



2024-2025

POLICIES & RULES OF CONDUCT

PARENT & STUDENT ELEMENTARY DIVISION HANDBOOK



GRADES PPK TO 5

**THE TASIS SCHOOL
IN DORADO**

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Welcome to the Elementary Division Handbook!

We are delighted to introduce you to our comprehensive guide that provides essential information and resources for students, parents, and staff. This handbook serves as a roadmap to navigate the exciting journey through elementary school, ensuring a successful and enriching educational experience.

Within these pages, you will find a wealth of valuable information, including our school's mission, vision, and core values that shape our educational philosophy. We believe in fostering a supportive learning environment where every student can thrive academically, socially, and emotionally.

The handbook outlines our school's policies, procedures, and expectations, serving as a reference for students and parents to understand the guidelines that govern our school community. You will find details on attendance, behavior expectations, academic standards, grading, discipline, and more, all designed to promote a culture of respect, responsibility, and accountability.

We also highlight the academic experience available to our students, including academic support services. Whether it's exploring diverse subjects, participating in extracurricular activities, or seeking assistance when needed, this handbook will guide you in making informed decisions to shape your educational journey.

In addition to academics, we place a strong emphasis on student well-being and safety. The handbook provides information on our approach to promoting a positive school climate, addressing topics such as bullying prevention, health and wellness, and technology use guidelines. We are committed to creating an environment where all students feel valued, supported, and empowered.

Parental involvement is crucial to our students' success, and the handbook includes guidance on how parents can actively participate in their child's education. From communication channels and volunteer opportunities to parent-teacher organizations, we encourage parents to be actively engaged in their child's educational journey.

We have compiled important resources and contacts in this handbook, ensuring that you have easy access to key staff members, academic calendars, school policies, and external support services. This centralized source of information will serve as a valuable tool throughout the school year.

At our elementary school, we are dedicated to fostering a culture of continuous improvement, embracing innovation, and preparing our students for the opportunities and challenges of the future. We invite you to explore the Elementary Division Handbook and make the most of the resources and information it offers.

Thank you for being part of our vibrant learning community. Let's embark on this educational adventure together!

Warm regards,

Elementary Division Leadership Team



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 the 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.

MOTTO

"Striving for Excellence within a Culture of Kindness."



PAIDEIA



Paideia is the ancient Greek word meaning both education and culture. It fits TASIS, a consortium of educational institutions and programs sharing a common culture rooted in classical ideas and Western Civilization. The TASIS Paideia begins with a profound respect for the past and for traditional ways of doing things. Although research and theory are important in our quest for knowledge, we believe that they are only helpful in the field of education when matched with experience.

We believe, therefore, that schools should conserve and convey the rich inheritance of intellectual, social, moral, religious, and artistic wisdom of generations and centuries. This wisdom provides each young person with the best path to his or her highest human potential and a happy, productive, and virtuous life. A school without the traditional virtues of civilization—faith, hope, and charity; prudence, justice, temperance, and fortitude—may be elegant on the outside and impressive in its academic accomplishments, but its influence will ultimately be pernicious and foolish.

To preserve this Paideia, the Founder, and the Foundation Board have outlined the following standards and principles to guide future Directors and Administrators in their policy and decision-making and to provide some context for the rules and regulations already presented in the Schools' Student and Faculty Handbooks:

1. We teach good manners by modeling them. We strive for courteous behavior at all times, even under stress. "Manners maketh man," wrote William Wykham, founder of Winchester College. We agree. Courtesy keeps us—teachers and students, adults and children—happy, purposeful, and poised, able to show the respect for one another we ought to feel, and quick to treat one another with cordial dignity. Courtesy is the necessary ground for our communal and scholarly lives.

2. Beauty matters. Graceful settings; inspired architecture. Paintings on walls, candles, and flowers on tables, fire in fireplaces, fine dress and a comely appearance. A well-crafted essay, a curving corner kick in soccer, a canvas on display at the Arts Festival, and a solo at the Christmas concert. In beauty, we show our regard for one another and for ourselves. It is a form of courtesy. In beauty, we also show our desire for the truth, the two being mystically bound together in our cultural inheritance.

3. "Let knowledge grow from more to more," wrote Tennyson, "but more of reverence in us dwell." TASIS is non-sectarian; however, it respects and encourages the religious beliefs and observances of its students and families, and it seeks to support a due reverence for God and His creation in all its students. It acknowledges and teaches the profound influence of Judeo-Christian beliefs and practices on Western Civilization.

4. TASIS supports and promotes traditional family values. TASIS expects its teachers and administrators to assume in loco parentis responsibility for students, to model traditional moral character and to respect the ethos of the School as expounded in this Paideia. Those who occupy School accommodation, whether or not on campus, are required to lead their private lives accordingly. Although the perspectives of our students,

parents, and employees will always be taken into account by the schools, they will in no way determine decisions that are deemed not to be in the best interest of our students or our schools. In all cases, the public standing of the School, especially in the eyes of parents and in the educational world, will be a determining factor.

5. TASIS recognizes the importance of teaching fitness and healthy habits of living. This recognition requires that the Schools take special care in offering nutritious meals, insisting upon timely sleeping arrangements, and encouraging students to participate in a wide range of outdoor and physical activities. It also means proscribing certain types of activities and substances. For example, illegal and recreational drugs are not tolerated at TASIS.

6. Much of what makes TASIS distinctive results from the entrepreneurial style of its founder, whose ability to see and seize opportunities and to respond to needs with alacrity is legendary. Thanks to her, TASIS enjoys a culture that encourages and rewards initiative and creativity. This may account for some of the American “style” of the schools. In addition to individual initiative and creativity, this culture demands an acceptance of risk, flexibility, patience, a positive attitude, and perseverance.

7. Committed to academic excellence, TASIS has made its natural and cultural setting in Europe its classroom. This is the schools’ signature. Consequently, the priority of TASIS’ academic and travel programs is a deep and informed appreciation for European culture and history and its worldwide influences. No school can do everything, although many schools are awash in curricular confusion and constituent politics by trying to please every personal preference and cultural demand. Not TASIS.

We, the Founder and Directors of TASIS, believe it is our responsibility to define what our schools stand for and what habits of heart and mind they exist to preserve and pass on to the young. This is Paideia, the soul of any true school’s mission. Consequently, we have herein stated what we believe is right and proper for TASIS. We do not want our institution’s Paideia to be diluted or compromised; therefore, we insist that those who govern our schools, administer them, and teach in them share these values, not because we demand obedience to our norms, but because we want only those who already share these norms to join us in these roles at TASIS.

Nothing in the Paideia should be interpreted as requiring any TASIS School or any member of our community to take steps that would be contrary to the laws of the jurisdiction in which the School is located.

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Academic Calendar

TASIS Important Dates 2024-2025

Please keep in mind if you print a hard copy of the live document above that there might be changes throughout the year. These changes will be reflected in the live document and the Veracross Calendar.

Introduction to Elementary Division

The Early Childhood Program (PPK through Kindergarten), the Lower Elementary (Grades 1st and 2nd), and the Upper Elementary (3rd through 5th grade) begin the educational journey at TASIS Dorado. Classes are arranged in a single-age group format, from two to three triads. Each triad has a teacher and a teacher assistant assigned. Large group instruction is combined with various strategic groups, where the teacher-student ratio is adjusted according to the educational task presented. Acquiring literacy skills and mathematical reasoning usually occurs with smaller groups of students, while storytelling, social studies, or science exploration can be presented in either small or whole-group instruction. This unique manner of organizing our instruction provides students with the advantage of consistency 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 on the aesthetic and social nurturing of the young child. TASIS Dorado endorses an enthusiasm for life, learning, and individual growth within a purposeful community.

