



The **TASIS** School in Dorado

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ACADEMIC YEAR

2018-2019

POLICIES & RULES OF CONDUCT

PARENT & STUDENT ELEMENTARY SCHOOL **HANDBOOK**

GRADES PPK - 5TH GRADE





Striving for Excellence

Excellence is attained
only when we push ourselves
to our maximum potential.
To do less allows mediocrity
to take its place.

TASIS DORADO

Founded in 2002



TABLE OF CONTENTS

People to Contact - Academic Year 2018 – 2019	6
Welcome Letter from the Headmaster	7
School Calendar 2018-19	8
TASIS Dorado Philosophy, Goals, Mission & Values	10
TASIS Dorado Philosophy and Goals Statements	10
Mission Statement for all TASIS Foundation Schools and Programs	10
The TASIS School in Dorado Mission, Vision & Values Revised: 2016	10
Philosophical Commitments	11
The Values We Share	11
Profile of the Elementary Student (Preschool to Second Grade)	15
Profile of the Elementary Student (Third to Fifth grade)	15
Beginning of School Year, Required Forms, Schedules, and Policies	17
Forms to be filed at the beginning the school year are listed below and available using this link: TASIS Dorado Required Forms	17
General Emergency Plan	18
Philosophy of the Emergency Plan	18
Lockdown Procedure	18
School Schedules and Educational Components	20
The TASIS Dorado School Program	20
Student Arrival and Dismissal	20
Attendance	21
Snacks	21
Lunch	22
Birthday Celebrations	23
School Closing for a Local or National Emergency	23
Communication between School and Parents	23
Language of Instruction	23
Communication with Parents	24
Important Addresses and Telephone Numbers	24
Absences	24
Medical Procedures and Health Issues	24
Medication for Students	25



Smoking and the Consumption of Alcohol and Drugs	25
Concerns and Complaints	25
Messages from Home for Students	25
Notes from Home	25
Student Travel and Vacation Policy	26
Absentee Parents	26
Daily Schedules	26
Policy on the Celebration and Commemoration of Holidays in School	26
Special Student Activities	27
Special Parent Activities and Services	27
Parent Orientation Days	27
Open House Days	27
Parent Teacher Conference Days	28
Extended Day and Activities Program	28
School Guests and Field Trips	29
Special Faculty Activities	30
School Uniform and Dress Code	30
Field Trip Uniform	31
P.E. Uniform	31
Lost and Found	32
Acceptable Use Policy for School Computers	32
Academic Policies	33
Homework	33
Assessments	33
Reading at Home	34
Summer Reading and Math Policy	34
Homework in Case of Absence	34
Testing Programs	34
Supplies and Textbooks	35
Student Evaluations, Parent Conferences and Grade Promotion for PPK through Grade 5	35
Elementary School Rules	38
Expectations for Behavior	38
Rules	38



Logical Consequences	38
How will we contribute to a Culture of Courage and Kindness:	39
Bullying Protocol	39
Student Support Services	43
Specific Learning Difficulties	43
Testing	43
Academic Support	43
Parent Support	43
English as a Second Language	43
Spanish as a Second Language	44
Personal and Social Guidance	44
Parent Participation	45
Parent Visits	45
TASIS Parent Association	45
Room Parents	45
Library Helpers	46
Field Trip Chaperones	46
Bookmaking Workshop	46
Elementary School Curricular, Co-Curricular, and Extracurricular Overview	46



People to Contact - Academic Year 2018 – 2019

You may contact us through school phone numbers or by email using the last name, a period and the first initial of first name followed by @tasisdorado.com such as in howard.t@tasisdorado.com.

Administrators

Dr. Timothy Howard	Head of School
Ms. Maritere Matosantos	Senior Principal for Community Relations, Service & Leadership
Dr. James McCartney	Principal of the Elementary School & Instructional Technology
Ms. Mariela Reyes	Assistant Principal of the Elementary School
Ms. Sara Hernández	Principal of the Secondary School
Mr. Garrison Knapp	Secondary School Dean of Students and Coordinator of Student Activities
Ms. Susan Fiallo	Director of Curriculum and Special Programs
Ms. Priscilla Torres	Director of Admissions
Ms. Michelle Yegros	Director of Advancement & Communications
Ms. Lourdes Solares	Director of Human Resources
Mr. Luis Cruz	Business Manager & Chief Financial Officer

Other Key Contacts

Mr. Dennis Figueroa	Comptroller
Ms. Joeann González	Accounting Assistant to Purchasing
Mr. Abner Barajas	Accounting Assistant to Payroll and Payables
Ms. Gloria Santiago	Accounting Assistant to Receivables
Ms. Cindymar Serrano	Elementary School Counselor
Ms. Marisa Rojas	Secondary School Counselor
Ms. Yasemilitt Hernández	Secondary School Counselor
Ms. Michelle Rodriguez	Secondary Student Information Manager
Ms. Glenda Rivera	Lead College Counselor
Ms. Wendy Nieto	Librarian
Ms. Frances Barrera	Librarian
Mr. Joshua Cruz	IT Technician
Mr. Henry Miranda	AV Technician
Mr. Luis Camacho	Athletic Director and Sports Clinics Coordinator
Ms. Lourdes Rosa	Assemblies and Special Activities Coordinator
Ms. Viviana Daubón	ABC & After School Coordinator 2 nd to 5 th Grade
Ms. Nitza González	After School Coordinator PPK-1 st Grade
Mr. Francisco Pantoja	Spanish Extended Coordinator
Ms. Karla Santana	Musical Instruments Private Lessons Coordinator
Ms. Mónica Kuilan	Copy Room Assistant
Ms. Chrystie González	Administrative Assistant to the Head of School & Senior Principal
Ms. Elsa Ramos	Elementary School Administrative Assistant (PPK-5 th)
Ms. Annie Galatzán	Upper School Administrative Assistant (6 th -12 th)
Ms. Verónica Adames	Educational Support and Bookstore Manager
Ms. Dulzaida Medina	School Nurse
Mr. Luis J. (Javi) Martínez	Maintenance Department Supervisor



Welcome Letter from the Headmaster

August 2018

Dear Parents and Students:

This handbook provides information on many aspects of our school life and has been written with you in mind. We have tried to include here the essential elements needed to understand our school culture, expectations and operations. It is likely that we will continue to discover issues that need to be clarified or modified and we will keep you informed of these modifications to the handbook.

The purpose of this handbook is to make life at school more orderly and consistent for all. Good communication with parents as well as your participation in all aspects of our students' education is critical to the success of our school and a quality education for our children. If you as a parent have any questions or concerns or need more information, please feel free to contact us. At **TASIS Dorado**, we strive to provide excellent customer service and to maintain an open and honest communication between home and school at all times.

Visits by parents to school are encouraged. Parents can stop by for a quick chat at the door during morning arrival or afternoon dismissal; for a lengthier meeting, please make an appointment. However, we ask that you not linger around the hallways in front of classrooms during class hours, where your presence can be distracting for classes in session and for individual students. Please do not enter a classroom without prior authorization from the division Principal or interrupt teachers while they are conducting classroom lessons. Parents who would like to have lunch with their child should first sign in at the Elementary Office before going to the cafeteria. If you would like to serve as a volunteer during lunch hour, in the library, on field trips, or with classroom activities, you are welcome to contact classroom teachers and offer your services.

We currently publish seven handbooks for our students and parents. These can be found via **PlusPortals** (ParentPlus and StudentPlus) and at www.tasisdorado.com under MyTasis in the upper right hand corner. You can also find specific information about the school community, such as a schedule of activities and games, school publications and other notices.

- 1- Guide to TASIS Dorado, General Information Handbook
- 2- General Emergency Plan
- 3- Quick Reference Emergency Manual for Non-Administrative Staff
- 4- Elementary School Policies and Rules of Conduct
- 5- Elementary School Program of Studies
- 6- Secondary School Policies and Rules of Conduct
- 7- Secondary School Educational Program and Course of Studies

We extend a warm welcome to all our parents and students to this new academic year!

Sincerely,

A handwritten signature in blue ink that reads "Timothy Howard".

Timothy Howard
Headmaster



School Calendar 2018-19

Fall 2018

August	Activity	Notes
July 30 - August 7	New Faculty Induction, Faculty Orientation and In-Service Professional Days	
7 (Tue)	New Families Breakfast	Cafeteria
9 (Thurs)	<u>Parent and Student Orientation for 6th grade.</u> Parents: 9:00 am – 10:00 am; Students: 9:00 am – 3:10 pm	PAC
10 (Fri)	<u>Parent and Student Orientation</u> Middle School (7 th - 8 th grades): 8:30 – 10:00 am High School (9 th - 12 th grades): 10:00 am – 11:30 am <u>Parent and Student Orientation</u> Kinder to 5 th grade: 1:30 – 3:20 pm Full day of class for 6th graders	PAC
13 (Mon)	Classes begin for Kinder to 12th. "A" Day for Upper School. Senior Entrance. <u>Parents Only Orientation:</u> PPK & PK: 2:00 – 3:20 pm	Extended Day Program Begins
14 (Tue)	Classes begin for PPK & PK	
15 (Wed)	TASIS Parent Association (TPA) Meeting	Cafeteria
17 (Fri)	TASIS Dorado 16th Anniversary	
24 (Fri)	TPA Welcome Back Activity	The Watermill
29 (Wed) - 30 (Thurs)	Middle School (8/29) and High School (8/30) Open Houses	Evening
September		
3 (Mon)	HOLIDAY - Labor Day	School Closed
10 (Mon) – 14 (Fri)	Wellness Week	
17 (Mon) – 19 (Wed)	ERB testing for 1 st to 7 th grades	AM
21 (Fri)	TPA - Donuts with Dad	
22 (Sat)	TASIS Dorado 5K	
24 (Mon) – 27 (Thurs)	Science Week	
28 (Fri) – 29 (Sat)	Professional Development Days	Friday: No Classes
October		
5 (Fri)	End of 1st quarter (Secondary School)	
8 (Mon)	HOLIDAY – Columbus Day	School Closed
10 (Wed)	PSAT (8 th to 11 th grade)	AM
16 (Tue) - 18 (Thurs)	VAPA Showcases	PAC
19 (Fri)	Half Day for Students	½ Day - No Classes PM
25 (Thurs) – 27 (Sat)	Pep Rally & Volleyball and Soccer Invitational Tournament	
26 (Fri)	End of 1 st trimester (Elementary)	
29 (Mon) – 31 (Wed)	Communities of the World Thematic Week	
November		
9 (Fri)	Elementary Parent Teacher Conferences - No School for Elementary	
19-21 (Mon-Wed)	Thanksgiving Break	No Classes
21-23 (Thurs-Fri))	Thanksgiving Holiday (Veterans Day & Puerto Rico Discovery Day also observed)	School Closed
26 (Mon)	Classes Resume	
26 (Mon) – 30 (Fri)	Semana de Puerto Rico & TPA "Noche de Puerto Rico" on November 30	
December		
12 (Wed) – 14 (Fri)	Middle School Exploration Days	
14 (Fri)	Last Day of School for PPK-8 th grade	No Extended Day
17 – 19 (Mon-Wed)	Final Exams for High School	



