Although we always aim to be consistent and fair, every case will be treated on an individual basis and the specific circumstances will be considered. We ask that our community understand that each discipline situation may be treated differently.

In cases of dismissal or withdrawal, academic work and credit terminate immediately, regardless of proximity to the end of term.

Students are expected to:

- treat each other, their teachers and the TASIS staff with dignity and respect.
- make healthy choices.
- demonstrate commitment to the School by meeting all obligations and taking each of their responsibilities seriously.
- be honest and fair with others.
- respect community and personal property.
- uphold TASIS standards of academic honesty.

All those in our community are expected to respect and comply with all Swiss laws.

MAJOR SCHOOL RULES

Honesty

Trust is essential to our community life and supports the goals and ideals of our School. TASIS students are expected to be honest and truthful. Cases of dishonesty including withholding information, supplying false information (including on travel forms), lying, or academic

dishonesty in the form of plagiarism, cheating, etc. may result in disciplinary consequences up to and including dismissal for particularly offensive cases or patterns of dishonesty.

Theft

Theft (including school or personal property, shoplifting, and credit, bank or phone card fraud) is not in keeping with the ideals of the School. Students found in possession of another person's property without permission are in violation of the theft rule. Theft is not tolerated and students found to have stolen property will be dismissed from TASIS.

Willful Destruction of Property

The willful destruction of school or personal property will not be tolerated. Students found to have willfully destroyed school or another person's property are in violation of this rule and will result in a disciplinary response.

Fighting or Threatening

Fighting for any reason will not be tolerated. Fighting includes (without implied limitation) the throwing of punches or serious physical struggle. Likewise, threatening another will not be tolerated. Threatening includes any behavior, including writing or speaking, which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.

Responsible Use of Technology

Students are expected to follow all expectations and rules listed in the [Responsible Use of Technology](#) section.

Harassment

Everyone has the right to live in an atmosphere free of intimidation and hostility. Harassment is unwelcome verbal or physical conduct that is intimidating, threatening, or demeaning whether digitally, virtually, or otherwise.

Some examples of inappropriate behavior include:

- display of explicit, offensive or demeaning materials
- hazing or threats
- non-consensual sexual intimacy of any kind (silence is not consent)
 - All consensual activity is governed by the rules on public displays of affection and the relevant Swiss laws
- obscene or suggestive remarks or jokes, verbal abuse, or insults
- undue pressure to use alcohol or drugs
- uninvited pressure for sexual activity, whether explicit or implicit
- words or actions which are demeaning with respect to race, religion, ethnic origin, gender, or sexual orientation

Bullying

Bullying is not tolerated at TASIS. Bullying occurs when a student is the target of repeated negative actions, usually in the form of intentional, repeated hurtful acts, words or other behavior. The definition of bullying includes all harmful acts whether physical, verbal, or written, and includes all acts of cyberbullying. Bullying tends to be one-way, and does not necessarily include the back-and-forth feuds that students can sometimes engage in. Hurtful acts include, but are not limited to:

- intimidation such as name-calling or threatening.
- social alienation such as shunning or spreading rumors.
- physical aggression such as spitting or pushing.

Students who believe that they have been a victim of bullying shall report the incident to a trusted adult staff member.

Public Displays of Affection

Intimate expressions of affection, including kissing, prolonged hugging, lap-sitting, and inappropriate touching or any sexualized activity is not acceptable behavior on the TASIS campus or during any School-related activities such as after-school activities or sports practices, day trips, and overnight trips.

Consent

TASIS takes consent very seriously. The School works directly with students to inform them of Swiss laws concerning consent and all violations will be discussed with parents and taken to the local authorities as necessary.

Pornography

Students may not possess, display, or share offensive or degrading materials. This extends to clothing, decorations, and digital.

Visitation Violations and Mixed Company

The following expectations extend throughout the TASIS campus and on any School-sponsored activities or trips.

- Regardless of gender, no student may enter another student's room unless the resident of that room is present.
- Students are not to enter any dormitory other than their own unless they are accompanied by a resident of that dorm.
- Boys are never permitted in areas reserved for girls and vice versa.
- In areas where coed visiting is permitted, it is only permitted with the specific permission of a dorm parent who is present in the dormitory.
- At any time, and in any building, coed visiting will occur with the door(s) open and the lights on.
- Day students are not allowed to visit the dormitories during the academic day.
- Day students can visit dormitories outside the academic day under the following conditions:

- The day student is always with the boarding student who invited them.
- The visit is after school or on a weekend.
- The day student must leave by check-in or if an adult requests for the visitor to leave.
- The day student must leave by early check-in (9:30pm) unless agreed with the dorm parent on duty or DA.

Because we are responsible for maintaining an orderly and safe pattern of life for young people within a residential setting, all visitation/mixed company violations will result in a disciplinary response.

Pregnancy and Fatherhood

If a TESIS student becomes pregnant, she is ineligible to remain enrolled at TESIS. The Administration will work with the student and her family to establish an alternative educational path suitable to her circumstances and goals.

If a TESIS student fathers a child, he is ineligible to remain enrolled. The Administration will work with the student and his family to establish an alternative educational path suitable to his circumstances and goals.

Tobacco, Smoking, and Vaping

In keeping with the commitment of the School to the promotion of a healthy lifestyle, smoking and other use or possession of tobacco (including vaping) is not allowed on- or off-campus. Given the acute dangers of fire, smoking in a school building (or in a school accommodation during a TESIS trip), or being in the presence of those who are, will result in a serious disciplinary response.

Performance-Enhancing Substances

A number of substances exist to help boost strength and energy, such as smelling salts and strength salts. These are not allowed for use on campus including TESIS athletic facilities and the fitness room. This is to protect our students and facilities.

Drugs

The use or possession of any illegal or unauthorized drugs is strictly forbidden. "Unauthorized drugs" includes the use or possession of a prescription drug not registered with the Health Center in the student's own name and/or the abuse of a prescription drug even if registered in the student's own name. Possessing drug-related paraphernalia, materials to tamper with drug testing, attempting to tamper with drug testing, or assisting others in an attempt to tamper with a drug test is also strictly forbidden, and constitute violations of the TESIS drug policy.