Portrait of a Graduate



Profile of the Lower 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 thoughts in two languages (English and Spanish)
- Be able to interact with and explore technology (Technology awareness)
- Develop a 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/Courageous Leadership

- 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 the 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 Upper Elementary Student (Third to Fifth grade)

The TASIS Dorado Upper Elementary Student should:

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

Content and Skills:

1. Academically prepared and Intellectually Competent

- Be fully bilingual (English and Spanish)
- 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 a 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

2. Culturally Competent/Global Citizens/Courageous Leadership

- 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.
- Have developed an understanding and respect for others' religions, cultures, 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.

Student Confidentiality and Privacy of Record

TASIS Dorado is committed to maintaining the confidentiality of student records in compliance with the Family Educational Rights and Privacy Act (FERPA). The school takes appropriate measures to ensure that all academic records, disciplinary proceedings, and personal information remain confidential and are only shared with authorized personnel or individuals as permitted by law. For more details on your rights under FERPA, please refer to the school's privacy policy or contact the administration office. Access to student records is strictly limited to authorized personnel, and any disclosures are made only in accordance with legal requirements or with parental consent, except in cases permitted by law.

Required Forms, Emergency Procedures, Schedules, and Policies

Forms to Be Handed in at the Main Office at the Beginning of the School Year

The school has to render reports at the beginning of the school year to the State Department and the Department of Health on the filing of student medical and immunization forms. The Health Center must receive all required student forms by the end of the first week of school. All forms can be found on the TASIS Dorado website under Online Forms and **may be mailed in or dropped off at the TASIS Dorado Health Center, located in the Main office.** The required forms are:

- Medical Forms:** By law, all students must submit Physical Examination Forms (completed by the child's licensed physician) and Permission for Over-the-counter Medication forms (completed by the parent) by the end of the first week of school.
- P-VAC-3 Forms:** By law, all students must submit an immunization record on the P-VAC-3 form (the green form), which can be obtained from your physician or the Department of Health by the end of the first week of school. **The original P-Vac-3 form is required; No photocopies or photos.**
- Dental Forms:** By law, all Kinder, 2nd, 4th, 6th, 8th, and 10th-grade students must submit a Certificate of Oral Examination completed by the child's dentist. The Certificate of Oral Examination (Dental Form) must be turned in to the Health Center by the end of week one of school.
- EpiPen** is required for any student who is prescribed one. Please contact medina.d@tasisdorado.com to coordinate a drop-off time. Please include a physical photo of your child attached to the prescription and specific allergies outlined on the child's medication examination form filled out by the child's physician.
- Asthma Treatment Plan** must be completed for any child with a medical diagnosis of asthma. Please fill and return the following documents to the TD Health Center. Please ensure that all asthma-related medications are delivered to the TDHealth Center on the first day of school:
 - Asthma Medical Certificate
 - Asthma Release Form
 - Asthma Action Plan

Also needed for school use:

- a. **Emergency Home Contact (Updated in Veracross)**: Emergency contact(s) must be updated in Veracross before a student attends classes. In case of any change in the information, please update it directly in Veracross during the school year.
- b. **Dismissal Form (Updated in Veracross)**: Parents/Guardians need to update in Veracross the Pick-up Contacts. Pick-up Contacts are the responsible person(s) and the means of transportation used by the student to return home each day. Any change in the regular routine must be updated in Veracross.
- c. **Student Bicycle Contract**: **Fourth and Fifth grade parents/guardians** must complete a form to permit their son/daughter to ride a bicycle to and from school.
- d. **Student Walking Contract**: **Fourth and Fifth grade parents/guardians** must complete a form to permit their son/daughter to walk to and from school.
- e. **Email Family Contact**: A valid email address and phone number are required for each family in the Household component in Veracross, which allows them to receive pertinent school information and communications.

Important Addresses and Telephone Numbers

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

Emergency Planning

Rationale for the Emergency Plan

A comprehensive emergency plan is a valuable resource to uphold the people's protection, enhance their safety, well-being, and quality of life, and 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 such as plan development and practicing emergency response through scheduled drills. The TASIS Dorado General Emergency Plan document was designed as a comprehensive plan to predict, prevent, respond, and control damage should an emergency event occur. It stresses avoiding or eliminating reactive behavior (being caught by surprise, acting, and improvising in 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.

This plan is reviewed by the Dorado Municipality Office of Emergency Management and reviewed with all Faculty and Staff members annually. Every classroom and student activity area has an emergency pack with first aid materials and copies of the handbook for immediate reference. Furthermore, this plan is practiced throughout the year during scheduled drills.

Types of Emergency Drills

Fire Drills

- **Purpose:** To practice the swift evacuation of the building in case of a fire.
- **Procedure:** When the fire alarm sounds, students, and staff must quickly and quietly exit the building using designated routes and assemble at a predetermined safe location outside. Attendance is taken to ensure everyone is accounted for.

Earthquake Drills

- **Purpose:** To prepare for the event of an earthquake.
- **Procedure:** At the start of the drill, everyone should “Drop, Cover, and Hold On.” Students should get under their desks and hold on to the legs of the furniture until the shaking stops. After the shaking, an evacuation may be conducted if necessary.

Lockdown Drills

- **Purpose:** To practice safety procedures during a potential threat inside or near the school.
- **Procedure:** Upon notification of a lockdown, teachers will lock classroom doors, turn off lights, and instruct students to stay quiet and out of sight, typically away from doors and windows. The drill continues until an all-clear signal is given.

Shelter-in-Place Drills

- **Purpose:** To protect students and staff from external environmental hazards, such as a chemical spill or poor air quality.
- **Procedure:** Students and staff will be instructed to stay inside the building, with windows and doors closed, and heating/air conditioning systems

Definition of Drills

- **Fire Drills:** An exercise to practice the safe and orderly evacuation of the building in case of a fire, ensuring that all students and staff can exit quickly and gather at a predetermined safe location.
- **Earthquake Drills:** A drill to prepare for an earthquake, teaching students and staff to “Drop, Cover, and Hold On” during shaking, and to evacuate if necessary after the shaking stops.
- **Lockdown Drills:** A safety drill conducted to practice procedures during a potential threat inside or near the school, involving locking doors, turning off lights, and staying out of sight.
- **Shelter-in-Place Drills:** An exercise to protect students and staff from external environmental hazards, such as a chemical spill, by staying inside the building with windows and doors closed.
- **Tabletop Drills:** A discussion-based exercise where faculty & students discuss their roles and responses to a simulated emergency scenario, focusing on improving coordination, communication, and decision-making.

Frequency of Drills

Safety drills are conducted throughout the school year to ensure everyone is familiar with evacuation routes and procedures. Drills practiced will vary, and all types of drills will be scheduled during the school year.

Emergency Management Online Application

To enhance our emergency preparedness and response capabilities, our school utilizes the Raptor Emergency Management platform. This mobile app provides several critical functions:

1. **Alerts:** Quickly sends notifications to all staff members about emergency situations, ensuring timely and coordinated responses.

2. **Accountability:** Allows staff to account for all students and personnel during an emergency, tracking their location and status in real time.
3. **Reunification:** Facilitates the safe and orderly reunification of students with their parents or guardians after an emergency.
4. **Contact Information:** Provides easily accessible contact information for the parents of all students, ensuring that staff can promptly communicate with families as needed.

By using the Raptor application, we aim to streamline our emergency management processes and enhance the safety and security of our school community.

Roles and Responsibilities

- **Students:** Follow the instructions given by faculty and staff promptly and remain calm during all drills.
- **Faculty and Staff:** Lead and supervise students during drills, ensuring that everyone knows the procedures and routes, and account for all students after each drill.
- **Parents:** Reinforce the importance of these drills at home and ensure their children understand and follow the procedures.

Emergency Communication

- **After Drills:** Parents will be informed after a drill in order to reinforce the importance of these drills at home and ensure their children understand and follow the procedures.
- **During an Emergency:** In an actual emergency, parents will be notified via our emergency communication system, which may include phone calls, texts, and emails.