21 (Fri)	Alumni Cocktail Reception	PAC
24 (Mon) - Jan 7 (Mon)	HOLIDAY - Christmas/Winter Break	School Closed

Spring 2019

August	Activity	Notes
1 (Tue)	New Year's Day Observed	School Closed
6 (Sun) - 7 (Mon)	Three Kings Day (Observed this year on Monday, January 7, 2019)	School Closed
8 (Tue)	Classes Resume	
8 (Tue) - 11 (Fri)	Exploration Week for High School	
14 (Mon)	HOLIDAY - Martin Luther King Jr. Day	School Closed
31 (Thurs) - 2 (Sat)	Basketball and Soccer Invitational Tournament	
February		
1 (Fri)	Professional Day	No Classes
14 (Thurs)	TPA Breakfast with Mom	
15 (Fri)	End of 2 nd trimester (Elementary)	
18 (Mon)	HOLIDAY - Presidents and Puerto Rican Patriots Day	School Closed
19 (Tue) - 22 (Fri)	Puerto Rican Week (Elementary) & Engineering Week (Secondary)	
25(Tue) - Mar 1 (Fri)	Puerto Rican Week (Secondary)	
March		
1 (Fri)	Elementary Parent Teacher Conferences	No Class for Elementary
8 (Fri)	PPK to 5 th Grade Field Day	
8 (Fri)	End of 3rd Quarter- Secondary School	
15 (Fri) - 16 (Sat)	Mini and Youth Basketball Tournament	
18 (Mon) - 22 (Fri)	Spirit Week for Upper School. Upper School Field Day on Friday	
27 (Wed) - 28 (Thurs)	Novel Voices - Secondary Division	
29 (Fri)	Professional Day	No Classes
April		
6 (Sat)	TPA Family Fun Day!	
8 (Mon) - 12 (Fri)	Week of the Young Child	
10 (Wed) - 11(Thurs)	School Musical Production	
15-22 (Mon-Mon)	Spring Break	No Classes
18-19 (Thurs-Fri)	HOLIDAY - Good Friday	School Closed
23 (Tue)	Classes Resume	
23 (Tue) - 26 (Fri)	Elementary Young Authors Week	
May		
April 29-2 (Mon-Thu)	Faculty Appreciation Week	
3 (Fri)	HOLIDAY - Teacher Appreciation Day	School Closed
6 (Mon) - 10 (Fri)	6 th Grade Space Camp Trip	
7 (Tue)	5th Grade Moving Up Ceremony	
13-15 (Mon-Wed)	Semester Exams for Seniors	
18 (Sat)	Eighth Grade Class Night	Evening
21-23 (Tue-Thurs)	Final Exams High School (9th, 10th, 11th)	
24 (Fri)	Last Day of Class. End of 3rd Trimester Elementary and 2nd Semester Secondary	No Extended Day
27 (Mon)	HOLIDAY - Memorial Day	School Closed
28 (Tues)	Optional Parent/Teacher Conferences	
30 (Thurs)	Eighth Grade Graduation	Evening
31 (Fri)	High School Graduation; Last Day for Faculty	
June		
3-28 (Mon-Fri)	Summer Program	

This calendar is tentative and subject to change.
Please check our calendar page at www.tasisdorado.com for a complete list of activities.



TASIS Dorado Philosophy, Goals, Mission & Values

TASIS Dorado Philosophy and Goals Statements

The TASIS School in Dorado, also known as TASIS Dorado, is a private, nonsectarian, coeducational day school, which has English as its language of instruction and is affiliated with The American School in Switzerland (TASIS) Schools in Europe.

Mission Statement for all TASIS Foundation Schools and Programs

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

This mission statement was created in the year 2005 to reflect the goals and values of all the TASIS Schools and Programs.

The TASIS School in Dorado Mission, Vision & Values

Revised: 2016

Mission

TASIS Dorado challenges and nurtures students to pursue academic and personal excellence so that they become engaged global citizens and innovative, selfless leaders.

Vision

TASIS Dorado aspires to be a world-class school that transforms students' lives through love of learning, beauty, truth, goodness and wisdom.

Values

TASIS Dorado instills in its students the values of courage, kindness, integrity, humility, and a commitment to building community.



Philosophical Commitments

TASIS Dorado, as a TASIS Foundation affiliated school, is committed to providing its students with an excellent education based on traditional values and the ideals and humanitarian values of Western civilization.

The school will serve students from Pre Pre-Kindergarten through Grade 12, stimulating them to strive for excellence in all intellectual, social, and personal endeavors and to commit themselves to being good citizens striving for the welfare of their communities, their nation and their world.

By focusing on the a) development of community as well as b) individual growth, the school challenges each student to achieve his or her full potential within a caring and supportive environment.

The Values We Share

The **Philosophy of Education** statement for TASIS Dorado includes the following philosophical commitments shared by all members of our school community:

Critical thinking - Our school will promote throughout its entire curriculum the development of critical thinking in all its students. Our students will be able to utilize reason and knowledge to evaluate claims, make critical decisions, and make informed ethical judgments.

Parents as partners - Parents are welcome to participate actively in the TASIS Dorado educational experience. TASIS Dorado conceives the relationships between parents and teachers as a partnership meant to enhance student learning and development.

Teacher as mentors - Teachers as key players in the implementation of the TASIS Dorado curriculum are noted for their intellect and knowledge, for their passion for teaching and learning, for their caring, and for their love of children.

Community participation - Our students will learn through the integration of resources from the larger community into the school through guest's presentations, field trips, participation in community service projects, internships and other similar activities.

1- Academic Formation

Academic challenge - A challenging and motivating program of study will prepare students to further their education, entry into selective colleges of their choice and successfully pursue post-secondary education.

International perspective - Our students will be exposed to both local and global influences - through a variety of experiences including readings of world literature, history and culture; local field trips and international educational travel; guest speakers; community service programs and international exchanges with our sister and partner schools throughout Europe.



Hands-on learning - TASIS Dorado's instructional philosophy is based predominantly on a hands-on approach defined as "learning by doing." We believe that by learning through exploration, the child is the maker of meaning. As a result, a very important skill is realized: the ability to learn how to learn. Inside and outside the classroom, emphasis is placed on finding challenge, excitement, and above all fun in learning.

Curriculum of Excellence - Consonant with its goal of becoming an excellent college preparatory school, TASIS Dorado aspires to develop outstanding science, math and technology programs, which will complement its strong liberal arts curriculum.

Technological Development - Students at TASIS Dorado will become progressively proficient in the applications of technology to their pursuit of knowledge and in the expression of their learning and creativity.

Aesthetic Development – Students at TASIS Dorado will experience from an early age the multiple expressions of the arts in all their forms in order to stimulate their aesthetic development and creativity. Students will learn to appreciate, enjoy and practice artistic expressions both as spectators as well as performing artists in all facets of artistic expression.

Multicultural-Multilingual - Being multilingual/multicultural in an interconnected world has many advantages, such as the ability to explore and share with other people and cultures different from one's own; having access to the world's great literature, poetry and music; and finding alternative expressive venues. TASIS Dorado students will be fully bilingual/bicultural, they will master both the English and Spanish languages with fluency, and in addition gain a working knowledge of at least a third language of their choice.

Travel experiences - Learning by experience is highly valued at TASIS Dorado. Our students will take advantage of travel and study opportunities in cooperation with our sister schools in Europe, through established student travel programs, and through our own programs.

Learning theory - TASIS Dorado incorporates the theory of multiple intelligences and applies it to the learning environment. TASIS Dorado encourages students to take advantage of their learning styles while strengthening other styles to develop into well rounded and educated individuals.

Social context of learning - TASIS Dorado conceives learning as a social enterprise in both large and small group setting. Classrooms are regularly organized into cooperative learning groups where students learn with and from each other.

Meaningful learning - TASIS Dorado recognizes that in order for a student to truly assimilate and acquire knowledge, he/she must live it, breathe it, and become it in order to internalize it. When students internalize information in an integrated manner, it exemplifies true acquisition of knowledge. By integrating different subject matters, students make relevant connections which bring meaning to their lives and encourage authentic learning.

Interdisciplinary focus - Our curriculum is guided by big ideas and questions which cross disciplinary boundaries. These ideas delve deeply into the meaning of the human experience and the importance of knowledge.



2- Character Formation

Responsible citizenship - Our students will be both knowledgeable citizens of the world and committed members of their local community.

Humanitarian values - The Core Knowledge curriculum plays a central role in the TASIS Dorado educational experience. Its emphasis on the ideals and humanitarian values of Western civilization, world religions and cultures will be complemented by additional insights and experiences of other world cultures.

Environmental consciousness - The school's natural setting, surrounded by diverse ecological habitats such as freshwater ponds, Karts forest and nearby coasts and rivers provides an outdoor classroom in which to explore biological principles and examine the interaction between humans and their environment. The curriculum will promote an appreciation for nature, the development of environmental consciousness, and an ecological ethic which is "that we are stewards of the earth and its inhabitants."

Core Virtues - The Core Virtues curriculum plays a significant role in the TASIS Dorado educational experience and is at the center of our student's moral and ethical education. Core Virtues is a literature based program. Through specific reading selections per grade, each month a particular virtue is discussed school-wide, within its literary context. This specific virtue is practiced and experienced through a variety of activities which may include role playing, dramatizations, and reflective writings. Service learning, in which the core values of generosity, charity, empathy and caring are put into practice are common in the elementary school and will be a required component of the middle and high school experience.