Any violation of the TESIS drug policy, to include testing positive on a drug test even if this is the result of the student's drug use while not at TESIS, and refusal to submit to a drug test, will

result in dismissal. TASIS randomly drug tests students weekly. Parents will be notified of any negative drug test results.

Possession of Weapons or Other Dangerous Objects

Students may not possess a weapon or other dangerous object in any school building or on school property, school-provided transportation, at school functions, or while under School jurisdiction.

TASIS follows the Swiss authorities' definition of weapons [as cited here](#) in article four of the Federal Weapons Act. Please note, per line **g** of article 4, that the Swiss authorities define “imitation, blank cartridge and airsoft weapons that can be mistaken for real firearms due to their appearance” as weapons.

Off-Campus

As a matter of student safety, students, whether boarding or day, are not allowed off campus during the Academic Day. Specifics of/exceptions to this rule include:

- Grade 9 boarding students are only allowed off-campus on Friday afternoon and evening until 22:00, Saturday day until the 17:30 check-in, and then until 22:00, and Sunday all day until 19:30.
- Students may not go beyond the limits of Lugano without completing a leave request.
- Boarding students excused from any classes, sports, or other commitments for medical reasons are expected to rest and may not leave campus.

Exceptions to this rule must be approved in advance by the HS Administration or the School Nurse.

Students found off-campus during the academic day will face a disciplinary response.

Traveling in Motorized Vehicles

Boarding students are not permitted to operate any motorized/electric vehicles, including automobiles, motorcycles, and scooters.

Boarding students are also not permitted to ride in a motorized/electric vehicle driven by a day student or by anyone else under the age of 26. They can only travel with a faculty member, with a professional driver (taxi), on public transport, or with an adult who is at least 26 years old.

Liability and Student Transport

Please be advised that TASIS's duty of care and supervision ends once a student departs the school premises via a taxi, rideshare service (e.g., Uber), or any other private hire vehicle. The school does not vet, endorse, or manage these third-party transportation providers. Consequently, the school assumes no responsibility or liability for the safety, conduct, or

transit of students once they have entered a private hire vehicle and left campus grounds. Students should only use ridesharing options in groups of two or more.

Curfew Violations

The School takes its responsibility for maintaining an orderly and safe pattern of life for young people within a residential setting seriously. Consequently, students must remain in their dormitories from evening check-in until lights-out, and in their own rooms from lights-out until 06:00 the following morning.

Drinking Alcohol

In the Canton of Ticino, no person under the age of 18 may consume alcoholic beverages. In addition to this legal constraint, the School, in keeping with the commitment of the School to the promotion of healthy lifestyles, further restricts the consumption of alcoholic beverages. Only Grade 12 and postgraduate students may consume alcoholic beverages, and then only with written parental permission, and in accordance with the following guidelines:

- Possession, purchase, sale, distribution or being under the influence of alcohol at school or at any school activity is strictly prohibited.
- No alcoholic beverage may be bought in stores for later consumption.
- No alcoholic beverages or empty alcohol containers may be brought onto the school campus.
- Drinking is done with moderation: moderation is defined as a breath alcohol level of no more than 0.18 as measured by a breathalyzer.
- Drinking is only allowed on Friday and Saturday evenings.
- All consumption must accompany a meal.
- No student may drink hard alcoholic beverages (anything other than beer or wine) at any time.

If a student with alcohol permission fails to adhere to the guidelines as written above, that permission will be immediately revoked.

Alcohol permission may be withheld at certain times during the school year. The School reserves the right to revoke a student's alcohol permission at any time.

These rules are also in effect during all School-sponsored activities. TASIS reserves the right to breathalyze students at any time.

Please note that students, even those with parental permission, are not allowed to drink on Academic Travel trips or during Ski Adventure.

Consuming Energy Drinks

Students are not permitted to possess or consume energy drinks on campus. All high caffeine energy drinks that are labeled as "not recommended for children" will be confiscated and

disposed of by faculty. Repeated possession of energy drinks will result in further consequences.

Drone Use

Students are prohibited by law from using drones in and around campus. [Swiss law](#) clearly states that drones cannot be flown within 5 kilometers of an airport or heliport, and the Lugano airport is 4 kilometers from the TASIS campus.

School Jurisdiction

TASIS school rules apply to all students, boarding and day, while they are under the jurisdiction of the School. All students are under School jurisdiction while in residence at the School, during all school trips and functions, Ski Adventure, athletic events, weekend travel, and while traveling to and from school. Regardless of other circumstances, day students remain under the School's jurisdiction whenever they are in the presence of boarding students.

Other Rules

Other conduct that will result in disciplinary action includes, but is not limited to, violation of any of the other school rules outlined in other places in this Handbook. These rules include, but are not limited to, vandalism, fire safety or other safety violations, gambling, carriage of boarding students in day student vehicles, inappropriate behavior in class, and repeated uniform violations.

Learning from Our or Others' Mistakes

The School reserves the right to raise any issue of discipline regarding a student for the purpose of furthering the educational and learning exposure of students and the School community overall. Disciplinary issues, and the School's responses to them, may be raised in writing, or at any school meeting to include Assembly or Advisor group meetings.

DISCIPLINARY RESPONSES

TASIS seeks to maintain a safe and orderly academic community as well as to help individual students and their families confront behavior that may be symptomatic of other difficulties. With these concerns in mind, the School employs a variety of counseling, disciplinary, and administrative responses. Responses to violations of school rules are determined on a case-by-case basis and take into account the seriousness of the offense, the number of previous offenses, any mitigating circumstances, and the student's record as a member of the TASIS community. Possible responses include:

Guidance

Timely, direct communication helps foster and maintain a supportive culture, positive environment, and high standards at TASIS. Our administrators usually meet with students individually to discuss conduct and provide guidance without parental notification. Sometimes

more than one educator will be in attendance to ensure a range of perspectives and approaches in disciplinary matters.