Conclusion

Regular emergency drills are a critical component of our school's safety program. By practicing these drills, we aim to create a safe and secure environment where students can learn and thrive. Your cooperation and support in discussing these procedures with your children are invaluable in helping us achieve this goal. For any questions or further information, please contact the school administration.

Lockdown: Frequently Asked Questions

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 emergencies, we are more confident, less anxious, and better able to cope when we know a plan is in place. An essential part of the lockdown drill in our schools is for faculty to lead conversations about

the experience afterward 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 cell phone 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 should refrain from using cell phones during a lockdown situation. Faculty may use cell phones for silent communication, such as using the school's official emergency response application. Furthermore, students will be able to remove their phones from their security pouches if deemed safe to do so by a faculty or staff member. Formal communications both in and out of a school under lockdown will be directed by law enforcement personnel and their designees, including division directors 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 provide updates to the school community using Veracross to send emails and/or text messages.

School Closing for a Local or National Emergency

Inclement Weather

The school's policy is to open for school on bad weather days as long as free access to the school and safety within the buildings can be secured. Frequently, the weather clears in the tropics, and we can follow the regular schedule. In the case of an imminent local or national weather-related emergency, the administration will notify families via email and social media, which will provide detailed, updated information. Parents and guardians will also receive an email to their personal account if conditions permit it. In case of an emergency and if conditions allow, these notices will also be posted on www.TASISDorado.com.

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 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. If the child has any special medical needs, these should be made known to the Division Director, 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.

Head Lice

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. We have had full grade levels requiring immediate review and attention to mitigate head lice concerns. After thoroughly researching this issue, examining accepted Public Policy, and giving it much thought, we have decided to enforce a NIT-FREE policy at TASIS Dorado. When children have been identified as having live lice, lice, or nits, parents will be called

and asked to pick up their son or daughter. Additionally, an official communication will be sent out to all parents of the grade level informing of a head lice case. Children will be readmitted when the school personnel has checked them and declared them NIT FREE.

Medication for Students

Under no circumstances will a student be given any medication to be taken (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.**

School Schedules and Educational Components

First Days of School

Early Childhood-School Materials required: The early childhood classrooms have the necessary materials, including journals, pencils, scissors, and more. Each student will have a cubby for his or her belongings. It has a limited amount of space, and for this reason, ***backpacks are not required or permitted for PPK-K.***

Quiet Time: In grades PPK and PK, students have nap time every day; this time is intended for the students to rest and recharge to be refreshed and ready to tackle the rest of their day. The school provides a standard-sized rest mat. Due to limited storage space, we prefer standard-sized mat covers (24×54) with integrated pillows. Here are links to some websites where you can find these nap mat covers: Amazon, Wayfair, The Crazy Dazy. ***Since Kindergarteners no longer take naps, mats are not required.***

1st to 5th Grade

The school will provide our students with all necessary materials. This includes notebooks, books, pencils, and scissors, among others. Each student will have a cubby for his or her belongings up to 4th grade. **5th graders will begin using lockers.**

Students will only transport lightweight objects such as homework, a notebook, a folder, and a student planner. The cubbies have a limited amount of space, and for this reason, students can bring a backpack to school. Please be aware that **backpacks with wheels are prohibited.**

The TASIS Dorado School Program

The Monday through Friday school day at **TASIS Dorado** for elementary school begins at 7:50 a.m. and ends at 3:10 p.m. We offer Early Morning Care from 7:20 to 7:50 a.m. and Extended Day and after-school activities from 3:25 to 5:30 p.m. Parents of students who will be absent from school **MUST** call or email the office early in the morning to notify the school and homeroom teacher of the absence. Students must bring a note for the Division Office when they return to school explaining the reasons for the absence.

Student Arrival and Dismissal

Early Arrivals: 7:20 to 7:50 AM

Students who arrive within this period should go directly to the designated area for Morning Care. A faculty member will be expecting them in the Library and will take charge of their supervision until 7:50 AM, when they will be picked up, taken, or sent to their classroom, depending on their age. ***Please know that no child can be left unsupervised during this period and cannot be dropped off at the curbside or parking area.***

Regular Arrivals: 7:50 to 8:00 AM

Students at this hour can be dropped off at the curbside in front of the school or in the parking lot. School staff members and assistant teachers will be waiting for them. Students are to walk directly to their classrooms/homerooms, where the corresponding teachers will be expecting them. All classroom teachers are in their homerooms by 7:45 a.m., *and doors will be opened by 7:50 a.m.*

Late Arrivals: after 8:00 AM

Coming late to school is disruptive to your child's education and to the class that is disturbed.

Any child in PPK through 5th Grade who arrives after 8:00 A.M. must come to the Elementary School Office. A Tardy Slip will be issued, and an elementary administrative member 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.*** Some of the most important educational activities happen right at the opening of the school day. ***A significant number (20 or more) of tardiness may result in required Summer Program attendance or grade retention.*** See full Attendance Policy in the Major Rules of the School section of the handbook.

Dismissal: 3:10 to 5:30 PM

Children are not allowed to remain on campus after 3:10 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 3:25 P.M. will be automatically placed in the Extended 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 from school, an **official written permission form must be presented to the Homeroom Teacher and the Division Director's Office.** Additionally, a **written note must** be sent to the Division Director's office and to the homeroom teacher regarding changes in your child's daily routine (late arrival, going home plans, early arrival or departure, planned absence, etc.). **No student will be allowed to leave with anyone that is not authorized by the parents or without a written note or email to the homeroom teacher and Director's Office.** These permission notes will be officially filed in the student's folder.

Early Dismissal Process for Students in the Elementary Division

Please be aware that the school's dismissal process at the Elementary Division begins at **3:10 pm**. Thus, early dismissal should not happen after **3:00 pm**. Early dismissal should occur for doctor appointments and emergencies. Remember to inform the Elementary Division office beforehand through Elsa Ramos at ramos.e@tasisdorado.com (Elementary Division Office Administrative Assistant).

Process:

- Please email the Elementary Division Office Administrative Assistant in the morning with an estimated time of pickup.
- There will always be a guard at the front entrance to help with early dismissal.
- The parent tells the guard the student's full name and grade.
- The guard will communicate with the Elementary Office.
- The office will contact the teacher.
- The student will go to the office for an early dismissal pass to give the guard.

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.

Special Student Activities

Thematic Weeks and Special Activities allow our school community to explore and celebrate broad subjects from an interdisciplinary perspective. Students and faculty exhibit creative and academic work for the community at large, which explores and celebrates the significance of the theme. The exhibit program is enriched by diverse activities that may include community service projects, guest speakers, in-residence artists and performers, student-run plays and musical performances, story and poetry reading, and presentations, among others. Some thematic week activities include Week of the Young Child, Wellness Week, Spring into Learning, and more.

Project-Based Learning

In grades 3rd to 5th, we are excited to bring the curriculum to life through Project-Based Learning. This initiative helps students apply subject-relevant skills and overall knowledge of real-world situations that pertain to relevant issues in the community. Some examples of these projects include the Leadership Academy Lemonade Stand, The Bee Project, and the TAP 5 Musical.

Assemblies & Performances

Various assemblies will be scheduled throughout the school year. Students are expected to follow the established guidelines and behave maturely during the assembly, extending proper courtesies to those conducting the presentation. At the end of the assembly, students should remain seated until specifically dismissed. Inappropriate behavior will result in disciplinary action. On any given assembly which 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 dedicate time directly to the child performing.

Rules and Expectations:

1. Cell phone use is prohibited.
2. Arrive at the assigned location on time.
3. Backpacks, food, and water bottles should be left in lockers or outside the venue.
4. Visit the restroom before the performance or presentation begins.
5. Enter and exit quietly and calmly.
6. Keep hands, feet, and objects to yourself.
7. Stay seated until dismissed.
8. Hoodies are not to be worn during the assembly.
9. Be attentive and respectful.
10. Use good manners:
 - a. Applaud when appropriate and always be courteous (applause is the only appropriate response).
 - b. It is inappropriate to “boo,” whistle, stomp your feet, or blurt out. Show respect to the performers or presenters.
 - c. Remain quiet during the performance. Do not distract others from enjoying the performance or presentation.