Service Learning- TASIS Dorado believes in service learning. We require our students to engage in service learning experiences that contribute to the betterment of society and that allow them to experience the plight of the disadvantaged, those in need, and the potential power of civic involvement.

Existential purpose and meaning - Our curriculum aims to instill in the lives of our students a deep sense of meaning and purpose of the human experience, its challenges and tragedies, and its possibilities and limitations. Our students will confront their lives with optimism, yet recognize the challenges and unpredictability of life.

Physical well-being – TASIS Dorado hopes to instill lifelong physical fitness practices and proper nutritional habits in students by providing opportunities for physical exercise, experiencing individual and team sports, and enjoying outdoor recreational activities. The school will create social and physical environments which promote good health, quality of life, healthy development and behaviors for students of all ages. Modeling and teaching physical fitness and proper dietary habits are crucial components of a humanistic education, as is practicing a healthy lifestyle.

Values - We believe that education should center on developing in children the core virtues of beauty, respect, responsibility, kindness, diligence, honesty, patience, generosity, perseverance,



civic duty, empathy, courage, faithfulness, compassion, openness to inquiry and humility in the face of facts.

Character Development - We believe that education should cultivate character through the exploration of the commonalities and differences of the human experience, through encounters with the lives and experiences of the disadvantaged, and through service learning activities that promote communal well-being.

Empathy - We believe that students should develop an appreciation and respect for human diversity, our common humanity, in all its forms. We must teach our children to move beyond provincial divisions based on race, culture, religion, nationality, economic status or political orientation.

Respect for life - We believe that students should develop an appreciation for the value of all living things, a respect for the environment and a love for nature. Furthermore their educational experience should promote an understanding of our roles and responsibilities as stewards of the planet.



The TASIS School in Dorado

Profile of the Elementary Student (Preschool to Second Grade)

The TASIS Dorado Lower Elementary School Student should:

- Initiate learning
- Apply skills and concepts on daily life context
- Demonstrate a highly developed sense of self-confidence and self-esteem

Content and Skills:

1. Academically prepared and Intellectually Competent

- Be able to understand and communicate ideas and thought in two languages (English and Spanish)
- Be able to interact with and explore technology (Technology awareness)
- Develop love for reading
- Have the ability to solve simple problems and daily situations independently
- Convey feelings, likes, and dislikes through different artistic expressions
- Consciously initiate, follow, and complete a task
- Communicate and express ideas clearly
- Understand their self-worth

2. Culturally Competent/Global Citizens

- Be aware of the continents and the countries within
- Be respectful of each other's differences
- Be encouraged to try new things and take risks
- Will respect beliefs of others
- Develop environmental awareness and understand how to take care of our planet
- Be aware of the responsibilities as a classroom member
- Understand the importance of a healthy mind and body

Profile of the Elementary Student (Third to Fifth grade)

- The TASIS Dorado Upper Elementary Student should:
- Initiate learning
- Apply skills and concepts on daily life context
- Demonstrate a highly developed sense of self-confidence and self-esteem
- Content and Skills:
- Academically prepared and Intellectually Competent
- Be fully bilingual
- Be able to research and understand the uses and purposes of technology
- Be able to infer, predict, state their opinion, and comprehend written and oral information
- Have love for reading
- Be independent and solve problems creatively
- Recognize and apply different artistic expressions
- Consciously initiate, follow, and complete a task within a time frame



- Convey ideas clearly and coherently
- Understand their self-worth
- Be conscious of the value of others and how to impact them positively
- Culturally Competent/Global Citizens
- Be aware of the continents and the cultural differences prevalent in each area
- Have developed tolerance and civility towards each other's differences
- Be able to take ownership, explore ways to solve conflicts, and be entrepreneurs in their learning
- Will develop and understanding and respect for other's religions and practices
- Be conscious of the importance of implementing practices to protect our planet
- Be aware of the responsibilities they have within the school and the community
- Be a part of a well-balanced community and develop a healthy mind and body



Beginning of School Year, Required Forms, Schedules, and Policies

The Early Childhood Program (PPK through first grade) and the Lower School (Grades second through fifth) begin the educational journey at TASIS Dorado. Classes are arranged in a single-age group format with anywhere from four to eight teachers assigned to a grade. Teachers are assigned to their areas of greatest strength, literacy, numeracy, science or social studies or Spanish while they rotate within the grade. Large group instruction is combined with a rich variety of Learning Centers where the teacher-student ratio is adjusted according to the educational task presented. Acquiring the literacy skills and mathematical reasoning usually occurs with smaller groups of students, while storytelling, social studies, or science exploration can have as many as ten to twelve per teacher. This unique manner of organizing our instruction provides students with the advantages of consistency present in the homeroom format while offering a variety of teaching styles. Specialists in Art, Drama, Music and Physical Education complete our program which has a strong academic emphasis, yet focuses upon the aesthetic and social nurturing of the young child. TASIS Dorado endorses an enthusiasm for life, for learning, and for individual growth within a purposeful community.

Forms to be filed at the beginning the school year are listed below and available using this link: [TASIS Dorado Required Forms](#)

The school has to render reports at the beginning of the school year to the ***Consejo General de Educación*** and to the Department of Health on the filing of student medical forms and student immunization forms. All required student forms must be received by the school by the second Friday in August. These are:

- **Medical & Dental Forms:** By law Medical Forms completed by a parent and the youngster's physician, must be in our office before a child attends classes.
- **P-VAC-3 Forms:** By law all students must submit a record of their immunization on the P-Vac-3 form (the green form), which can be obtained from your physician or from the Department of Health, before a child attends classes.

The school also needs to have in its files:

- **Emergency Home Contact Form:** An emergency form must also be in school before a child attends classes. In case of any change in the information on this form during the school year, parents should contact the elementary office immediately and submit in writing the new information.
- **Dismissal Form:** Parents complete a form indicating the responsible person (s) and the method of transportation used by the child to return home each day. Any change in the normal routine must be notified in writing.



Student Social Security Number: This number will not be used by the school, nor will it be given to any other party except as established by the pertinent applicable law regarding the use of students' Social Security numbers by schools.

General Emergency Plan

Rationale for the Emergency Plan

A comprehensive and thorough emergency plan is a valuable resource to uphold the protection of the people, to enhance their safety, well-being, and quality of life; and to guarantee the highest standards of property protection and operational performance.

Philosophy of the Emergency Plan

TASIS Dorado deems that people, including their safety, well-being and quality of life, rank highest in the hierarchy of importance and consideration. Property and quality of operational performance comprise the second highest priority. **TASIS Dorado** will do everything in its power to provide a safe workplace and a healthy environment for students to learn.

Safety and emergency-related measures involve proactive behaviors. The TASIS Dorado General Emergency Plan document was designed to predict, prevent and control damage should an injury event occur. It stresses the avoidance or elimination of reactive behavior (being caught by surprise, acting and improvisation at the spur of the moment, emergency or crisis). TASIS Dorado sees safety and emergency-related matters as important factors and intends to address these with an appropriately planned protocol.

Promoting proactive attitudes pursuant to safety and emergency/crisis management are the first steps towards achieving, practicing, and maintaining a sound emergency/crisis management plan. This Emergency plan includes the typical or most likely emergency situations that may arise within the TASIS Dorado context.

This Plan is reviewed and discussed with all Faculty and Staff members on an annual basis. Every classroom and student activity area has an emergency pack with first aid materials and copies of the handbook for immediate reference.

Lockdown Procedure

What is a “school lockdown”?

A lockdown is an emergency procedure designed to protect occupants from external harm or contain the movement of occupants when an intruder, or a restricted weapon, is present in the building. In a school lockdown, only emergency response teams from law enforcement will enter the school. A “lockdown” means that people must stay where they are and cannot leave until escorted outside by response personnel.



Are there different procedures depending upon the situation?

Yes. There are distinctions of “lockdown” that direct how a situation will be addressed:

Level 1 – The risk is in the surrounding area (Condition Yellow)

Level 2 – The danger is present inside the school (Condition Red)

How are school staff prepared to handle a lockdown situation?

School faculty and staff have been trained to recognize and respond to both lockdown scenarios.

Why do children have to practice a lockdown drill? Isn't that creating a stressful situation?

Particularly in emergency situations, we are all more confident, less anxious, and better able to cope when we know there is a plan in place. An essential part of the lockdown drill in our schools is for faculty to lead conversations about the experience afterwards to reassure students and help them develop new coping and self-calming techniques for the future.

May I communicate with my child during a lockdown?

It's expected that many parents will feel an urgent need to contact their child in a lockdown situation. However, any sound from a cellphone during a lockdown can bring awareness to the presence of an individual or group, placing them, and everyone in their vicinity, at greater risk. For this reason, students and faculty are not permitted to use cellphones during a lockdown situation. Communications both in and out of a school under lockdown are restricted to law enforcement personnel and their designees—including principals and senior administrators.

During a school lockdown, where can I learn more information?

Recognizing that telephone reception could quickly become overwhelmed by a high volume of calls in a lockdown situation, TASIS Dorado will update its website as information is released to us through local authorities.



School Schedules and Educational Components

The TASIS Dorado School Program

The Monday through Friday School Day at **TASIS Dorado** for the elementary school begins at 7:30 A.M. and ends at 6:00 P.M., inclusive of Early Morning, Extended Day and after-school activities.

Regular Class Hours: Classes for the elementary school begin at 8:15 A.M. with dismissal at 3:20 P.M.

Afternoon Activities Program: Activities begin at 3:35 P.M. Extended Day program runs from 3:35 – 6:00 P.M.

Student Arrival and Dismissal

Early Arrivals- 7:30 to 8:00 AM

Students may be brought to school during this period yet they may not be dropped off at the curbside or parking area at this time. Students who arrive within this period should be taken to the Library by the adult who brings them to school. A faculty member will be expecting them in the Library and will take charge of their supervision until 8:00 AM when they will be picked up, taken or sent to their classroom, depending on the student's age.

Regular Arrivals- 8:00 A.M.