The term “guidance” refers to a variety of conversations with students: from informal discussions, such as that between a student and his or her Advisor, the Dean of Student Life, and/or parents to professional counseling, such as that between a student and the School Counselor, or an off-campus specialist. Although most guidance situations are private matters between the student and the relevant adults, occasionally, adults and students may, without breaking confidentiality, consult with one another for the benefit of the student. Confidentiality must yield to safety, however, whenever danger to the individual or the community arises.

Note: When a student is approached out of concerns that have come to the School’s attention from student or faculty information of a general nature, we face a counseling situation. When any direct information reveals that a rule or code violation has harmed someone else (e.g., stealing, harassment, providing drugs or alcohol), it may necessitate intervention of a disciplinary nature.

Warnings

A student may be given a warning as a disciplinary response. A warning is normally accompanied by assigned meetings with the student’s Advisor and/or the Dean of Student Life, Dean of Residential Life, or Head of High School to discuss and evaluate the student’s behavior. In some cases, a warning may be accompanied by a period of disciplinary restriction.

Detentions

Students may be assigned detention by the Student Life Office for unexcused absences, missed school obligations, uniform violations, excessive tardiness and minor behavior incidents. Detentions are held after school on Fridays.

Detentions cannot be postponed or rescheduled. Students who fail to attend their assigned detentions may face additional consequences.

Travel Restriction

Travel is a privilege, and student travel privileges will be suspended for students on Academic, Attendance, and Disciplinary Restriction. Travel privileges may also be suspended in response to other disciplinary infractions.

Internal Restrictions

Internal restrictions are serious disciplinary responses that are designed to provide an appropriate corrective environment without interrupting the student’s educational development. Students assigned to internal restrictions should expect to receive a behavior contract that will allow them to share in the decision-making and planning for implementation of changes in their behavior. These are reported to the College Counseling office and will

remain on the student's disciplinary record. Five-day internal restrictions will be reported to colleges and universities as required.

Students placed on internal restriction should expect to:

- be restricted to campus for the duration of their suspension—normally between 3 and 7 days and including a weekend.
- attend all of their classes/commitments.
- be restricted to their dormitory rooms from evening check-in until the following morning.

Internal restrictions are normally followed by a period of disciplinary watch (see below). Repeat infractions of a serious nature may result in additional internal restrictions, but may also subject a student to either external suspension or dismissal.

Out-of-School Suspensions

This is a serious disciplinary response that temporarily removes the student from our community. Students return to their own homes and are under the supervision of their parents. This time should be used constructively, and the student should return to TASIS with renewed commitment.

If a student is suspended, his/her parents will be responsible for arranging and financing transportation to and from TASIS. Students placed on suspension are required to leave campus at the earliest possible time and are responsible to keep up with their school work for the duration of the suspension.

Any HS student receiving one or more major infractions is ineligible for Honor Roll or Headmaster's List.

For restrictions or suspensions, the following rules apply regarding work responsibility for the students.

Type	Make-up Work	Responsibility
Internal Restrictions	Students attend class and should complete all work as required by the due date.	Students attend class and all other required school functions as well as supervised study or work as required.
External Suspension	Work is due the day of the student's return. Late penalty sanctions apply at that point.	Homework or projects due during the day(s) of external suspension will be accepted by the teacher for credit under the class late work policy.

Dismissal (Separation)

In all cases of violations of major school rules, separation from TASIS may be the penalty. Final decisions regarding dismissal are made by the Headmaster. Although the Headmaster is under no obligation to do so, a Conduct Review Board (see below) may be convened by the Headmaster to hear cases where dismissal is under consideration. Students who are dismissed from TASIS are required to leave campus at the earliest possible time.

Students who have been dismissed may re-apply to TASIS after one calendar year. For example, if the student is dismissed in Grade 10, he or she may re-apply as a Grade 12 student.

Grade 12 students who are dismissed are not allowed on the TASIS campus until one year after the date of the graduation of their class, unless they are given special permission from either the Headmaster or the Dean of Student Life.

Any claims or settlements arising from absence, withdrawal, or dismissal are subject to the terms of the Enrollment Agreement between the School and the parents/guardians.

Behavior Contracts

In many cases students will be issued a behavior contract in conjunction with their other consequences. At TASIS we believe in working with our students, and that they can demonstrate their commitment to remaining a member of the TASIS community through meeting the terms of a contractual relationship between the student and the School.

Receiving any behavior contract is a serious warning. It means that a student's conduct has been contrary to the best interest of the student or of the school. Students will normally have to write a statement examining the degree to which their actions have disrupted the community and showing cause why they should be allowed to remain a member of the community. The contract will clarify what commitment(s) the student will make in order to remain a member of our community.

Disciplinary Watch

As the result of serious or repeated disciplinary infractions or because of a more general concern that a student is out of sympathy with the goals and ideals of the School, a student may, in addition to other disciplinary consequences (suspensions/warnings), be placed on disciplinary watch.

A student on disciplinary watch:

- loses all travel privileges.
- loses any drinking privileges.
- loses Headmaster's List status.

- will have any further violation of major school rules or repeated misconduct dealt with by the Administration, which may refer the matter to the Conduct Review Board (see below).

While on disciplinary watch, a student's behavior is expected to be exemplary in all areas. All disciplinary watch cases will be reassessed every six weeks by the Dean of Student Life. Parents will be informed immediately when their child is placed on disciplinary watch. Students who do not earn their way off disciplinary watch may be subject to further disciplinary responses, including referral for dismissal.

EXAMPLES OF INFRACTIONS AND CONSEQUENCES

Our various rules are not meant to be an inclusive or exhaustive list of unacceptable behaviors or actions and consequences. They are meant to indicate a general tone and framework for discipline. Adults in the TASIS community are encouraged to use their best judgment in determining when an action or behavior is detrimental to our goals, our community, or learning.