TASIS Dorado Clubs, Affiliation, and Alliance Policy

TASIS Dorado Policy and Process for Clubs, Affiliations, Groups, and Alliances (“Clubs”) as Formally Adopted by the Board on September 12, 2019.

Preamble

Our Mission and Vision statement states that “TASIS Dorado instills in its students the values of courage, kindness, integrity, humility, and a commitment to building community.”

TASIS Dorado cultivates in its students a passion for learning and respect for others. We believe the School should be a place where students develop into creative, critical thinkers and leaders who are able to draw on the wisdom of the past, evaluate current events, articulate ideas, engage in debate, listen attentively, and appreciate the views and perspectives of others. The School values diversity and does not discriminate or permit those in the School community to discriminate on the basis of political beliefs and affiliations, race, color, national or ethnic origin, creed and/or religious beliefs, gender or gender identity, sexual orientation, social status, or geographical residency.

Policy

Therefore, TASIS Dorado encourages age- and mission-appropriate clubs, affiliations, groups, and alliances (“Clubs”) that are consistent with and enhance our educational curriculum, promote the values of our community, and help fulfill our mission. The School’s policy is to encourage the formation of student-initiated Clubs that promote extracurricular learning, friendships across grade levels, the development of new interests, skills, and hobbies, and the strengthening of school spirit that unites our community.

In line with the foregoing philosophy, the School will not sanction Clubs that proselytize or foment division. Furthermore, authorized Clubs at TASIS Dorado may not have political affiliation, race, color, national or ethnic origin, creed, gender identity or sexual orientation, social status and/or geographical residency as part of their goals, mission and/or values.

Extended Day and Activities Program

This program is an optional service the school provides as an extension of the regular school program. It will be offered on regular school days, charged hourly, from 3:25 to 5:30 pm. Parents may choose their children 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, and are allowed 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 pickup in the Extended Day Program

An extra fee will be applied to those children who are left after 5:30 pm; this late fee will be added to the regular per-hour fee.

- Between 5:30 PM and 5:45 PM, our students 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 5:45 PM.
- The late fee schedule will be as follows:
 - **5:45 PM – 5:50 PM = \$5**
 - **5:50 PM – 6:00 PM = \$10**
 - **6:00 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 pickup 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 student.

Special Days

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.

Wellness Days

These days are dedicated to the Wellness Curriculum. They will be half-days for students (early dismissal) and full-days for faculty and staff. The student body Wellness activities will be held in the mornings, followed by a Wellness professional development for the faculty and staff during the afternoon.

Snacks and Lunch

Snacks

A healthy morning snack is provided each day for all students. 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. **Parents are expected to notify the nurse and homeroom teachers of any food allergies or caloric-related condition a student might have.** Adjustments in the snacks provided for various conditions and allergies are made per grade level.

TASIS Dorado is a **Nut Free School**. A nut free school means that it is prohibited to bring: Brazil nuts, cashews, chestnuts, filberts, hazelnuts, hickory nuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts, and peanuts. **Peanut products are not served in the lunchroom or for snacks, nor are they allowed anywhere in the school facilities,** since allergic reactions to peanuts and tree nuts are life-threatening.

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 **junk food** with high caloric contents, artificial ingredients, and high fat and sugar products. Students are served controlled portions and may have seconds if they wish. **Also note that candy, gum, or chocolate are not allowed.**

Snack Time and Location

Morning Snack Time usually falls sometime between 9:00 AM and 9:30 AM

- PPK through Kindergarten will have their snack in their classrooms.
- Students from Grades 3rd through 5th will be taken by the assigned teachers to the TD HUB, where snacks will be served to them. The teachers in charge will supervise their snack time and escort them back to their classrooms.
- Afternoon Snack Time for PPK – 1st Grades usually falls sometime between 1:30PM and 2:40PM.
- Afternoon Snack Time for students in the Afterschool program will be served at varying times depending in the afternoon activity/activities in which a youngster is engaged on a particular day.

Lunch

A school lunch will be provided by [Los Muchachos Catering](#) for students. A preorder form with the weekly menu and a price list will be sent to all parents. ***In order to facilitate and adhere to your child's food preference, we strongly encourage all parents to complete and submit the lunch order form in its entirety. If for any reason parents are unable to complete the order form, please know that your child will receive his/her daily lunch for that week, and it will be charged to your account.*** Additionally, we suggest that parents open an account with the cafeteria to minimize the use of currency within the school. We encourage children to select a balanced diet when selecting their food and drinks. 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.

- **Parents bringing lunch mid-morning to their children should NOT interrupt classes. All lunch deliveries for students should be made at the Elementary Administration Office by 10:30 a.m.**

- During the lunch period, students socialize with peers and teachers. This time is considered educational and is used to develop interpersonal skills. We kindly request that parents avoid visiting the school during this time to maximize this learning opportunity.

Lunch/Recess Time and Locations

Lunchtime is usually between 11:00 AM and 12:25 PM. Students who bring their lunch from home will have lunch in the TD HUB at the same time as their classmates. Students may continue to bring lunch boxes from home as long as their food does not require handling by others and that cold/hot foods are properly placed in appropriate containers so that they **do not represent a health and safety risk and/or require microwave heating or refrigeration at school**. Those students who bring lunch boxes should also have appropriate silverware and napkins for their use.

Attendance

Students are expected to be in school every day for the full day. Meaningful educational experiences are planned for all days. 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 or email the office early in the morning to notify them of the absence. Students must bring a note or email the Homeroom Teacher, Nurse, or Division Director when they return to school explaining the reasons for the absence. Except in the case of illness, emergencies, twenty or more unexcused absences*** may result in required Summer Program attendance or grade retention. Attendance will always receive special attention.

Tardiness

Any child in PPK through 5th Grade who arrives after 8:00 A.M. is considered to be late and needs a Tardy Slip to enter the classroom. Important educational activities happen right at the opening of the school day. **Late students miss this valuable morning time and interrupt the teachers and students who have started the school day. A student should not arrive late more than three (3) times in a trimester.** In order to address this, at the end of the year, the school administration may require students with **excessive absences (20 or more)** to undergo additional assessments to gauge their mastery of essential skills and competencies needed to progress to the next grade level. Based on the assessment results, various support options may be offered such as ***Summer School Programs or, in exceptional cases, repeating the grade.***

- To ensure the safety and accountability of all students, our school utilizes the SchoolPass system for managing late arrivals and early departures. This system is integrated with our Veracross student information system and provides real-time notifications to relevant parties.
- ***After the tenth unexcused late pass, the student will receive a warning letter, and the fifteenth unexcused absence in the semester will result in a required conference with the director or assistant director and school counselor.***
- Students, who have accumulated **twenty tardies or more**, whether excused or unexcused, may undergo additional assessments to gauge their mastery of essential skills and competencies needed to progress to the next grade level. Based on the assessment results, various support options may be offered such as ***Summer School Programs or, in exceptional cases, repeating the grade.***

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 a copy to the Elementary School Director and Assistant Director. Someone from the school staff will call the student's home after the second day of absence from school if no notification from the home has been received.

An **unexcused absence** from classes will be treated as follows:

- Unexcused absences are those that the school is not notified about and fall outside approved vacation days. If your child is sick, has an emergency, or another exceptional reason for missing school, please provide the proper documentation (e.g., a doctor's note) in order to have the absence excused. Please be sure to contact the Division Director to discuss unusual circumstances.
- Consecutive absences, regardless of whether they are excused or unexcused, can hinder a student's skill development and could lead to missed required grade-level content. In order to address this, at the end of the year, the school administration may require students with ***excessive absences (20 or more)*** to undergo additional assessments to gauge their mastery of essential skills and competencies needed to progress to the next grade level. Based on the assessment results, various support options may be offered such as summer school programs or, in exceptional cases, repeating the grade.
- A warning letter will be sent after the **fifth** unexcused absence, and the **tenth** unexcused absence in the semester will result in a required conference with the director or assistant director and school counselor.
- Students, who have accumulated **twenty** absences or more, whether excused or unexcused, will be required to meet with the administration. **An early departure or late return from a school vacation is not supported by the school as this interferes with essential instructional time and learning.**
- Students (grades 4th-5th) who have an athletic contest or extracurricular activity must be in school the day of the event.