Students at this hour may be dropped off at the curbside in front of the school or at the parking lot. There will be a school attendant waiting for them. Students are to walk directly to their classrooms/homerooms where the corresponding teachers will be expecting them. All classrooms teachers are in their homerooms by 7:50 a.m. and doors will be opened by 8:00 a.m.

Late Arrivals – any time after 8:15 AM

Any child in PPK through 5th Grade, who arrives after 8:15 A.M., must come to the Central Administrative Offices where the Elementary School Offices are located. They must be accompanied by their parent or an adult for a late arrival pass. Parents must sign a note explaining why the student is late to school. An administrator will escort the student to their classroom.

Late arrivals are recorded. A student should not arrive late more than three (3) times in a trimester. Coming late to school is disruptive to your child's education and to the class that is disturbed.

Some of the most important educational activities happen right at the opening of the school day. A significant number of tardiness may result in required Summer Program attendance or grade retention. Student late arrivals will always receive special attention.

Dismissal – 3:20 to 6:00 PM

Children are not allowed to remain on campus after 3:20 p.m. except for participation in tutoring/ homework help and/or in the Afternoon Activities Program. Otherwise, any elementary school student who remains on the school grounds has to be accompanied and **directly supervised** by a parent. Students who are at school and unattended by a parent by 3:35 P.M. will be automatically



placed in the Afternoon Activities Program. At no time is an elementary school student permitted to leave school grounds unless accompanied by a parent or guardian. If parents have given their child permission to ride a bicycle to and back from school, a written permission must be presented to the Homeroom Teacher and the Principal/Assistant Principal. This permission will be officially filed in the student's folder.

Attendance

Students are expected to be in school every day for the full day. Meaningful educational experiences are planned for all days. All students in the Early Childhood Program (ECP) / Lower School (LS) are assigned to a classroom. Attendance is taken daily by the classroom teacher and recorded by the Administrative Assistant. Regular student attendance is important for the satisfactory completion of work. Except in the case of illness or emergency, children must be at school every school day. Parents of children who are absent from school must call the office early in the morning to notify the absence. Students must bring a note or send an email to the Homeroom Teacher, Nurse, or Principal when they return to school explaining the reasons for the absence. **Eighteen or more unexcused absences may result in required Summer Program attendance or grade retention. Attendance will always receive special attention.**

Snacks

A healthy, mid-morning snack is provided each day for all students, consisting of milk, juice, hummus, cheese, granola bars, fruit, etc. The snack and lunch menu is posted each week on our school website under the "Quick Links" tab. An afternoon snack is also provided for students in Pre-Pre-K, Pre K, K, and 1st, as well as for students engaged in the Afternoon Activities Program. Parents may send a snack to school with their child for medical reasons or at their discretion. However, please note that candy, gum, food with nuts, or chocolate are not allowed. We also ask that parents not send snacks to school with little or no nutritional value. Habitual disregard for these guidelines will result in a request for a parent meeting.

In our Snack Program, we aim to include only healthy and nutritious quality products as recommended for children by dieticians and the guidelines of the Health Department. We avoid so called "junk food" with high caloric contents, artificial ingredients, and high fat and sugar products. We include products such as fresh and dried fruits, cereals, vegetables, low fat and low sugar bakery products, cheese, yogurt, and bottled water. Students are served controlled portions and may have seconds if they wish. We also offer an afternoon snack to all youngsters who attend the After School, ABC, Sports Extracurricular, Sports Teams, and Sports Clinics Programs. Parents are expected to notify the nurse and homeroom teachers of any food allergy or caloric related condition a student might have.

A food allergy is an overreaction of the immune system that can affect any system of the body including respiratory, cardiovascular, gastrointestinal, and skin systems. Ingestion of even a minute amount of the allergen can trigger this overreaction and cause a variety of symptoms ranging from mild nausea, or itching to anaphylaxis (a systemic allergic reaction that can kill within minutes.) The TASIS Dorado nurse must be notified of any such allergies your child may have. Adjustments in the



snacks provided for various conditions and allergies are made per grade level. TASIS Dorado is a **Peanut/Tree Nut Aware** school. **Peanut products are not served in the lunch room or for snacks, nor are they allowed anywhere in the school facilities** since allergic reactions to peanuts and various tree nuts are life-threatening.

Snack Time and Location

Morning Snack Time usually falls sometime between 9:15 AM and 10:30 AM

- PPK through Kindergarten will have their Snack served by the Homeroom teachers and the school staff in their classrooms.
- Students from Grades 1 through 5 will be taken by the assigned teachers to the Commons Area where Snacks will be served to them. The teachers in charge will supervise their Snack time and escort them back to their classrooms. If an early lunch is scheduled the snack will be moved to the afternoon, sometime between 1:30PM to 3:00PM
- Afternoon Snack Time for PPK – K Grades is usually falls sometime between 2:00PM to 3:00PM.
- Afternoon Snack Time for students in the Afterschool Program will be served at varying times depending on the afternoon activity/activities in which a youngster is engaged on a particular day.

Lunch

A school lunch will be provided for students and it is served cafeteria style. The weekly menu will be supervised by a certified dietician and a catering service has been contracted to provide this service. A menu with the daily offerings and a price list is posted on the TASIS info page. We suggest that parents open an account with the cafeteria to minimize the use of currency within the school. The homeroom teacher and central administration office should be notified in case of a special diet or any food allergies. We encourage children to select a balanced diet when selecting their food and drinks. Carbonated sodas, candy, gum and chocolate bars will not be served to elementary students. Students may bring their own lunch to school. We believe that students who bring their own lunch must adhere to the school's dietary guidelines. Classes should NOT be interrupted by parents bringing lunch mid-morning to their children. All deliveries for students should be made at the Elementary Administration Office.

Lunch/Recess Time and Place

Lunch time is usually between 11:00 AM and 12:30 PM. Parents who would like to enjoy lunch with their child should first sign in at the Security Desk before heading to the cafeteria. **Remember, you must present a photo ID.** Students who bring their lunch from home will have lunch in the Lunch Area at the same time as their classmates. Students who bring lunch from home should bring lunch to school in containers designed to appropriately hold food at cold and/or warm temperatures. Students may continue to bring lunch boxes from home as long as their food does not require handling by others, and that cold and hot foods are properly placed in the appropriate containers so that they do not represent a health and safety risk and/or require microwave heating or refrigeration at school. Students who bring lunch boxes should also bring appropriate silverware and napkins for their use.



Birthday Celebrations

Children may celebrate birthdays at school by providing and sharing **simple** refreshments, cookies or cupcakes with their classmates. If parents are going to provide party favors we ask you to please consider healthy alternatives. Please remember to check all wrappers and avoid peanut, tree nuts products or those processed in facilities that process peanut products as these can be equally harmful. These activities are to be closely coordinated with the teachers. Gifts of any kind are not to be brought to school. While we realize that a whole class may not be invited to a child's **HOME** birthday party, we ask to consider the feelings of other youngsters and to be sensitive in issuing invitations. If **whole** classroom cannot be invited, parents are kindly asked to **mail** invitations for parties outside of school to classmates' homes, instead of handing them out in school. **Under NO circumstances may invitations for a smaller amount of students within a grade be placed by parents or students in the cubbies, envelopes or mailers in the hallways intended for school communication.**

School Closing for a Local or National Emergency

Inclement Weather: It is the school's policy to open for school on bad weather days as long as the free access to the school and safety within the buildings can be secured. Frequently, in the tropics, the weather clears and we are able to follow the regular schedule.

In the case of imminent or national weather related emergency, the administration will notify radio stations: WKAQ - 5.80AM (Spanish) and WOSO-10.30AM (English), for them to broadcast the appropriate announcements whenever the school needs to close for an emergency.

In case of an emergency and if conditions allow, these notices will also be posted on TASIS Dorado info and on Edline, <http://www.tasisdorado.info> and <http://www.edline.net>. We will also send emails to the school community with the relevant information when conditions permit.

Communication between School and Parents

Language of Instruction

TASIS Dorado aspires to be a multilingual community where all students speak English, Spanish and at least one other language. Although Spanish is the mother language of most of our students the school emphasizes the use of English during the school day for our students to gain proficiency in what is for most of them their second language and for our English speaking families to feel welcomed. English is the language of instruction at TASIS Dorado and the school expects all classroom activities to be conducted in English with the exception of the Spanish and foreign language courses. It is also important for our Spanish speaking students to practice the use of correct Spanish within the school setting. For this reason students may speak the language of their choice during their free time as well as to sustain conversations in Spanish and English during social, extracurricular and sports activities with the condition that no student is excluded because of their lack of proficiency in Spanish. In order to highlight our valuation of a multicultural community



our school assemblies and activities may include sections in languages other than English. Student communication with the administration will be mostly conducted in English although at times they may use the language which best facilitates their mutual communication.

Communication with Parents

Most communications within the school and with our parents and the community will be in English. The Spanish and Foreign Language Departments may from time to time send letters and announcements in languages other than English. Any parent having difficulty understanding these may request that their youngsters or their friends translate for them. The school administration will gladly translate whenever it is requested. We will also gladly translate to Spanish for those members of our parent community who have difficulty with the English language.

Important Addresses and Telephone Numbers

It is necessary and important to have a current home and business email address, a current address and up-to-date telephone number. This year we will have 3 optional alternative forms of communication: www.tasisdorado.com, PlusPortals and via e-mail. If your address and / or telephone number changes during the school year, please update on PlusPortals.

Absences

The school is concerned with the health and welfare of all our students and for that reason we need to know when and why students are absent. It is necessary to phone the Elementary School office in the morning if your child is ill and will be absent from school for any reason. For the student's record, parents are asked to send a written note or email explaining the absence to the classroom teacher when a student returns to classes with copy to Principal and Assistant Principal for the Elementary. The School Nurse will call the student's home after the second day of absence from school if no notification from the home has been received.

Medical Procedures and Health Issues

If a child is sick and cannot remain in the classroom, he / she is brought to the office and placed in the infirmary, right next to the school's reception area. After a period of rest and observation the child's parents may be called to collect him/her. Parents are responsible for picking up their child if the school feels the child's presence is damaging to the health of the child or the group. Occasionally, a student may come to school with a contagious condition that requires him/her to be separated from the group. In these situations, the school will require that the parents pick up the child immediately and seek medical attention. In these cases, the student will not be readmitted to class until the school nurse has confirmed that the child is no longer contagious with the condition.