Examples of Minor Infractions Any activity that detracts from learning Defacing of School property Failure to follow instructions Breaking classroom rules Inappropriate language Littering Public displays of affection Missing class Tardiness Uniform violations	Examples of Consequences: Minor Infractions Verbal warning Written warning After-School Detention Expulsion from class Parent Notified/Conferences
Examples of Major Infractions Accumulation of minor infractions Alcohol consumption/possession Causing physical harm to another Cheating Destruction of property Disrespectful behavior	Examples of Consequences: Major Infractions Behavior Contract After-School Detention Internal Restriction External Suspension

Fighting Forgery Gambling Mixed Company Leaving the dorm after power down Lying or dishonesty, including academic dishonesty Plagiarism Possession of illicit publications/materials Possession or use of firecrackers or lighters Possession or use of tobacco products or e-cigarettes/vapes Skiping/cutting class frequently Leaving school or school-related activities without permission Tampering with safety equipment (i.e., fire extinguishers, alarms) Verbal abuse or harassment of others Violations of Responsible Use of Technology policies Violations of the Driving policy	
Examples of Dismissal Violations Any action that brings disrepute onto TASIS, whether on campus or off Conduct demonstrating a lack of sympathy with the program of the School Any offense deemed a serious threat to the Community or an individual Arson such as creating a fire of any sort in a School building Assault and/or battery Bullying and/or the ongoing harassment of others, including obtaining, creating, or distributing any degrading, offensive, humiliating materials, whether digital or otherwise Violations of Responsible Use of Technology Policies Major vandalism Major alcohol violations Making bomb threats or other threats of violence	

Theft/stealing

Use, possession, or distribution of illegal drugs or drugs prescribed for another person

Use, possession, or distribution of weapons

Accumulation of major violations

ASSIGNMENT OF DISCIPLINARY RESPONSES

The discipline system of TASIS is brought to life in the daily work and interactions of students and adults. Prefects have a formal role in the operation of the dormitories in support of the dorm parents and dorm heads. All faculty and staff members operate from a framework of “in loco parentis” and play formal roles in the discipline system using the wide range of interaction mechanisms outlined earlier.

The Dean of Student Life handles minor infractions, and the Head of High School manages major infractions.

A Conduct Review Board (CRB) convenes to hear cases where dismissal is a possible disciplinary outcome. A CRB convenes at the recommendation of the Head of High School and/or the discretion of the Headmaster. The CRB is normally composed of faculty members and administrators chosen to serve. The CRB reviews the presenting matter and considers the student’s entire record, including positive contributions and both minor and major infractions from the current and previous years. Additionally, how the student handles the situation is given great importance. The CRB also meets with the student, who may be accompanied by his or her Advisor. Students may also bring a fellow student to speak on their behalf. The CRB then makes a recommendation to the Headmaster.

Special Discipline Cases: In most cases, any disciplinary case is addressed with the student on campus. However, when in the judgment of the Headmaster or his designee a student should be separated from the community immediately, and before any formal disciplinary action, a student is placed on administrative leave pending disciplinary action and a final decision.

LOCAL AUTHORITIES

Students may find themselves in situations in which the local authorities are involved, or where the School is obligated under Swiss Law to notify those authorities. The School takes its responsibilities to protect its students very seriously. The School will notify parents as soon as possible whenever the local authorities are involved, and will take all necessary steps to ensure that our students are protected in legal situations.

DISCLOSURE OF DISCIPLINARY ACTION

TASIS may be obligated to report any serious disciplinary infractions to colleges and universities to which a student has applied either at the request of the colleges and

universities or when, in the judgment of the School, it would be irresponsible or unprofessional not to do so. That reporting may include suspensions, five-day restrictions, or dismissals from Grade 9 forward. Situations when the School will report disciplinary infractions include, but are not limited to, the following:

- When forwarding information as part of the normal admissions process of the institution
- In response to a request from the institution
- When necessary to update or clarify information previously requested
- When a student leaves the school, withdraws, or is dismissed for disciplinary reasons before Grade 12
- When a student leaves the school, withdraws, is dismissed, or is suspended for disciplinary reasons during Grade 12

Disclaimer: The disciplinary procedures outlined in the Student Handbook are designed to guide the Administration in reaching just decisions. They do not confer any contractual rights to those students accused of violating the School's standards of behavior. Circumstances can vary greatly between cases, and the School reserves the right to modify the disciplinary procedures in any particular case in order to reach a just and timely decision.

CONFIDENTIALITY

Students are encouraged to seek the counsel and assistance of faculty members at any time. In order for this counseling to be effective, the principles of confidentiality will be observed. Faculty members are obliged to refer confidentially held information to the Headmaster or, in his absence, the Head of High School, when:

- an individual's health or well-being is in danger.
- the security or welfare of the School is at stake.
- the problems being discussed are beyond the experience and expertise of the faculty member.

RESIDENTIAL LIFE

Expectations and information for boarders can be found in our [Residential Life Handbook](#).

UNIFORMS

We believe that students should be focused on learning rather than the fashions of the day. Within that spirit, the High School uniform seeks to do the following:

- help support group identity and common purpose
- support an atmosphere that is conducive to work
- unify the school and help minimize unhealthy competition regarding student wardrobes

Uniforms are required during the academic day, including during study periods. Exceptions are when a boarding student is in his or her room during a study period. On school days, all students must be in uniform while in the dining room for breakfast and lunch.

At other times, such as the Christmas Celebration, TASIS Speaker Series, and other cultural events, students are expected to be in uniform.

Outside of the academic day and after sports, students may dress more casually on campus. Students should use discretion when dressed casually and should be culturally sensitive in their clothing choices.

At all times, clothing should be in good repair, clean, and worn in a tidy manner.

UNIFORM VIOLATIONS

The Dean of Student Life is responsible for assigning consequences for uniform violation. Students repeatedly out of uniform will face consequences such as detentions, internal restrictions, or meetings with families.

The typical response pattern for a uniform violation is:

1st Infraction — Warning

2nd Infraction — Detention

3rd Infraction — Detention

4th Infraction — 3-day Internal Restriction

5th Infraction — 5-Day Internal Restriction**

**Internal Restrictions become a part of your disciplinary record and will be reported to colleges and universities as required.