Procedures to Communicate an Absence or Changes to Daily Routine

An email message should be sent to school regarding changes in your student's daily routine (going home plans, early arrival or departure, etc.). The email is to be sent to the Elementary Division Office Administrative Assistant, Elsa Ramos at ramos.e@tasisdorado.com, homeroom teacher, and Divisions Directors. **Only with a written note, phone call or email to the Elementary Division Office, will students be allowed to change their previously established dismissal procedure.**

Absentee Parents

Please notify your child's teacher and the school director/school assistant director 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, so it is beneficial for the school to be informed.

Late Arrival & Early Departures

To ensure the safety and accountability of all students, our school utilizes the SchoolPass system for

managing late arrivals and early departures. This system is integrated with our Veracross student information system and provides real-time notifications to relevant parties.

Late Arrival Procedure

1. Student Check-In:
 - Students arriving late must check in at one of the kiosks located at each security desk.
 - They will use the SchoolPass system to log their arrival. This system is integrated with Veracross, ensuring that attendance records are updated.
 - A late pass will be printed and must be presented to the teacher upon entering the classroom.
2. Notification:
 - The SchoolPass system will automatically send an email notification to the division office upon the student's check-in.
 - If a student checks themselves in, an additional notification will be sent to the parents/guardians to inform them of the late arrival.

Early Departure Procedure

1. Parent/Guardian Authorization:
 - Parents/guardians must notify the main office in advance if a student needs to leave early. This can be done via phone call, email, or through the SchoolPass app.
 - Upon arrival to pick up their child, parents/guardians will check in at the security desk using the SchoolPass system.
 - Secondary students may sign out early with parent notification and division office approval.
2. Secondary Student Check-Out:
 - The student must check out using the SchoolPass system before leaving.
 - This process ensures that the Veracross system is updated with accurate attendance information.
3. Notification:
 - The SchoolPass system will automatically send an email notification to the division office upon the student's check-out.
 - If a student checks themselves out early, an additional notification will be sent to the parents/guardians to inform them of the early departure.

Safety and Accountability:

- Only authorized individuals listed in the student's Veracross profile are permitted to pick up the student.
- Any changes to the authorized pick-up list must be communicated and approved with the main office in advance.
- Secondary students may sign themselves out but only with parent notification and division office approval in advance.

Additional SchoolPass Information:  **2024-2025 TD SchoolPass Information**

Vacation Policy and Planned Absences

The school does not condone student absences from **scheduled school days**. Vacations should be scheduled only during school vacations. Except under extraordinary circumstances, vacations during school days will be regarded as unexcused absences. Make-up work for any unexcused absences is the sole responsibility of the student. **Tests or quizzes will not be permitted to be rescheduled for unexcused**

absences. 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 tardy, might be reasons for not passing on to the next grade. We are, however, aware that **special family situations** occasionally present themselves that may require the student to be absent from school. Situations where students need to miss school will require the parents to fill out a [PDF 2024-25 Student's Absence Request Form.pdf](#) form, at least **a week in advance**. It should be noted that this is a special privilege and not a right. The Student should be in good academic and discipline standing in school to seek such privilege.

Note:

- Teachers will not be required to provide work ahead of time for any trip.
- Teachers will not be required to give exams early for any trip.
- Teachers will not be required to help students to get back on track with missed work or material after their return to school.

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 that exist in our community.
- All decorations in classrooms commemorating festivities should be moderate and in good taste. School and group activities should reflect respect for our diversity. Students and families should not feel pressured to participate in activities for religious or cultural reasons.
- 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. In Puerto Rican culture, some Judeo-Christian religious traditions and symbols have become secularized and may be included in the school observations of these holidays.

Other Special Celebrations

TASIS Dorado Anniversary Celebration, Holiday Assembly, 100th Day of School Celebration, Field Days, Fifth Grade Moving Up Celebration, Kindergarten End of the Year Celebration, and Athletic Awards Ceremony.

Birthday Celebrations

Birthdays are celebrated in our elementary classrooms in a very special way. Each grade level team will directly share these details with parents at Back to School Night. This will include a monthly celebration of birthdays at the end of a designated school day. Parents can collaborate by sending a special treat for the class to enjoy as they celebrate the birthdays of that month. In keeping with our school's commitment to wellness, which encompasses both healthy eating and physical activity, we promote treats that are both delicious and nutritious. We recommend options like muffins, fresh fruit platters, cakes with minimal frosting, or homemade cookies made with whole grains and natural sweeteners. These options are a fantastic way to celebrate while promoting healthy habits. **To ensure the safety and accommodate the dietary needs of all students, we kindly ask that you refrain from sending goodie bags, donuts, cupcakes with icing, and any sugary treats. In addition, birthday students will be allowed to come in casual attire as a distinction of their special day.** Please note that all school day birthday celebrations are for the birthday student and his/her classmates. Parent and family birthday celebrations are reserved for after-school hours to preserve daily instructional time.

While we realize that a whole class may not be invited to a child's **HOME** birthday party, we ask you to consider other students' feelings and be sensitive in issuing invitations. If the entire 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 birthday invitations for a smaller number of students within a grade be placed by parents or students in the cubbies, envelopes, or mailers in the hallways intended for school communication.**

Parent & Student Communication Guidelines

The School seeks to inform parents of school activities and news in a timely manner. The web page www.tasisdorado.com is a valuable source of information for students and parents, as well as Veracross; we suggest you check both on a regular basis, as they will help keep you better informed of what is taking place at TASIS Dorado. Parents are invited to communicate with the School via email.

Parents and students who at any time have concerns or complaints of an 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.

TASIS Dorado, with the support of qualified and talented staff and the participation of its parent community, encourages and expects all its students, as well as all members of its learning community, to pursue excellence as we develop a school culture of courage, kindness, humility, and integrity.

- TASIS Dorado seeks to provide consistent, proactive updates regarding school events and news at both the division and overall school community level.
- TASIS Dorado promotes the use of the school's email system, phone system, social media platforms, and Veracross as means of communication between home and school, provided this use does not violate any of its policies or rules. There is no expectation of privacy with respect to any information created, collected, saved, or maintained using this technology.
- The school strictly prohibits parents from utilizing its communication platforms (digital or on-campus notification methods) for personal business promotion, advertisement distribution, or sharing student lists for parties or similar activities; all communications through the school's channels must be directly related to school business only.
- **Overall response time should be within 24–36 hours and may be in the form of email or phone communication.** Please do not expect teachers to reply during the hours of the school day, as their focus is on teaching students at that time.
- A parent's/guardian's first point of contact regarding questions or concerns related to the classroom is the child's **homeroom teacher**. Further communication, if deemed necessary, should proceed upwards through the appropriate channels in a stepwise manner, i.e., after the teacher, then the Division Director, then the Head of School.
- **Communication should be productive and professional at all times.** This may require taking time to process a situation before reaching out to one another. It is our hope as a school community that our parents will extend the same level of civility when communicating with TASIS Dorado faculty and staff as they show when speaking to other adult professionals.
- **At no time should a parent/guardian directly discipline or reprimand a student who is not their child.** If there is a peer-to-peer conflict, please notify the teacher or, if more serious, school

administration.