Head Lice infestation in elementary school aged children is quite frequent and although it is not a major health hazard, it presents challenges in a classroom setting. Traditionally at our school we have had grades with cases and they had attended diligently. After having researched this issue thoroughly, examined accepted Public Policy and giving it a lot of thought, we have decided to enforce a NIT FREE policy at TASIS Dorado. When children have been identified as having live louse, lice or nits, parents will be called and asked to pick up their son or daughter. Children will be readmitted when the school personnel has checked them and declared them NIT FREE.



If the child has any special medical needs these should be made known to the Principal, Homeroom teacher and the Nurse, i.e., allergies, asthma, bee stings, diabetes hyperglycemia, epilepsy, or other diagnosed medical disease; hearing or sight problems, special medication or diets.

Medication for Students

Under no circumstances will a student to be given any medication to be taken internally (e.g. Tylenol) without specific authorization, either verbal or written, from a parent or guardian. Certain prescription medications may be kept in the elementary office infirmary and administered to a child by the Nurse or authorized administrative personnel as indicated by the physician. Under no circumstances should students take medication without adequate school supervision. **No medication will be administered or self-administered in the classroom.**

Smoking and the Consumption of Alcohol and Drugs

Smoking and the consumption of alcoholic beverages by students in school grounds, during school hours, after school hours, and during school activities, is prohibited. Consumption of an alcoholic beverage by adults, such as wine and beer, may be specifically authorized by the administration for a special activity such as a faculty party or a parent and or community social activity. Attending a school activity or representing the school under the influence of alcohol is prohibited. The consumption of illicit drugs and the improper use of legal drugs are emphatically prohibited.

Concerns and Complaints

Parents and students who at any time have concerns or complaints of academic, social or personal nature should promptly contact the teacher or administrator who can best respond to their concern or complaint. The best person to contact will usually be the person closest to the issue at hand. If the parent or youngster is not satisfied with this first level response they should contact the direct supervisor of this person for further action. The Administration is committed to responding to all valid concerns, investigating all valid complaints and taking pertinent action. When needed, the Board of Directors may be consulted on specific issues by the Administrative Director and their decision will be considered the final decision of the school in any matter.

Messages from Home for Students

When a parent needs to communicate some important information to his/her youngster during school hours, he/she should call the office and leave a message. The office will deliver the message as promptly as possible, without interrupting the youngster's educational program. The school does not allow the use of cellular phones by elementary students during the school day. In the event that a child needs to carry a cellular phone, it should be in the "OFF" mode during the regular school day and kept in a backpack at all times.

Notes from Home

A written note should be sent to school regarding changes in your child's daily routine (late arrival, going home plans, early arrival or departure, planned absence, etc.). The notes are to be given to



the homeroom teacher. No one will be allowed to change their going home plans without a written note or a phone call to the Principal's Office.

Student Travel and Vacation Policy

The school does not condone student travel and vacation for students which occur during scheduled school days. **Student Travel and Vacations should be scheduled only during school vacations.** Except under extraordinary circumstances, **vacations during school days will be regarded as unexcused absences.** Make-up work for any absences is the responsibility of the student. (Work will not be provided for vacations during school days. Test and Quizzes will only be administered upon the student's return to school.) The year is short and our effectiveness as a school depends on a vigorous and coordinated program of class lessons and homework. **Prolonged unexcused absences as well as frequent unexcused absences might/ may be reasons for not passing on to the next grade or required attendance to Summer School.**

We are, however, mindful that special family situations occasionally present themselves that may require the student to be absent from school. These events merit discussion between parents and administrators. For the child's sake, we recommend the following: involve the school early, **notify the Principal about your plans before the trip, fill out the Student's Absence Request Form from the Elementary Office and inform your child that you are seeking special consideration, a privilege.**

Absentee Parents

Please notify your child's teacher and the principal/assistant principal of the dates of your absence from home and the name of the person in charge of the household during that time. Parental trips may be disruptive, stressful for children.

Daily Schedules

A copy of each homeroom schedule is sent home at the beginning of the school year and is kept on file at the school offices.

Policy on the Celebration and Commemoration of Holidays in School

- When celebrating holidays within the school, TASIS Dorado is sensitive to the diversity of beliefs and traditions which exist in our community. We believe in celebrating major festivities relevant to our youngsters by stressing the positive messages pertinent to each of these festivities. We feel we should teach our youngsters about the major traditions and beliefs of all members of our community so we all learn to show respect for all groups.
- All decorations in classrooms commemorating festivities should be moderate and in good taste. School and group activities should reflect respect for our diversity. Youngsters should not feel pressured to participate in activities if their parents for religious or cultural reasons deem their participation inappropriate.
- Assemblies, classroom educational activities and decorations for official civic and religious festivities such as Thanksgiving, Hanukkah, Christmas, Three Kings, Presidents' Day, Passover,



Ramadan and Holy Week are always appropriate within a school context for educational purposes.

- Unofficial celebrations such as Halloween or Valentine's Day can be organized as optional after school activities with the active participation of parents.

Special Student Activities

Thematic weeks offer our school community as a whole the opportunity to explore and celebrate broad subjects from an interdisciplinary perspective. Students and faculty exhibit for the community-at-large creative and academic work that explore and celebrate the significance of the theme. The exhibit program is enriched by a diverse program of activities that may include community service projects (e.g. planting trees or cleaning beaches), guest speakers, in-residence artists and performers, student run plays and musical performances, story and poetry reading, multimedia-visual displays and presentations among others. For this academic year we plan to celebrate the following thematic weeks: Semana de la Lengua, Communities of the World, Semana Puertorriqueña, Week of the Young Child, Community Service Week, Earth Week and Young Authors. Not all of these are celebrated every year.

Assemblies:

There will be academic assemblies. Occasionally both divisions of the Elementary School will meet in an all school assembly. The assembly program is run in an effort to develop a sense of community within the school. The assemblies are also a chance for special programs to be introduced and reinforced. On any given assembly where parents are invited we ask that siblings not be pulled out of class to watch a performance by a family member. We encourage parents to enjoy the presentation and time dedicated directly to the child performing.

Other Special Celebrations: TASIS Dorado Anniversary Celebration, Winter Holiday Program, 100th Day of School Celebration, Field Days, Fifth Grade Moving Up Day Celebration, Kindergarten End of the Year Celebration, and Athletic Awards Ceremony

Special Parent Activities and Services

Parent Orientation Days

Parent Orientation Days are held on the first days of school and are designed to offer parents the opportunity to meet the administration and the teachers, tour the classrooms, the library, playgrounds and other school facilities. The Administration will present a general overview of the year; the teachers provide a general orientation of the grade's curriculum, the teacher expectations and the daily and weekly schedule.

Open House Days

The goal of the Open House Days at the beginning of the school year is to enhance the understanding of our parents about our school and the education of their youngsters, and strengthen home and school communication. By visiting our school during its regular operation, parents can see our educational philosophy in action. This visit will allow them an opportunity to learn about the content and process of the educational program at each level. They will be able to visit the teachers and listen to them explain the grade level and course work objectives and see the



teachers demonstrate examples of their students' work. The objective for Open House Days is that we would like for parents to visit our school, see classrooms, see student work in Bulletin Boards and portfolios, and have teachers explain their yearly goals and activities. These are meant to be social visits and observation visits. Activities are group oriented and not meant for parents to talk at length about individual student issues, although parents may see individual students portfolio work exhibited on the display areas. Parents will have Parent Conference Days for individual meetings with faculty or advisors, and of course parents can arrange individual appointments with teachers and advisors throughout the school year.

Parent Teacher Conference Days

These are days scheduled at the end of each trimester and included in the school calendar. On these days there are no classes as parents come to school for pre scheduled appointments to meet with teachers to review their youngsters trimester performance and evaluations. These are "home study days" for students. Parents are encouraged to keep their appointments as these are unique and valuable opportunities to share important information on the progress of your child's education. Rescheduling of missed conference day appointments will be coordinated through the office of the Principal. In addition to Parent Teacher Conferences when the school Administration deems necessary to meet, parents will be called and are expected to attend.

Extended Day and Activities Program

This Program is an optional service provided by the school as extension of the regular school program. It will be offered on regular school days, charged on an hourly basis, from 3:35 to 6:00 P.M. Parents may choose for their youngsters to attend from 1 to 5 days a week. A child is also welcomed to the program before or after private tutoring or sports clinics. Students receive a snack, work on homework in a study hall, and are given the opportunity to participate in daily activities ranging from arts and crafts, organized games and playtime in the playground. A per hour fee will be charged for this service.

Policy for late pick up in the Extended Day Program. An extra fee will be applied to those children who are left after 6:00 PM; this late fee will be added to the regular per-hour fee.

Policy:

- Between 5:55 PM and 6:00 PM youngsters in the Extended Day Program will be brought to the front of the school by the faculty in charge.
- An additional fee will be charged for each child left in Extended Day beyond 6:00 PM.
- The late fee schedule will be as follows:
 - **6:01 PM - 6:05 PM = \$5**
 - **6:06 PM - 6:10 PM = \$10**
 - **6:11 PM - 6:15 PM = \$15, etc**
- The minutes of lateness will be assessed as per the clock in the administration office.
- We ask parents that in case of a late pick up due to a **major emergency**, to please call the office as early as possible so that we can make whatever special arrangements are necessary to take care of the affected youngster(s).



School Guests and Field Trips

School Guests and Field Trips are an important part of the educational program at TASIS Dorado. We believe that the educational program can be significantly enriched by having our students come in direct contact with significant community resources. These activities will be carefully planned by the teachers, in consultation with the administration, and their content should link up with some educational goal or curricular activity.

During the school year a variety of school guests will visit our school and share with our students their talents, trades, and experiences. These guests may come and visit with only one small group of students or may visit with all of our students, depending on the activity.

TASIS Dorado also encourages Field Trips, which are opportunities for our students to leave the immediate campus and visit the larger community. These may include visits to museums, theaters, factories, sports events, government agencies, etc. Students are required to attend Field Trips for these experiences are part of the curriculum and an important part of the school program.