YEAR-ROUND UNIFORM EXPECTATIONS

	Both	Boys	Girls
shoes	non-branded dress shoes, loafers, or dress boots must be dark leather (black, navy, dark brown) the upper part must be monochromatic and dark, while soles may be white, tan, or dark dark leather sneakers are acceptable if they meet these criteria all shoes must be clean and in good condition.		ballerina flats or dress sandals with a heel strap over-the-knee boots are not allowed
socks	non-athletic socks must be worn		
bottoms	suit trousers in navy or gray with TESIS crest on back pocket or TESIS cotton trousers in khaki or navy with TESIS crest on back pocket		TESIS uniform pleated skirt in gray or plaid with a TESIS-embroidered crest at the hemline (must be visible at all times) Skirts must be knee-length. Shorter lengths will not be permitted. Lengths of skirts cannot be altered Note for returning students: If your current skirt meets the length requirement, you may bring it to Unique Uniforms to have the crest added.

shirt	TASIS long-sleeve oxford-style shirt in white or light blue or TESIS turtleneck shirt	*TASIS necktie must be worn with an oxford-style shirt	TASIS long-sleeve pullover shirt in light gray with crest
	TASIS suit jacket in navy	TASIS striped navy blazer or TESIS V-neck wool sweater in navy or burgundy	TASIS burgundy jacket, TESIS round-neck wool sweater in gray, or TESIS zipped cardigan in navy or gray
outer layer	TASIS down jacket , TESIS coat, TESIS sleeveless padded jacket		
accessories (required)		belt and TESIS tie with crest or TESIS striped tie	

Note to returning students that TESIS no longer distinguishes between seasonal uniforms. All approved uniform pieces may be worn year-round.

PE UNIFORM EXPECTATIONS

For PE class and gym use during the academic day, students must dress appropriately.

	Accepted attire
shoes	appropriate athletic footwear, with socks
bottoms	TASIS PE shorts, TESIS athletic sweatpants, or all blue leggings
tops	long or short-sleeved TESIS t-shirt or TESIS sweatshirt and sleeveless tops are not allowed

OTHER EXPECTATIONS

To encourage an open and friendly campus, where we are kind to each other and greet each other we discourage the use of headphones while walking on campus.

Other articles of clothing, including hats, casual clothes, leather sneakers (of any color), athletic clothes, athletic sneakers, denim, and “work” clothes, are prohibited during the school day.

In the case of rain and snow, students may wear shoes or boots designed for the weather. Work boots, slippers, Ugg-style boots, and sandals are not appropriate. Athletic shoes are not acceptable.

In case of questions regarding whether certain articles of clothing are in uniform, the Dean of Student Life has the final say.

STUDENT TECHNOLOGY

BRING YOUR OWN DEVICE PROGRAM

Students are required to bring their own computers to school each day. Smartphones do not meet this requirement. Please refer to our [Bring Your Own Device FAQ](#) for more information.

REDUCING DEVICE-ENABLED DISTRACTIONS

TASIS strives to create an environment that is encouraging and inspiring for learners. This includes meeting in spaces conducive to connection, focus, and discussion.

To learn the most from each lesson and show respect to others, it is important for students to be present and focused during all school activities. The use of phones, headphones, and other electronic devices *without adult permission* is strictly forbidden during class time, assemblies, meetings, study halls, sports, and any other school activities. The use of laptops and tablet computers is permitted only for academic purposes. High school students are expected to manage their time appropriately, making use of breaks between school activities to attend to personal matters.

Upon entering a learning or meeting space, students are expected to silence their phones and place them in the classroom phone box or other designated area. Headphones must be removed and put away. Unless permission is granted by the teacher for a specific purpose, students are not allowed to use phones or headphones during school activities. Watches and other wearable devices may need to be put away during assessments or other activities. Students can collect their phones after they are released from class. During assemblies and performances, phones and headphones should be silenced and kept in bags or pockets.

If any device is being misused, the teacher may confiscate it from the student. Repeated offenses will be escalated to the Student Life Office. If you are not sure if it is an appropriate time to use a phone or headphones, ask the supervising adult.

Silencing Phones

There are many ways to silence a phone, though phones should not buzz while silenced. The easiest way to do this is to put the phone in “do not disturb” mode ([iPhone](#), [Android](#)) or “airplane” mode ([iPhone](#), [Android](#)) *with cellular, wi-fi, and bluetooth disabled*. Other options include “silent mode” ([iPhone](#)), “mute” ([Android](#)), or powering the phone off completely.

DIGITAL LEARNING PLATFORMS AND SOFTWARE

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

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

Major School Platforms		Purpose	
Google Workspace and services		Productivity suite (Calendar, Contacts, Docs, Forms, Sheets, Sites, Slides), communication (Gmail, Chat, Groups), cloud storage (Drive), learning management (Classroom), reference videos (YouTube), videoconferencing (Google Meet), and other Google services (e.g., Colab, Earth, Jamboard, Keep, Translate, etc.)	
Veracross		Community information system, assignment/homework tracker, class resources	
Other Software	Purpose	Other Software	Purpose
AP Classroom Common App IBIS InThinking ManageBac UCAS Unifrog	College preparation	Duolingo for Schools Linguascope Rosetta Stone	Language learning
Code.org Trinket.io	Computer science lessons and tools	Flocabulary Kahoot Khan Academy Quizlet Plickers Socrative Wayground	Multi-subject review and practice
Eedi IXL Matific NoRedInk	Concepts and skills practice	Cambridge Elevate Holt McDougal Online idee.it Kerboodle Kognity Livre-Web McGraw Hill Connect Pearson ActiveLearn Vista Higher Learning	Online textbooks
Epic Raz-Kids	E-books	Turnitin	Plagiarism checking
Grammarly	Grammar & Spelling Checker	NWEA MAP Exam.net	Assessments
Canva for Education	Graphic and	Seesaw	Student portfolios

	presentation design		
EdPuzzle Flipgrid Nearpod	Interactive presentations and videos	Zoom	Videoconferencing

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

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

RESPONSIBLE USE OF TECHNOLOGY

At TASIS, we want our students to be the best “digital citizens” they can be. This means students are not only proficient in using digital technologies to learn, create, and collaborate, but they also know how to be kind, safe, law-abiding, and discerning users of technology.