- To preserve a child's dignity, parents should abstain from scolding their own children in the hallways or in public areas.
- All persons who visit, work for, consult, tutor, or volunteer at TASIS Dorado must also comply with our policies, rules of conduct, and procedures including guidelines for electronic and in-person communication.
- **Inappropriate or unprofessional communication by parents/guardians**, whether through official or unofficial forums, does not support the school's mission, vision or values, and will be considered a violation of the offender's contract with the school. Inappropriate communication also includes, but is not limited to, any type of threat, sexual harassment, discrimination, intimidation, inappropriate tone of voice/language, bigoted or prejudicial comments, or any illegal conduct, as well as conduct that violates our anti-harassment, school mission, vision and values statements and other policies.
 - If there is a case of inappropriate or unprofessional communication reported, there will be a required meeting with the administration to discuss the incident.
 - **Serious and/or repeated incidents may result in a probationary period and potential cancellation of the family's TASIS Dorado current or subsequent academic year's enrollment contract.**
- All documents, files, voicemails and electronic information, including emails, and other communications created, received or maintained on or through TASIS Dorado property are the property of the School. TASIS Dorado retains the right to access all its property including computers, electronic devices, and communications at any time.

Group Chats for Parents

- **Group chats (ex: WhatsApp) are not sponsored communication systems by the school. Use of this resource is at parents' discretion. Content is not validated by the school.**
 - TASIS Dorado parent chats are unofficial tools for parents to help organize parties, activities, parent time, and chaperones for field trips and other events. They may also be used to receive information about event details and address questions about events and activities on campus.
 - TASIS Dorado does not preview or validate the content of chats. Parents should always consult with school officials for verified information.
 - This forum is not to be used for complaints, criticism, or negative comments. Please follow the following parameters:
 - This chat group is to receive information about your class and confirm details of events and activities.
 - There is a TPA assigned grade-level representative who is also a moderator in the group who will remove inappropriate posts.
 - Non-TASIS Dorado activities or advertisements are not permitted to be posted.
 - No petitions should be posted.
 - No personal messages or "my child..." messages or comments about other students should be posted.
 - If you have specific issues or challenges with your child or a teacher/staff member/parent, those must be addressed with the teacher or administration and should not be mentioned in this group.
 - If you are participating in a class activity and are taking pictures, please remember that some parents do not want their child's picture online. Therefore, pictures of children in the class should not be posted to these chats. You should always receive permission from other parents when posting pictures of your children with other TASIS Dorado students in your personal accounts.

- The hours of the parent chat group are between 6 am - 8 pm.

Visitor Policy

TASIS Dorado values the involvement and engagement of parents, guardians, and community members. We believe that having visitors enriches our students' educational experience and strengthens our school community. To ensure a safe and organized environment, we have established the following guidelines for all visitors.

Visitor Management with SchoolPass

To streamline the visitor check-in process and enhance security, our school uses the SchoolPass digital platform. This system helps us manage and monitor visitors efficiently. Here's how it works:

1. Check-In Procedure:

- Upon arrival, all visitors must check in at one of the security desks located at each entrance to our campus.
- Visitors will be required to present a valid photo ID.
- The SchoolPass system will conduct a background check, take a picture (first visit only), print a visitor badge, and log the visitor's information for security purposes. This background check ensures that all visitors meet our safety standards.
- The visitor badge must be worn visibly at all times while on school premises.

2. During the Visit:

- Visitors must adhere to school policies and follow the instructions of school staff at all times.
- Visits to classrooms or other specific areas should be arranged in advance to minimize disruptions to instructional time.
- For the safety of our students and staff, visitors are not permitted to wander the school grounds.

3. Check-Out Procedure:

- Before leaving, visitors must return to a security desk to check out using the SchoolPass system.
- This ensures we have an accurate record of all visitors on campus at any given time.

Special Events

For large events such as school plays, sports events, or parent-teacher meetings, we may adjust the visitor check-in procedures to accommodate higher visitor volume. Specific instructions will be communicated to parents and guardians in advance of these events.

Emergency Procedures

In the event of an emergency, the safety and security of our students and staff are our top priorities. Visitors must follow all emergency protocols and directions from school personnel immediately.

If you have any questions about the visitor policy or the SchoolPass system, please contact the main office.

TASIS Dorado School Community Code of Conduct

At all times, please adhere to this Community Code of Conduct which was developed to support healthy, positive, and productive relationships within our school community. To build and sustain a healthy school community, as a parent or guardian, I will:

- **Speak directly** with the relevant teacher, administrator, or parent about matters of concern.
- **Listen with openness** to what others have to say and allow space for healthy disagreement.
- **Avoid second-hand information**, hearsay, and gossip.
- **Disengage** from communications with fellow parents that lay blame.
- **Consider, before acting or speaking**, the questions *“is this constructive and the appropriate channel?”*
- **Dress appropriately** for school interactions, which includes wearing appropriate clothing and footwear for an educational and professional environment. All parents and guardians should wear shirts and shoes. Please do not wear beach attire or sports bras without shirts to school.
- **Model** those behaviors that I encourage and expect in my children.
- **Promote** the above behaviors when engaging with others in the community.
- **Leave pets at home when visiting the TASIS Dorado Campus.** Certified service animals or emotional support animals must be pre-approved by the appropriate division head prior to arrival to campus. Official documentation *in compliance with section 2 of Puerto Rico Law Number 51* must be provided and will remain on file in the division’s office. For the safety and security of our entire school community, certified service animals or emotional support animals must remain with the owner at all times and are prohibited from any areas of campus unless authorized by the division head.

If challenges persist:

Ask a Senior Administrator (Division Director, Assistant Head or Head of School) to organize a meeting involving the appropriate parties.

Examples of Inappropriate Conduct Include (but are not limited to):

- **Disrespect** towards members of the school community, especially school employees and other persons in positions of supervision and authority.
- **Injury** to the School’s mission and values or to the physical or mental well-being of others.
- **Bullying, Intimidating, or Threatening** a member of the school community, including the use of profane, bigoted or prejudicial language or rumor/gossip-spreading of a community member.
- **Harassment** of any kind, which is defined as engaging in vexatious comments or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- **Misuse of Electronic Communications, Email Lists, and Apps (Chats etc.)** to solicit, advertise, or discuss matters unrelated to the TASIS Dorado curriculum or programs.
- **Dual Relationships** such as hiring of current school staff for private babysitting, outside-of-school classes, same-grade level tutoring, etc. for our students is prohibited. This practice creates a dual relationship as well as a conflict of interest. If academic tutoring is needed, parents should contact the respective Division Director. TASIS teachers in a different grade level than a student may provide tutoring in a case-by-case situation, but prior approval must be given by the Division Director.

Code of Conduct Procedures:

- Parents and guardians exhibiting inappropriate behavior may be called to meet with the Director to prepare a plan for resolution and repair.
- Failure or refusal of the parent or guardian to meet or conclude a plan or a solitary egregious incident may result in an immediate or future termination of enrollment of the parent or guardian’s

child/children. **It should be noted that all parents and guardians sign an enrollment contract with the following language:**

“The TASIS Dorado School reserves the right, in its sole and absolute discretion, to exclude any student permanently or temporarily at any time if such action is deemed advisable either in the interest of the student or for the good of the School. The Parent/Guardian further understands that a positive and constructive working relationship between TASIS Dorado and a student’s parent(s)/guardian(s) is essential to the fulfillment of the TASIS Dorado mission, and agrees that TASIS Dorado may terminate enrollment, or decline re-enrollment, if TASIS Dorado, in its sole discretion concludes that the student’s action or inaction is detrimental to TASIS Dorado, or whose parent(s)/guardian(s) have engaged in conduct which is detrimental to TASIS Dorado. By signing this Agreement, the Parents release the School from any or all liabilities, claims, action, or rights of action, which may arise from the dismissal of the Student from the School, permanently or temporarily.”

TASIS Dorado adheres to all national and Puerto Rican laws, bylaws, and guidelines, including health, safety and educational-related edicts, harassment statutes and others set by government agencies.

Credit to Waldorf Academy for the foundation of the Code of Conduct.