Parents are invited to attend Field Trips as chaperones. We like to have responsible parents' model appropriate behavior for our students at the same time that they help us in the supervision and transportation of our students. Parent chaperones must be the **FIRST** to follow the teachers' directives for the Field Trip. **Parents who do participate are asked to act in an assistant supervisory role for safety concerns (which mean they will supervise not only their child but ALL children) and follow the trip requirements (e.g. clothing, footwear, food, etc.) just like any other participant. Parent chaperones will not take initiatives without consulting with the teacher in charge and will abide by all instructions given by the faculty member in charge. Instructions and discipline will be imparted by the teachers. If needed, it should be the Teachers and not the Chaperones who discipline students. In general, chaperones must accompany students in the bus. Chaperones may not bring smaller children along on the field trip, as the focus of their attention should be on the group at all times.**

Students must bring a completed [Field Trip Permission Slip](#) signed by a parent or guardian prior to leaving in a Field Trip. If a student does not have a signed permission slip he/she will have to remain on campus.

For security reasons, unless otherwise notified, students must wear on field trip days as part of their uniform the [Field Trip School T-Shirt](#) which is sold at the bookstore.



Special Faculty Activities

Professional Days

These are In-service days for teachers. Professional Development activities are planned for the faculty. These are considered "home study days" for students. Youngsters must complete their assigned work.

School Uniform and Dress Code

The tradition of proper attire to pursue academics is long-standing. We believe children should be focused on their learning rather than on the fashions of the day. Within this spirit, the school uniform seeks:

- To produce an atmosphere conducive to work rather than leisure during the academic day
- To encourage students to develop responsible attitudes towards their personal appearance
- To represent the ideals and aspirations of the school.

Students should be dressed neatly and cleanly according to the uniform guidelines throughout the entire school day out of respect for their work and School community. We seek to provide straightforward and clear guidelines. We purposely express what dress we expect, and resist creating the futile, fashion driven list of items not permitted. All students are expected to dress in a neat, clean tailored and presentable manner at all times. Any questions concerning dress should be delivered directly to the Administration. Students are required to dress for school with the prescribed school uniform unless specifically notified otherwise.

Polos and T-Shirts with the school's logo as well as Girl's navy dress with shorts under, skorts, Bermuda shorts, capris, pants and Boy's navy slacks and shorts can be purchased from the local school supplier, **Uniforms Outlet Inc.**, located in Puerta de Tierra in Old San Juan. Uniforms Outlet Inc. representatives will visit the school thrice a year, in April, July and January to exhibit their models and take orders for the upcoming academic year. Pre-Orders are delivered to the school late July. You may also purchase your children's uniforms Lands' **End**. The ordering options available are **Phone:** 1-800-469-2222; **Mail:** Lands' End School 2 Lands' End Lane, Dodgeville, WI 53595-0640; **Fax:** 1-800-332-0103 or by **Internet:** www.landsend.com/school. Remember to always mention or include our preferred school number: **9001-2558-4**. Lastly, any uniform item that does not require the school logo may be purchased at any store of your choice.

Girls in the ECP and Lower School wear navy skirts and dresses **with shorts under**, skorts, Bermuda shorts, capris, slacks (not leggings or jeans), and yellow or light blue short - sleeved and collared polos with school logo. Sweaters and jackets must be solid navy blue with or without the school logo.

Boys in the ECP and Lower School wear navy shorts, slacks (no jeans); and yellow or light blue short - sleeved and collared polos with school logo. Sweaters and jackets must be solid navy blue with or without the school logo. Also approved are the red, navy or royal blue hoodies from the Bear Essentials store.



A plain black belt must be worn if pants or skirt has belt loops. Pants must fit well, not low on the hips, baggy or with hems dragging on the floor.

All students should wear neat, clean and well fitted clothing. Sloppy clothing and rolled up trousers or those with large bulky outside pockets with zippers or tabs are not acceptable.

The School Uniform should be worn with pride in our school. Any defacing of the school uniform or logo is considered unacceptable behavior at all times. This includes the appearance of the school uniform in photos that may appear on Facebook or other social media internet sites.

Shoes:

PE uniform – Athletic shoes

Regular uniform – leather topped black, navy blue or brown school shoes. Athletic Shoes are also acceptable.

Socks: white, navy blue, red or black. The socks must, at least, cover the ankle. Crew socks (for boys and girls) and knee socks (for girls) are also acceptable. Navy blue leggings under skirts, dresses or shorts on girls in elementary school are acceptable.

Jackets used by boys and girls must be solid navy blue, with the school logo preferred but not mandatory.

Brightly colored nail polishes, glitter, makeup and hoop or dangly earrings are not allowed. If a student's pants have belt loops, the student should wear a belt.

Field Trip Uniform

Students in Elementary School will wear a red field trip t-shirt, shorts, athletic shoes or hiking shoes when the nature of the field trip (e.g. hiking trips and sports events) demands it. During cultural, musical, film, or other artistic performance field trips students will wear their regular school uniform. IE: yellow polo, navy slacks or skirt.

P.E. Uniform

Children in Grades PPK - 1st have P.E. scheduled 3 times a week, and children in grades 2nd – 5th have P.E. scheduled 2 times a week. Students are to wear the following P.E. uniform on their scheduled P.E. days:

- Navy shorts and/or navy gym pants with school logo
- Navy or light blue t-shirt with school logo
- **Special Activity T-Shirt with school logo is restricted to the current academic year**
- Sneakers or athletic shoes only on PE days
 - o No wheels



Lost and Found

The Lost and Found location will be adjacent to office of the school receptionist/secretary. Unclaimed items will be disposed of periodically. Make sure all clothing, notebooks, and sports items should be clearly inscribed with the owner's name.

Acceptable Use Policy for School Computers

Click here: [Computer Policy](#)



Academic Policies

Homework

Grades Pre-K - 2

Homework requirements vary by grade level. All of our students in PK – 2nd grade are expected to participate in the Home Reading Program – reading aloud, reading independently or being read to on a nightly basis for 10-20 minutes. In addition, homework may be assigned but will not exceed 10-20 minutes in Pre-Kindergarten, Kindergarten and First grade and 20-30 minutes in Second Grade. ***These times should include the 10-20 minutes of regular reading.*** Assignments include reading and math reinforcement or enrichment activities or other projects. All homework and up-to-date communication from the classroom teachers can be found on the PlusPortals page for your student’s grade. Students begin using the school’s homework agenda in Second Grade. Parents should check the agenda nightly and may use it regularly for Home-School Communication. Occasionally, the teacher may ask students to complete unfinished classroom work for homework.

Grades 3 – 5

In upper elementary, homework is assigned each evening. In Grade 3, students may have 30-45 minutes, which may include independent reading time. In Grades 4 & 5, students may have 45-60 minutes, which again may include independent reading time. The homework assignment include reinforcement work from the daily lessons and may also include long term projects. The school encourages parents to participate in their children's learning at home by establishing a homework time and providing a quiet place for them to work. Students are provided with a homework **agenda** which parents should look at on a nightly basis. This can also be used for home-school communication.

Parents are encouraged to help their children manage the time dedicated to homework. If your child has worked conscientiously and has still not completed an assignment in the estimated time established per grade level, please have them stop. Notify the teacher and explain the difficulties., Your child will be excused and provided additional support by the teacher. Please remember that homework should be completed **by the students** only. Help from parents should be limited to oral quizzing for study purposes and help with the “pacing” of long term assignments.

Assessments

Each Wednesday, a folder will be sent home for Grades 2nd 5th with assessments, non-standardized tests, quizzes, projects, reading contracts, etc., that have been graded during the previous week. This will allow parents to review the assessments. Teachers will send only what has been graded up to each Wednesday of the week. An assessment given on a Tuesday, for example, which has not been graded will be included the following week. Assessments might be withheld a few days longer if another student has not taken the assessment due to illness, travel, sports, etc. Teachers will make the final decision as to when to send them due to this factor. Students who have been absent will be asked to take the assessment upon their return. Parents will



return the assessment folder no later than Friday of the same week. All assessments should be signed by parents.

Reading at Home

Elementary students are also required to read or to be read aloud nightly. This regularly scheduled reading is crucial to the progressive development of vocabulary as well as the broadening of the student's exposure to fine literature. The teachers will provide appropriate guidelines for this component of regular homework. Parents are also urged to share their own love of reading and personal favorites. Parents of youngsters whose native language is not English are encouraged to reinforce at home reading and vocabulary development in the youngster's native language as well as in English, the language of instruction at school.

Summer Reading and Math Policy

We are interested in that our students continue to increase their reading proficiency during the summer. Many recent studies suggest there is a loss of math proficiency over the long vacation. For this reason, books carefully chosen by the teachers and our librarian are assigned and the Summer Wizard Program was created. Summer readings will be discussed at the beginning of the school year and counted for the 1,000 page Principal's Reading Wizard Awards presented in August to all serious summer readers. Certain assigned exercises for Pre Kinder and Kindergarten are to be completed. Completion of the Summer Math Workbook is required for the Math Wizard Award

Homework in Case of Absence

If for any reason your child should miss a school day, he/she will be expected, unless seriously ill, to keep up with his/her class work and homework. When your child is absent from school, we ask that you have him/her call a fellow classmate for assignments that have been missed or send a note to school for assignments to be sent home with a brother, sister or friend.

Testing Programs

ERB (CTP 4)

The Educational Records Bureau (ERB) is a diagnostic instructional tool that has been used by high achieving independent schools since the 1970s. The CTP 4 is a standardized test in English. The ERB is a battery of tests designed to provide instructionally useful information about student performance in listening, reading, vocabulary, mathematics, verbal reasoning and mathematical reasoning. The test compares a student's ability and how well the student is learning the curriculum for the grade level compared to other students his or her same age. Scores are presented in the various subtests as stanines and percentiles in comparison to the norm groups. The test is given to students in grades 1st-10th in the spring of each academic year.