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

Maintain a positive online presence.

- Choose usernames and profile pictures wisely as these are typically visible to the public.
- Anything you post online could potentially exist forever, and could impact your admission to college or employment opportunities.
- Do not share personal information like your full name, address, phone number, pictures or videos of yourself, especially with people you don't know offline. You never know who is really behind a screen name.
- The internet is not always private. Once you share something it can be shared again and again, and may stay online forever. Think about this before you share anything.
- Passwords can be shared with parents and teachers, but not with anyone else.
- If you are unsure of something you see online, ask a trusted adult.
- Regularly check your accounts for outdated or unwanted content and remove it as needed.
- Remember: Your self-worth is not determined by how many online followers you have or likes you receive on your posts.

Make sure the information, imagery, and materials you share online will not put you, your family, or your friends at risk.

- Protect your personal information and passwords.
- Use privacy controls when available, and don't accept follow requests from people you don't know or haven't met in person.

- You are in charge of what you share and can say no to requests that make you uncomfortable.
- Do not share images, videos, audio recordings, or other content of others without their permission.
- If you are not sure what to do, ask for help from a trusted adult.
- Inappropriate material found on a device or forwarded from a device, regardless of its origins, will result in a meeting with the Dean of Student Life.
- Remember: Once you share something, you lose control of it, and it can end up anywhere or with anyone.

Be respectful of others, especially those in the TASIS community.

- When you are physically present with others, put away your phone and enjoy the people around you!
- Try to be as clear as possible in your messages to prevent misunderstandings.
- You must have a person's permission to create audio, video, or photographic recordings of them.
- If you are asked to delete a photo of a person or people, you must honor this request, even if they originally gave permission for the photo to be taken.
- Don't write, post, stream, generate, share, or request anything that may cause harm or distress to others, including gossip, rumors, harassing messages, sexual imagery, private information, or embarrassing content.
- If you observe mean or hurtful messages about other people, stand up to the offender or report the situation to an adult as soon as you can.
- Do not create mean, hurtful, degrading, or offensive digital material of any kind, including but not limited to images or videos of others within the TASIS community.
- Do not use the TASIS name or other identifying information (e.g. the TASIS crest) on any social media accounts without permission from the School.
- Respect each of your teachers' rules regarding the use of technology in their lessons.
- Do not make any attempts to gain unauthorized access to the School's network, online platforms, or other systems.
- Remember: You can help create a respectful environment by choosing to be respectful.

Include credit in your schoolwork for any work created by someone else.

- Create assignments with as much original work as possible, including writing in your own words and creating original imagery. See the [TASIS Generative AI Policy for Academics](#) for information regarding the use of AI-powered tools.
- If you use others' work in your assignment, including work generated by software, make sure to cite it properly and include a bibliography in written assignments.
- Use tools like [Turnitin Draft Coach](#) or [Google Originality Reports](#) to help you understand if parts of your work might be flagged as plagiarism, then fix any issues or get help from a teacher.
- Do not use the TASIS logo in your work without permission from the School.
- Remember: Plagiarism can have serious consequences, so do your best to avoid it by using original ideas, and citations when needed.

Treat School-owned equipment with care.

- Avoid dropping equipment by carrying it or placing it in a secure way.
- Do not remove keys, logos, or stickers from School devices.
- Keep food and drink away from electronic equipment.
- Sanitize your hands before using School devices.
- Tell your teacher right away if something is damaged or not working.
- Remember: Electronics and glass can be fragile, so be careful when handling technological devices to avoid damage or injury.

Respect appropriate times to use your technology.

- Respect class time and each teacher's rules about device use.
- The use of smart glasses and AI-powered wearables are prohibited without explicit permission from a supervising adult. Covert recording devices are never permitted. Unauthorized recording of conversations or private activities without consent is prohibited under Articles 179bis, 179ter, and 179quater of the Swiss Criminal Code.
- Do not use your phone during class, unless necessary for an academic purpose and you have permission from your teacher.
- We encourage students to be fully present with their peers during mealtimes.
- The use of wearable technologies, e.g., smart watches and smart glasses, are prohibited during assessments.

USE OF GENERATIVE AI

TASIS expects all students to adhere to the [TASIS Generative AI Policy for Academics](#) to ensure the effective, responsible, and ethical use of generative artificial intelligence.

Deepfakes

A deepfake is an AI-generated audio file, photo, or video that manipulates someone's image or voice to make it appear as though they said or did something they did not actually do. While deepfakes may be created without intended harm, they contribute to an environment of distrust and can severely damage the reputation and mental well-being of the person depicted. Similar to cyberbullying, deepfakes can cause real harm with consequences that last long after their creation.

Under Swiss law, creating a deepfake of another person may constitute criminal offences including defamation (Art. 173–174 StGB/CP) and identity fraud (Art. 179^{decies} StGB), and may also give rise to civil liability. Swiss law in this area is developing.

Students should not create deepfakes of any person for any reason, regardless of their intentions. If a student receives notice that a deepfake has been created featuring a member of the TASIS community (e.g. themselves, another student, a teacher, a coach) they should immediately report it to a counsellor or administrator. Students found creating deepfakes of

community members may face consequences ranging from significant loss of privileges and suspension to expulsion, and may also be subject to legal action under Swiss law.

CYBERBULLYING

Cyberbullying is a serious offense. TASIS takes cyberbullying very seriously. Cyberbullying includes, but is not limited to, harassing, teasing, intimidating, threatening, or terrorizing another person by sending, posting, or forwarding inappropriate email messages, instant messages, text messages, digital pictures/images, videos, AI-generated content, or website postings (including blogs, chatrooms, and all social media sites). It also includes taking videos or photos of someone without their permission.

Many of these actions may amount to criminal offenses. For example, recording a fight on a mobile phone may also constitute aiding and abetting an assault. Posting offensive material may also constitute defamation (libel) for which the victim can take legal action for compensation.

If you feel you have been a victim of cyberbullying:

- Don't erase the offending material. Take a screenshot or print a copy of the material and immediately report the incident to a school administrator.
- You may report cyberbullying to staff on a confidential basis, but be aware that the information may need to be shared with others and, in the most serious cases, that the matter may need to be referred to police or social services for investigation.