Language of Communication

Most communications within the school, with our parents, and with the community will be in English. However, the Spanish Department may decide to send out letters or announcements in Spanish based on individual needs. If a family requires translation or further explanation of certain information sent, please contact the Elementary Division Office for support.

Parent-Student Communication During School Hours

Use of Cellphones, Smartwatches, and Electronic Personal Devices

When a parent needs to communicate some essential information to his/her child during school hours, he/she should call the Elementary Office (School Number, ext. 300) and leave a message. The office will deliver the message as promptly as possible, without interrupting the child’s educational program.

Notes from Home

A **written note must** 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 or sent to the homeroom teacher and Division Director’s office. **No one will be allowed to change their going home plans without a written note or email to the homeroom teacher and Division Director’s Office.**

TASIS Dorado Personal Electronic Devices Policy

Introduction

The use of personal electronic devices (including, but not limited to, cell phones, smartwatches, earbuds, and headphones) within the school environment is a privilege that comes with responsibilities. Our school aims to

create a conducive learning environment where students can focus on their studies and engage in meaningful interactions with peers and teachers. The following policy is implemented to ensure the smooth functioning of our academic environment and the safety of our students.

Goal

This personal electronic devices' policy is designed to promote a focused learning environment, foster responsible technology use, and ensure the safety and well-being of all students and staff members. For the purpose of this policy, personal devices are defined as cell phones, smartwatches, headphones, and earbuds. For grades 6-8, personal devices also include personal, non-school-issued laptops, tablets, or any other digital devices, such as gaming devices.

Students in Grades K-5

- Cell phones and smartwatches must be turned off and kept away during the entire school day.
- Students are not permitted to have cell phones and smartwatches on their person during school hours.
- ***If a student is caught using a cellphone during school hours (first offense), the device is to be brought to the office. The parent will be able to pick it up after school. A second offense will require the student to leave their phone at the Elementary Office every morning.***

Students in Grades 6-8 (NEW)

- At the beginning of each school day in advisory, students are required to turn off all personal devices (cell phones, smartwatches, Apple watches, earbuds, headphones, gaming devices, and personal laptops/tablets) and deposit them **in a designated storage cabinet**, where they are kept during the day under lock and key.
- Students must ensure they are **turned off** before placing their personal devices in the storage cabinet.
- The personal electronic devices must remain in the storage cabinet during school hours.
- Smartwatches are prohibited during school hours and if brought to school, they must be kept in the storage cabinet.
- Students may only access their personal devices if given special permission from the administration, e.g. for documented medical or learning accommodations.

Students in Grades 9-10 (NEW)

- At the beginning of each school day in advisory, students are required to turn off all personal devices (cell phones, smartwatches, Apple watches, earbuds, headphones, gaming devices, and personal laptops/tablets) and deposit them **in a Yondr pouch**, which is provided by the school.
- Students must ensure the devices are turned off before placing phones and smartwatches in the Yondr pouch.
- Smartwatches are prohibited during school hours and if brought to school, they must be kept in the Yondr pouch.
- The Yondr Pouch must remain away in a backpack or locker during school hours.

- Students may only access their personal devices if given special permission from the administration, e.g. for documented medical or learning accommodations.

Students in Grades 11-12

- Students in grades 11-12 are permitted to have access to their personal electronic devices (cell phones, smartwatches, Apple watches, earbuds, headphones, gaming devices) outside of class time, such as during breaks and lunch periods, but are encouraged to limit their use as much as possible in order to foster meaningful interactions with peers.
- Upon arrival at each class, **teachers will require students to turn off and place their personal electronic devices in a designated space in the classroom.** Students will retrieve their devices at the end of the class period.
- **Personal electronic devices are prohibited during any special activity or assembly** at the WAC and PAC, including but not limited to guest speakers, awards ceremonies, pep rallies, and school performances. For these events, students will be required to turn off their devices and leave them in the designated holder in the advisory classroom. The school will make an effort to provide photos and videos of special events for the students to access.

Consequences for Policy Violation

- Violations of the mobile personal device policy will result in disciplinary action, which may include:
 - Confiscation of the phone for the duration of the school day.
 - Mandatory Dean of Students & Parent Conference
 - The student will be required to store the device in the secondary office during school hours.
- Disciplinary probation
 - Repeated violations may lead to stricter measures, such as disciplinary probation and suspension.
 - Severe and/or repeated violations may result in expulsion from TESIS Dorado or withholding a re-enrollment contract for the following academic year.

Exceptions

- Exceptions to this policy may be granted for educational purposes, medical requirements, learning accommodations, or documented special circumstances with prior approval from the school administration.
- Exceptions are at the discretion of the administration and are made on a case-by-case basis. These decisions are confidential and will only be discussed with the individual students and families involved.
- If parents or guardians need to contact a student for an important situation, they can contact the division office and a staff member will promptly locate the student.
- If a student needs to reach his/her parent or guardian during the school day, he or she can use the telephone in the division office.
- In the event of an emergency situation that requires immediate attention, all students will be allowed access to their cell phones

Responsibility

It is the responsibility of both students and parents/guardians to familiarize themselves with the school's cell phone policy and adhere to its guidelines.

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. They need to 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, on the playground, during lunch and snack, or in the afternoon program. Our young students need their independence, and sometimes, a parent's presence can be distracting. Parents who need to deliver a message to their child during class time should do so through the school office. During school hours, the benches in the hallways of the academic buildings and on the playgrounds are meant for student and faculty, not for parent use.

TASIS Parent Association (TPA)

This Association exists with the purpose of enhancing communication between the home and the school, as well as facilitating and coordinating parent volunteer efforts. All our families are automatically members of the TASIS Parent Association and thus have paid dues as part of your school annual family fees. Grade Representatives 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. Room parents may aid the homeroom teachers in many areas during the school year. They may help organize holiday class parties 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 also a valuable resource for our academic program, 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.

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. 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 on 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.

School Guests and Field Trip

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.

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 as these experiences are part of the curriculum and an essential 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.

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

Special Parent Activities

Back to School Orientation Night

Back to School Orientation Night is held between the last week of August and the first week of September and is 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 expectations, and the daily and weekly schedule.

The goal of this orientation at the beginning of the school year is to enhance our parent's understanding of our educational program and strengthen home and school communication. This time between parents and teachers will allow an opportunity to learn about the content and process of the educational program at each level. We would like for parents to visit our school, see classrooms, and enjoy the work on Bulletin Boards. These are meant to be social and observational 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 Teacher Conference Days for individual meetings with faculty or counselors, and parents can arrange individual appointments with teachers and counselors throughout the school year.

Parent Teacher Conference Days (PTC)

These days are 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 child's 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 Elementary School Director. In addition to Parent Teacher Conferences when the school Administration deems necessary to meet, parents will be called and are expected to attend.

School Uniform and Dress Code

At TASIS Dorado, we take pride in our school's colors, emblems, and mascot, and expect students to embrace this sentiment while wearing their uniform. Our school clothing, while comfortable, should be neat and respectful, reflecting our values of personal and academic excellence.

The dress code is checked daily by the teachers, with any violations reported to elementary division leadership. *Students who violate the uniform guidelines will be required to change into the appropriate uniform before returning to the classroom.* The first violation of the uniform policy will result in a **verbal or written warning from the teachers to the parents. Repeated violations of the uniform policy will result in a [formal written warning](#) from the Elementary Office and a mandatory meeting between parents and administration to discuss the infractions and/ or further consequences.**

All TASIS Dorado students are required to wear our [Lands' End](#) school uniform appropriate for the grade level and activity. Below is important information regarding our school uniform policy and expectations.