CPAA

The Children's Progress Academic Assessment (CPAA) is a computer adaptive assessment in early literacy and mathematics. The early childhood assessment allows teachers to plan recommended activities for enrichment and remediation. Teachers are able to identify student needs, differentiate instruction and help each child succeed. This adaptive assessment allows us to understand what each student knows, what he or she is ready to learn next and how that learning can be supported,



focused and tracked throughout the year in the early elementary grades. The test is given three times a year to students in grades Kindergarten – 2nd grade.

Reading A-Z

Reading A-Z is a classroom assessment in which students read a benchmark passage or benchmark book and the teachers monitor the students utilizing a running record. Students must retell the text and take a short oral and written comprehension quiz to ascertain reading comprehension skills. Reading A-Z allows the teacher to assess reading behavior as students read from developmentally appropriate texts. Teachers utilize the running record to monitor reading behavior and progress from levels aa-Z. The test is given at the beginning, middle and end of each school year to students in grades Kindergarten – 3rd grade in English and grades Kindergarten – 5th grade in Spanish. In addition to these three assessment times, running records may be conducted by teachers with individual students to evaluate growth and determine a current reading level.

Write Score

Write Score is a formative writing assessment to assist us in identifying strengths and weaknesses in our Six Traits of Writing curriculum. Students must write an essay based on a narrative, expository or persuasive prompt. We analyze student essays in four major categories: focus, organization, support and conventions. The test is given to elementary students in grades 1st – 5th in both the fall and the spring of the academic year to assess growth.

PIENSE

The PIENSE is an effective assessment tool to measure students' academic and intellectual traits. It consist of four tests, one skilled-based and three knowledge-based; these are given on the same day. The Cognitive Skills test measures a student's logical reasoning, whereas the knowledge based tests are on the areas of Spanish Language, Math and English as a Second Language. The test is given to students in grades 5th-10th in the spring of the each academic year.

Supplies and Textbooks

All textbooks, manipulative and other instructional materials are all property of the school and students use them on a loan basis. Students are not allowed to write on their textbooks (non-consumable) at any time. We also provide all necessary stationery supplies, workbooks and other consumables for each student (In the ECP and Lower School only) and these can be taken home at the end of the school year. Parents must reimburse the school for lost or mutilated books.

Student Evaluations, Parent Conferences and Grade Promotion for PPK through Grade 5

Every year there are three marking periods (trimesters) in the elementary programs. We feel it is important for parents and teachers to work together towards a student's growth. To facilitate this communication, we have scheduled in the school calendar three Parent Conference Days with no classes for students, By doing so, our teachers can meet with as many parents as possible to discuss the student's progress in school.

Parent Conferences

The first and second trimester conferences are scheduled for every parent at the end of the trimesters, soon after the effort marks have been received. The third trimester conferences are



optional for Pre Pre-K through Grade 5 unless the school or the parents request a meeting. We encourage both parents to attend these conferences.

Evaluations

Evaluations will be available for view online through the parent PlusPortals account. We will send out a notification when the evaluations are posted for your review.

Pre Pre-K through 2nd Grade reports are done in developmental checklist form with end of the year comments in the third trimester.

In the 3rd–5th Grade for all trimesters, students will receive letter grade reports for achievement (A–F) with end of the year comments in the third trimester

All pupils in Grades 1 through grade 5 are marked for Effort. These marks are qualified by written comments and during parent conferences.

The following effort marks are used in the reports:

Effort Marks

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

Third Trimester all Third, Fourth and Fifth Grade students will receive the Effort Grade as well as a letter grade (A – F) for Achievement based on percentage equivalents.

Letter Grades

- A = Superior
- B = Commendable
- C = Average
- D = Passing
- F = Failure

Promotion

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

1. A child's academic progress in terms of grade level expectations, acquired skills, and basic preparation to assure reasonable success at the next grade level. Tests such as CPAA, Reading Lexile level and fluency measures, math proficiency tests and writing samples will all be considered in making these decisions.
2. A child's developmental progress, especially work habits, independence, self-confidence, and social maturity.



The first consideration is based on objective evidence of classroom performance. In Grades 3rd, 4th and 5th this would include percentage grades on assessments of core curriculum objectives. The second consideration is more subjective. It rests largely on the professional observations of the faculty. In every case, the goal is to assure every child both a successful and happy placement at the next grade level. This is consistent with the school's philosophy. When promotion may be in doubt, parents are notified and consulted as soon as possible.

Academic Probation

During the year, students achieving at an unsatisfactory level may be placed on Academic Probation with an advising letter to parents. Weekly monitoring reports from the teacher or teachers will be shared with the student and parents. Other conditions may be set as well, such as review of the student's extracurricular and sports activities. A student's failure to meet the conditions of the probation could, after careful consultation with teachers and parents, result in withdrawal from school. *Any student who does not maintain an adequate level of academic achievement and effort may not be invited to return to **TASIS Dorado** for the following academic year or be asked to repeat a grade level.*

Elementary School Rules

Expectations for Behavior

There are specific expectations for student behavior at **TASIS Dorado**. All teachers will consistently strive to help each child develop their social-emotional intelligence with the *Responsive Classroom* approach. Within this belief system and approach, there will be a focus on cultivating a positive school community and sense of belonging while also outlining clear expectations with logical consequences. These philosophies and the implementation of daily student meetings will foster students' respect for themselves, their peers, the school, and the community. While the formal training is scheduled for December with an official launch in January, we will begin the year with a foundational understanding and implementation of the key concepts.

Rules

The rules for each classroom and overall school environment will be collaboratively generated by the teachers and students. These rules as well as classroom routines and procedures will be explicitly taught and practiced within a student-centered environment where empathy, teamwork, and self-reflection will be emphasized. All of the rules will fall under the umbrella of four main components:

- Take care of yourself
- Take care of your classmates and teachers
- Take care of your school
- Take care of your community

Logical Consequences

Logical consequences are ways in which adults structure learning opportunities for children. The goal is to correct misbehavior and encourage students to make better choices. To learn more, click



here: [Responsive Classroom Logical Consequences](#). Consequences are circumstantial and will be dependent on a pattern of behavior as well as the age and development of the student. They are not a “one size fits all” decision.

Three Types of Logical Consequences

- You Break It - You Fix It
 - Ex: One child accidentally knocks a child over on the playground. That child stops, apologizes, and offers to help the other child up.
- Loss of Privilege
 - Ex: A student waves scissors around unsafely. The student loses the use of scissors for the remainder of the period.
- Time-Out or Take a Break
 - Ex: A student calls out answers, denying others a chance to answer. That student is asked to take a break, reflect, and return to the group once ready.
 - Loss of recess is rarely a logical consequence unless the unacceptable behavior occurs during recess.

Consistent behavior issues may result in a referral to the school counselor and/or administration. In these circumstances, parents will be notified. Additionally, the teacher may reach out to parents to discuss any concerns prior to it reaching this level. If behavior interventions are not successful, we will schedule a required conference with the parents, teachers, and student.



How will we contribute to a Culture of Courage and Kindness:

Rules that apply to ALL grades:

- We all need to be kind classmates
- We “hang out together” and help each other.
- It’s okay if sometimes we don’t like each other, but we need to be polite to each other.
- We are not mean to each other and we help each other in schoolwork and emergencies.
- We speak up and stand up for each other.
- We may choose not to play with each other, but we do not stop the other person from having friends.
- We do not try to hurt the other person.

Not Allowed:

- Trying to hurt someone else’s feelings.
- Interacting using inappropriate physical contact.
- Making fun of someone else.
- Stopping the other person from having friends.
- Starting or spreading rumors about others.
- Lying about the others to get them in trouble.

You have a choice...Be Kind!

Bullying Protocol

Culture of Courage and Kindness: The TASIS Dorado community of students, teachers and parents will strive to promote a Culture of Courage and Kindness where at all times we are kind, respectful and fair with each other. At our school we show Courage and Kindness and compassion for all and we take great pride and satisfaction in doing so. Here we work, we learn, we play and we have fun as we are caring of one another.

Bullying Policy: Our commitment is to deal swiftly and effectively with any actions which could be identified as possible bullying. Bullying and all hurtful habits can only stop when they are confronted, and so we ask students to first say “STOP” to those bullying. If it does not stop, we want students to speak with an adult- the advisor, a familiar teacher, or the counselor. Through a heightened awareness and the development of a “no-blame approach” to dealing with bullying, we will help teach students to respect others as well as themselves.

- **Definition of Bullying:** Bullying is hurtful behavior that targets an actual or perceived characteristic and has an impact on the educational environment. Behaviors include but are not limited to:
 - Physical: hitting, kicking, taking belongings
 - Verbal: name calling, insulting, racist remarks
 - Indirect: spreading nasty stories about someone in person, in writing or through electronic media, excluding someone from social groups, etc.
 - Cyber bullying: hurtful behavior directed towards someone using electronic media.



Harassment and bullying among students refers to the act of systematic, psychological, physical or sexual violence by a student or group of students towards one or more classmates, who are not in a position to defend themselves (Act #37, H.B. 3655, 2008)

Bullying is defined as a continuous violence, whether physical or mental, by part of a school age individual or group directed to another school age individual who is incapable of defending him/herself in this situation and that occurs in the school environment. (Act #37, H.B. 3655, 2008)

The TASIS Dorado staff and faculty members have full understanding of the federal and state laws and those which apply to our school, including definitions, requirements and ramifications for bullying, harassment and intimidation. (Law # 148, 1999; Law #149, 1999; Law #177, 2003; Law #49, 2008; Act #37, 2008; Laws #148 and #149 as revised, 2010)

Phase 1: PREVENTION

- A school wide approach using the Responsive Classroom approach.
- At the beginning of the year, teachers and counselors explain the Responsive Classroom approach to all students including goals per grade, Rules and Expectations.
- Daily Morning Meetings promote community building and allow for an open forum to discuss core virtues.
- TASIS Dorado Bullying Protocol and guidelines are presented to parents during orientation days.
- TASIS Dorado staff and faculty members encourage students at all times to be kind to others, to help each other, to be inclusive and to report bullying actions if they see it.
- Counseling Department combines efforts with TPA (TASIS Parent Association) to coordinate activities that promote a Culture of Courage and Kindness in the school.
- Counseling Department combines efforts with TPA to coordinate parent education workshops related to bullying and social emotional concerns.
- Professional Development is provided for staff and faculty members to learn effective intervention and prevention strategies.