TASIS NETWORK DISCLAIMER

- The **TASIS** wi-fi network is available everywhere on campus. Each student is provided with a unique password for this network that can be used on all of the student's devices. Do not share your wi-fi password with anyone else. The network is available during the following times for most students (prefects have extended access):
 - Sunday through Thursday, 6:00–23:00
 - Friday through Saturday, 6:00–01:00
- The TASIS network has internet filters and security measures in place to prevent inappropriate materials from getting through School-provided internet connections, though no filter can catch everything.
- Technology must be turned off at power down or late lights for boarding students.
- The School's network, the internet, and all mobile phone technology may not be used for the purpose of harassment of any TASIS students, faculty, staff, or families.
- The School reserves the right for authorized staff to monitor student, faculty, and staff use of the internet on a routine basis and to examine devices where there is reason to suspect abuse.
- TASIS takes reasonable precautions against computer viruses and other malware, which can be transmitted via email, file downloads, or websites. However, TASIS cannot protect against every form of virus or malware. Thus, students should be cautious when opening email attachments from unknown senders and downloading

files from the web. TESIS accepts no liability for any damage caused by any virus transmitted by email or downloaded from a website.

FAMILY GUIDELINES

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

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

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

DAY STUDENTS

Day students occupy a special position in the TASIS community. They spend the school day at TASIS, but when they leave campus, they revert to the care of their parents. Because the School is entrusted with the care of its boarding students at all times, it is necessary that whenever TASIS day students are in the presence of boarding students, TASIS rules apply to both the day and boarding students, including when the boarding student is entrusted to a day student's family.

Because all student behavior reflects on the School, day students are under School jurisdiction when they are with a TASIS boarding student, in the Collina d'Oro area, on all School trips and functions, during all School-sponsored travel, athletic events, and weekend travel. In such situations, they are expected to follow the rules for boarding school students in the same class.

The School reserves the right to impose a disciplinary response on any student, whether resident or day, whose conduct, wherever and whenever it may occur, is out of sympathy with the goals and ideals of the School or brings disrepute to TASIS as determined by the Administration.

Day students are encouraged to host our boarding students in their homes. Day parents are responsible for boarding students when they are checked out to their homes or care, and boarding students are expected to abide by all TASIS rules even when away from campus. We depend on the cooperation of all day parents in helping to maintain TASIS behavior and disciplinary standards.

Residence Expectations

Day students, regardless of age and location of residence, must live with a parent or a legally recognized guardian. If the student does not reside with a parent, the guardian must be approved by both the School and the custodial parent. The parent or guardian and the student must have legal residency, and the family is responsible for establishing this. If residing in Switzerland, this means either a Swiss passport or B or C residence permit. If the family is residing in Italy, the parent or guardian and the student must have the appropriate permits. Students of any age may not live independently; they must live with a guardian or parent at the same address.

Campus Expectations

Day students are expected to be on campus during academic days from breakfast until the end of their after-school activities. As a matter of student safety, students, whether boarding or day, are not allowed off campus during the Academic Day.

Students are required to stay on campus during the academic day and through the end of their after-school commitments.

Please note: our specific procedures for leaving campus are under review and will be published before orientation.

Students found off-campus during the academic day will face a disciplinary response.

Campus Expectations After the Academic Day

Day students on campus after normal school hours must abide by school rules, including required study hours. High school day students must leave campus by 19:40 unless they are in a school-required activity.

For HS students:

- Sunday–Thursday: day students must leave campus by 19:40
- Friday & Saturday: day students must leave campus by 22:00

Changing Rooms

The changing rooms in the Palestra and the Palestrina must be kept clean and tidy. Students are not to leave clothing, backpacks, or any other personal objects in the changing rooms unless they are attending a PE class or are in the fitness room. The School is not responsible for lost or stolen items left in these rooms.

Day Students and the Dorms

Day students are not allowed to visit the dormitories during the academic day.

Day students may visit dormitories outside the academic day under the following conditions:

- The day student is always with the boarding student who invited them.
- The visit is after school or on a weekend.
- The day student must leave by check-in or if an adult requests for the visitor to leave.
- The day student must leave by early check-in (21:30) unless agreed with the dorm parent on duty or Duty Administrator.

Drop-Off and Pick-Up

Parents are expected to drop off students in time for their first class. Pick-up times are from 15:55–16:05. See the [Transportation](#) page on the TASIS website for further information.

All drivers will be issued numbered pick-up passes on Orientation Day. Each pass must be displayed in the windshield of all cars when picking up students on the main campus. Please respect the times indicated on the back of the pass.

Uniforms and Dress Code

Day students must abide by TASIS Uniform and Dress Code rules. When a day student is out of uniform or dress code, he or she will be assigned a uniform violation and may be sent home to change.

Key Cards

All of the dormitories are protected by electro-mechanical locks, which are operated with key cards. Student key cards give them access to classroom spaces during the academic day. Report lost key cards immediately to security@tasis.ch. Replacement cards cost CHF 50, billed to the student's account.

Lockers

The School provides lockers for each day student to keep private belongings safe. Students should provide their own locks. Students are responsible for any damage done to their lockers.

Day Student Prefects

Day student prefects have specific responsibilities, and in return, they receive certain privileges. They are expected to show a positive and friendly attitude, encourage day students to make good decisions, and develop positive relationships and open communication between the day and boarding populations.

Off-Campus Visits

Day families are encouraged to host boarding students in their homes. We appreciate our day families respecting TASIS jurisdiction, which means when day students and boarding students are together, School rules and expectations apply. In the same light, day students under School jurisdiction (including all School-related trips and functions) are expected to follow all TASIS rules.

ABSENCES

Should a day student need to notify the School of an upcoming absence, please log into Veracross PRIOR to the day of the child missing classes and complete the Student Attendance & Transportation Request form. Failure to do so will result in an unexcused absence. This is a safety issue, and the School will begin searching for any day student who is expected at school but is not present.