Phase 2: INTERVENTION

According to our guidelines, the following steps are taken when an unacceptable action has occurred:



- REPORT
 - Student(s) reports unacceptable behavior to faculty member (or) faculty member observes unacceptable behavior taking place.
 - Faculty member notifies the counselors and administration of each student involved.
 - An investigation will be coordinated.

- INVESTIGATION
 - Report incident(s) to Administrator/Counselor.
 - Administrator/Counselor interviews each of the students involved, including witnesses if any.
 - Administrator/ Counselor determines if it is a bullying situation or conflict:
 - **Bullying** is a pattern of repeated hurtful behavior with negative intent where there is a power imbalance.
 - **Conflict** is a disagreement that happens when people want different things. Power imbalance is not present.
 - Administrator/Counselor gives feedback to teachers.
 - Parents are informed either by phone, email, and letter or in person.
 - Incident is documented and filed in a confidential location in the counselor's office.

- ACTION PLAN
 - Conflict Resolution:
Student discusses incident with Counselor
 - Students go through a reflective process
 - Strategies to avoid future incidents are discussed
 - Students involved are monitored by teachers and counselor
 - Meetings may be scheduled with the counselor and may include individual counseling, small group work, behavioral plan or other interventions

 - First Time:
 - Student discusses incident with Administrator/Counselor
 - Student goes through a reflection process
 - Parents are notified
 - Student earns an in-school suspension (days will be determined by Administrator)
 - Re-entry meeting with parents is required
 - It is the school's responsibility to contact parents of the other student(s) involved

 - Second Time:
 - Student discusses incident with Administrator/Counselor
 - Student goes through a reflection process
 - Parents are notified
 - Student earns an out-of-school suspension (days will be determined by Administrator)
 - Student might be placed on disciplinary probation
 - Re-entry meeting with parents is required
 - Support from outside resources may be required



- It is the school's responsibility to contact parents of the other student(s) involved
- o Third Time:
 - Student discuss incident with Administrator/Counselor student goes through reflection process
 - Parents are notified & meeting is required
 - Student will be placed on disciplinary probation
 - Student might not be permitted to return to TASIS Dorado
 - If allowed to return, a re-entry meeting with parents is required
 - Support from outside resources will be required.
 - It's the school's responsibility to contact the parents of the other student(s) involved

Phase 3: FOLLOW-UP

After the third time a student shows this behavior in a year, school administrators, faculty members, school counselor, and parents meet to develop an individual plan with support from outside resources

- Students involved are monitored by teachers and counselor
- Meetings may be scheduled with the counselor and may include individual counseling, small group work, behavior plan or other interventions
- It is TASIS Dorado responsibility to notify the incident to the Consejo General de Educación



Student Support Services

Specific Learning Difficulties

Testing

TASIS Dorado has limited programmatic support and staffing for students with specific learning difficulties. If particular academic problems encountered by a student, during the course of a year, suggest that he or she may have such difficulties, the school Principal may request for the student to be tested. For the welfare of the child, the school expects parents to act promptly on the school's recommendations for testing. Screening tests may be carried out to determine whether more comprehensive testing, by an educational psychologist, is needed. Test to determine whether such difficulties exist are age-appropriate and include the Woodcock- Muñoz and the Wechsler Intelligence Scale for Children, the WISC, (which yields an IQ composite score), tests of reading, vocabulary, spelling, writing, arithmetic and memory. Testing with an educational psychologist is arranged by parents, who will be referred to educational psychologists recommended by the school's counselor or some specialized organization dedicated to this field. The fees incurred for these professional testing services are paid by the parents. While TASIS Dorado will do its best to meet the needs of students facing learning difficulties, when diagnostic testing is recommended, parents must comply or risk that their child will not meet the requirements to be promoted to the next grade.

Academic Support

For those students whose learning difficulties are of a nature which allows them to function reasonably well in the regular classroom with limited additional support, special tutoring can be arranged on campus. Students can be withdrawn from their classroom once or twice a week for individual or small group instruction with a qualified specialist. Parents are responsible for specialist's tuition fees. The specialists work closely with the child's classroom teacher and the parents to provide a coordinated individualized program.

Parent Support

Parents who have concerns or questions about their child's academic needs or progress are encouraged to contact the school. Parents may contact the classroom teacher directly by requesting an appointment through the school receptionist or requesting that teacher contact them by telephone. Administrators are also available to meet with parents about academic concerns. General information about academic matters in all classes is provided during the fall divisional Open House for parents. The school also holds special Parent Conference Days when parents can meet individually with their child's teacher.

English as a Second Language

Children in Grades K – 5th will be expected to have a working command of the English language upon admission, in order to ensure that they can benefit from the program offered. Students whose native language is not English will spend their school day in the regular classroom, immersed in the English language. Those students who may need extra support and tutoring in English will be



referred to the Summer Program and/or to tutors locally, who may be allowed to meet with the child/children during the day if scheduling allows. Parents will be responsible for the tutorial fees.

Spanish as a Second Language

If the children are not first language Spanish speakers in Grades K – 5th they will be expected to learn Spanish during their years at TASIS Dorado. In order to ensure that they can benefit from the bilingual setting in Puerto Rico, Spanish is consistently taught and encouraged for **all** students.

- In PK and K classrooms, students will receive immersed Spanish instruction in the regular Spanish class. The low teacher-student ratio and highly oral nature and repetitive nature of most of the pre-school classroom routines permit successful Spanish language acquisition for all students at this point.
- From first grade onwards, where students are expected to read, students who are not fluent in Spanish will be scheduled into a special Spanish as a Second Language class.
- All students at TASIS Dorado are expected to transition into the regular Spanish classrooms after two years in the SSL program. Students may require the support of a tutor during the transition year to the regular Spanish program. These costs are the responsibility of the parents.

Personal and Social Guidance

In the elementary school, the classroom teachers and the guidance counselor serve as advisors to the child and link with parents and administration about personal and social development.

In cases where the need for counseling either exceeds the professional expertise of the staff or requires more time than can be provided by teachers, counselor, and administrators, referrals should be made to qualified counselors in the community. The Principal can provide help and information.

Parent Support: Teachers and administrators are available to meet with parents about their youngster's personal and social concerns. Parents in the Home and School Association welcome all new parents and are most willing to help them in the transition into the school and the larger community.



Parent Participation

Parent Visits

Parents are welcomed to participate in our school activities and spend time in school. Visits by our parents to our school are encouraged. Parents can always pop in for a quick chat with teachers and administrators in the morning or at the end of the day. They can always make an appointment for a lengthier meeting. However, they should not mill around in hallways in front of classrooms where their presence can be distracting for classes in session and for individual students; they should not enter classrooms without prior authorization from the administration or interrupt teachers while they are conducting classroom activities.

Parents should avoid interfering with their youngster's school routine, be it in the classroom, during lunch and snack and in the afternoon program. Our young students need their independence and sometimes parent's presence can be distracting and even embarrassing. Parents who need to deliver a message to their child during class time should do so through the school office.

There are a number of benches at the main entrance to the school and in the hallway in front of the administration building for parents to sit and visit with other parents. Parents are also welcomed to the cafeteria for breakfast and at times in which their presence there does not interfere with other school activities.

During school hours, the benches in the hallways of the academic buildings are meant for student and faculty not for parent use.

TASIS Parent Association

This Association exists with the purpose of enhancing communication between the home and the school as well as facilitating and coordinating parent volunteer efforts for the welfare of their youngsters and their school.

All our families are automatically members of the TASIS Parent Association and thus have paid dues as part of your school annual family fees. We are sure that the Grade Representatives and Homeroom Mothers will be calling on all parents to secure their participation in the Association activities.

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

Room Parents

Parents are asked to sign up on opening day to be room parents for their child's homeroom. There is one parent chosen as parent representative to the Home and School Association for each grade level. Room parents may aid the homeroom teachers in many areas of the day to day functioning of the school. They may help at arrival, departure, playground, snacks and lunch time supervision. They may help organize holiday class parties and at the end of the year.

In addition, room parents work closely with the homeroom teachers and may be asked to organize parents to help with costumes for a class play or to arrange chaperones for field trips and other special school activities.



Parents are not always able to work as classroom "aides". Teachers are encouraged to solicit parent's help only if they feel such an arrangement can be successful in their classroom. Parents, however, are a valuable resource, especially for special projects and/or as "experts" in certain areas of study. We will be soliciting ideas and compiling a skills inventory at the outset of the school year, to survey interest and expertise available in the parent community.

Library Helpers

Parents are asked to sign up as Library helpers to give a few hours helping the Lower School catalog books, read stories, take inventory or assist students in choosing books.

Field Trip Chaperones

Parent participation is welcome but must necessarily be limited. The faculty leading the trip will be responsible for inviting parents to participate, with the Room Parent having first choice. Four parents and four teachers are an adequate number to supervise 40 school children. There are several reasons for this limitation: 1) field trips are experiences for the students – parental figures can unconsciously interfere with their child's experience; 2) field trips are one context in which we hope to promote a sense of independence-personal autonomy; and 3) in some cases parents are not experienced or physically fit enough to participate in the field trip and may become an added responsibility for the faculty. **Parents who do participate are asked to be the FIRST to follow the rules set forth by the teachers. We also ask parents to act in an assistant supervisory role for safety concerns (which mean they will supervise not only their child but ALL children) and follow the trip requirements (e.g. clothing, footwear, food, etc.) just like any other participant. Parent chaperones will not take initiatives without consulting with the teacher in charge and will abide by all instructions given by the faculty member in charge. Instructions and discipline will be imparted by the teachers. If needed, it should be the Teachers and not the Chaperones who discipline students. In general, chaperones must accompany students in the bus. Chaperones may not bring smaller children along on the field trip, as the focus of their attention should be on the group at all times.**

Parents play a vital role in helping to chaperone trips away from school, yet they must be the FIRST one to follow the rules set up for the activity. Teachers send requests prior to the trip so that parents have the opportunity to sign - up for these events.

Bookmaking Workshop

Two or three time a year, parents are asked to volunteer to help make book covers for books published as part of the writing process instruction.

Elementary School Curricular, Co-Curricular, and Extracurricular Overview

Please see [Elementary School Website Page](#).