ATTENDANCE FORMS

Completed Attendance Forms are necessary whenever a day or boarding student will miss classes due to travel. It informs teachers and advisors of student absences in advance, which generates the opportunity for conversations between faculty and students about missed lessons, obligations, activities, and assessments.

The Attendance Form records departure and return dates and times and whether absences are excused or unexcused, which is at the discretion of the School and based on each student's situation. Should an absence be unexcused, any potential consequences will be shared verbally and followed up via a Veracross notification. Consequences are recorded in Veracross and are particular to each student, and parents will be informed of any consequences. Additionally, should an absence be unexcused, any assessments given will result in an automatic zero.

Students must pick up an Attendance Form from the Student Life Office and return completed forms two full days (48 hours) before departure.

For last minute absences due to illness or emergency, email hs.attendance@tasis.ch.

Out Sick

Should an illness (such as a cold or the flu) mean that a student misses more than three consecutive days of classes, he or she must present a medical note or doctor's note upon returning to school. The note must be valid for the class days missed and allows the student to make up any missed work.

SHUTTLE SERVICE

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

Changes

Regular shuttle schedules for each student will be available in Veracross. High School students enrolled in the shuttle service are allowed to ride the shuttle bus without additional notice from their parents, but any bus route changes must be reported via the Student Attendance & Transportation Request Form in the [Veracross Parent Portal](#) before 12:00 on the given day. (Please note that this form must also be used if a parent would like to authorize shuttle use for a student who typically does not ride the shuttle.)

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

Morning Absences

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

Expectations

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

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

SEVERE WEATHER POLICY

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

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

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

If weather conditions develop during the school day that make travel conditions hazardous, we may need to authorize an early dismissal. Parents will be notified promptly if this situation arises. Please know that if weather conditions change dramatically during the day, our shuttle bus service may not be able to transport students home. Parents will be immediately notified if this is the case, and we will provide care for all students until families can arrange for safe transportation home.

CHECKING OUT BOARDING STUDENTS

Sometimes TESIS day families ask to check out boarding students for the weekend. We encourage this but do require that a number of conditions are met to ensure the safety of everyone.

To help ensure that the weekend runs smoothly, we expect all students to abide by the School's boarding regulations including curfew, smoking, drinking, driving, and general standards of behavior.

If a parent of a day student checks out a boarding student, the boarding student *must sleep at the day student's house*. Failure to adhere to this policy will be considered a travel violation, and hosting privileges will be removed from any family that violates the policy.

Requirements

- Parental permission is required.
- Boarding students are expected to depart after classes on Friday and return on time for check-in at 19:30 on Sunday.
- In all cases where students are checking out to the local area (including Lugano and Milan, or less than 100km from TESIS) and in all cases of last-minute travel regardless of destination, the School requires that supervising adults present themselves to the Duty Administrator prior to allowing students to travel.
- In no case is a student permitted to be in the Lugano area when signed out to be elsewhere.
- Students who are checked out are not permitted to be on campus.
- During the week, students may check out only with their own parents.

- Students must provide a phone number they can be reached at during their travels, and they should answer the phone if contacted by the DA. If a student is unable to answer the phone immediately, he or she must make a reasonable effort to contact the DA as soon as possible (by phone, text message, WhatsApp, and/or email). Failure to contact the DA will result in a travel violation.

STUDENT HEALTH AND WELLBEING

CAMPUS HEALTH CENTER

Monday-Thursday 07:45–16:30

Friday 07:45–16:00

[Health Center Information](#)
nurse@tasis.ch

Three nurses are in residence, and one is on duty 24 hours a day (*5201). During the night, please contact dorm residents first.

Students who are unwell in the morning are to go to their first period class and receive a pass to the Health Center from that teacher. If too unwell to visit the Health Center, students are to inform the nurses by telephoning 5426, or to inform their dorm parent or prefect. If the nurses are not informed, the student will receive an unexcused absence as medical excuses cannot be given retroactively.

Medical Forms

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

Medications

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

Medical Appointments (Boarding Students Only)

Doctor Appointments: If the student needs to see a doctor, the nurses will arrange an appointment with the School doctor.

Physiotherapy appointments are arranged by the nurses. It is usual for the School's insurance company, and most other insurance companies, to require a medical referral; therefore, please check before making independent arrangements. The student will travel to these appointments by taxi.

Dentist and orthodontist appointments are made by the nurses. The student will travel to these appointments by taxi.

All TASIS students are expected to treat doctors, dentists, orthodontists, and their assistants and receptionists with courtesy and respect. The Health Center has been specifically asked to remind students to attend their appointments on time and not to bring food or drink into office waiting rooms.

Nurses also ensure a hospitalized boarding student is looked after for the first three days. Should a boarding student be hospitalized beyond three days, a parent or guardian must come to Lugano for the remaining time of the care.

Day Students

Day students may only use the School's Health Center in case of an emergency. School nurses may not excuse day students from their first classes of the day. TASIS health and accident insurance does not cover day students.

STUDENT WELLBEING

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

For High School students, all of our policies follow this general response:

- When a serious mental health concern is reported to or noticed by an adult, prefect, or other student, she or he immediately informs the Head of High School or School Counselor/Nurses.
- The nurses physically assess the student.
- The Counselor assesses the student. This discussion may include a suicide assessment.
- Parents are informed of the situation by a member of the health & well-being team.
- The health & well-being team and other key personnel (advisor, dorm parent, etc.) discuss how to best proceed. Next steps could include keeping the child at home until a plan is in place, required support from an external mental health professional, progressive re-integration into our community, or a medical leave of absence.
- Once the mental health plan is established, the health & well-being team and the students' teachers meet to discuss implementation and follow-up.

TASIS is committed to ensuring the student feels supported and a part of our community. If you have questions about our policies, please contact [Lorraine Kleber](#), Director of Counseling.

STUDENT PROTECTION

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

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

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

Should you have questions or concerns, please contact the TESIS Student Safeguarding and Child Protection Officer, [Hope Schlicht](#).

We invite you to review our full Student Protection Manual, which can be found at the following link: [TESIS Student Safeguarding and Child Protection Manual](#).