Uniform Dress Code

- **[Lands' End](#) is the exclusive uniform provider for TASIS Dorado formal, regular, and PE uniform options.** All uniform items must be purchased from this retail provider. To help keep costs down, our families are encouraged to take advantage of ongoing discounts at Lands' End.
 - **TASIS Dorado School Code 900125584**
- All aspects of the daily school uniform should fit well and look neat at all times.
- Skirts, skorts, shorts, and pants must be the **appropriate length**, *no shorter than two inches above the knee.*
- **TASIS Dorado Regular (VAPA) Uniform** is to be worn on non-PE days.
- **TASIS Dorado PE Uniform** is to be worn on scheduled PE days.
- **EVERY Friday is designated Spirit Days for Grades PPK to 5.** Students may wear an approved TASIS Dorado **spirit gear shirt** with formal or PE uniform skirts, skorts, shorts, or pants.

Hair, Jewelry Piercings, Accessories, Other

- Hair must be natural colors (red, black, brown, white, blonde), clean, and neatly combed. If hair interferes with eyesight or presents a distraction, the student must get a haircut.
- Small stud earrings in the ear are permitted; no other body piercings or visible tattoos are allowed.

- Accessories such as big hairbands, sunglasses, leg warmers, or other items that can alter our school's official uniform are not allowed.
- Students may wear hats during lunch, recess, and other outdoor play times.
- Hoods on hoodie sweatshirts must be down at all times.
- Clothing or accessories that promote alcohol, inappropriate messages, or political slogans are prohibited.
- Defacing the school uniform or logo is **not** accepted.

ELEMENTARY, GRADES PPK to 5

REGULAR (VAPA) UNIFORM

- **Polo shirts** in red with our **embroidered crest**.
- **Polo dresses** in red and navy with our **embroidered crest**.
 - Coordinating color leggings or shorts can be worn under dresses
- **Pants, shorts, skirts, and skorts** in navy
 - Coordinating color leggings or shorts can be worn under skirts
- **Socks** can be white, gray, red, navy, black, or brown **ankle, crew, or knee socks** with the majority as the base color; accent colors must be in the same color scheme.
- **Shoes or sneakers** can be white, gray, red, navy, black, or brown.

GRADES PPK to 5 • REGULAR (VAPA) UNIFORM



PE UNIFORM

- **Active shirts** in navy with our crest.
- **Athletic Shorts** in navy, with or without white stripe, or **track pants** with our crest.
- **Socks** must be white, gray, red, navy, or black in ankle or crew styles.
- **Athletic sneakers** must be white, gray, red, navy, or black with the majority as the base color; accent colors must be in the same color scheme.

GRADES PPK to 5 • PE UNIFORM



Male Active Dry Tee



Male Mesh Athletics Shorts



Female Active Dry Tee



Female Mesh Athletic Shorts



Track Pants
(male & female styles available)

OUTERWEAR ON REGULAR DAYS, PE DAYS & SPIRIT FRIDAYS

- Lands' End navy sweaters, navy crew sweatshirts, and navy active zip jackets with **embroidered TASIS Dorado crest**.
- TASIS-branded **letterman jacket** from the **Bear Cave**.
- TASIS-branded sweatshirts, sweaters, and jackets from the **Bear Cave**.

GRADES PPK to 5 • OUTERWEAR



Lands' End Crew Sweatshirt



Lands' End Cardigan Sweater



Lands' End Active Zip Jacket



Letterman Jacket
@ the Bear Cave



League Legacy Zip Up Hoodie
@ the Bear Cave



League Legacy Pullover Hoodie
@ the Bear Cave



League Legacy Crew Sweatshirt
@ the Bear Cave



League Legacy Pullover Hoodie
@ the Bear Cave



League Legacy Pullover Hoodie
@ the Bear Cave

The appropriate uniform top (polo, dress, or PE) MUST be worn under outerwear at all times.

SPIRIT GEAR ON SPIRIT FRIDAYS

EVERY Friday is designated **Spirit Friday** for students in **Grades PPK to 5**. Students may wear approved **TASIS Dorado spirit gear** with formal or PE uniform skirts, shorts, or pants.

- Lands' End short and long sleeve tees in red, gray, and white with **TASIS Dorado Spirit Gear logo**
- TASIS-branded short and long sleeve tees in a variety of colors and logo designs
 - Inventory, designs, and styles may vary throughout the year

SPIRIT FRIDAYS GRADES PPK to 12 • SPIRIT GEAR SPIRIT FRIDAYS



NOT APPROVED

- Light blue polo shirts
- Sweaters, sweatshirts, or jackets **without** a TASIS Dorado logo
- Sneakers with **lights, wheels, spikes, or noise making soles**

NOTE: Red Field Trip shirts are ***no longer required*** for field trips; students can wear their red polo shirt or red spirit gear shirt.

Casual Days

- Special casual days will be pre-approved by the TASIS Dorado Leadership Team and announced in advance. These days are typically reserved for a fundraiser or community service initiative.
- Please refrain from sending your child in casual attire if it hasn't been informed and approved by the Administration. **Students wearing casual attire during not approved days will be asked to change or sent home.**
- Shoes with athletic soles must be worn at school. For safety purposes, no sandals, flip-flops, or Crocs are allowed.
- During Fun Fridays, theme activities, and casual days, no midriff shirts or spaghetti straps shirts, short skirts/shorts, torn/tattered jeans, or violent accessories (i.e., gore, weapons, full cover face mask, among others) are prohibited.
- Clothing displaying offensive logos, labels, and phrases or suggesting sex, alcohol, politics, or drugs is strictly off-limits.
- Sheer clothing and exposed midsections (front, back, or side) are unacceptable.
- All dresses, shorts, and skirts length must be at least two inches from the knee.

Appropriate school dress and appearance do not necessarily coincide with current trends and fashions. The Elementary Division administration will be the ultimate arbiter of whether student dress meets school expectations, even if not specifically covered in this dress code. **Students and parents are expected to respect the faculty member's decision confronting the dress code violation.**

The Lost and Found location will be in the Elementary School office. Unclaimed items will be disposed of periodically. Make sure all clothing, notebooks, and sports items are clearly inscribed with the owner's name.

Acceptable Use Policy for School Computers

TD Acceptable Use of Computer Networks, Computers & Resources Policy

Social Media & Electronic Communication Policy: Definitions and Scope

The School defines social media as websites and applications that enable users to create and share content or to participate in social networking. Social networking sites and tools include, but are not limited to, Facebook, Twitter, Snapchat, TikTok, LinkedIn, Flickr, YouTube, and Instagram. It also includes forums and discussion boards such as Yahoo! Groups or Google Groups, online encyclopedias such as Wikipedia, and all websites which allow individual users or organizations to use simple publishing tools.

Many of the principles of this policy also apply to other types of online presence, such as virtual worlds.

All members of the School should bear in mind that information they share through social networking applications, even if they are in private spaces, may be subject to copyright, safeguarding, and data protection legislation. They must also operate in line with the School's Equalities, Harassment, Child Protection, Safer Recruitment and Online Safety, and ICT Acceptable Use policies.

Use of social media in practice for students

- Students use of social media on any School IT systems and School IT (Google) accounts accessed at any time and equipment/devices and any personal devices (including hand held devices, watches or any other internet enabled device) brought on to the School site or at a School activity, must comply with the TESIS Dorado Acceptable Use Policy. Students should also follow any additional code of conduct / guidelines put in place for online learning from home.
- Students should not access any social media that is for adults only or ***if the student does not meet the minimum age requirement established by the social media platform (ex: Instagram is for individuals 13 and older).***
- Anonymous sites must not be accessed as there is a high risk that inappropriate comments can be exchanged, causing distress or endangerment.
- Offensive, explicit or abusive, language and inappropriate pictures must never be included in messages.
- All messages should be positive and not include anything that could be upsetting or defamatory towards others or the School.
- Students must take responsibility for keeping details of their accounts private, using full privacy settings and logging off properly, and not allowing others to use their accounts.
- Students must report anything offensive or upsetting that they see online, by speaking to their parents or a member of the school staff.
- It is a serious offense to use another person's account or to create an account in another person's name without their consent.
- Students should not regard anything posted online as private and should remember that harassment, defamatory attitudes, and racism are just some of the issues that could lead to disciplinary action/consequences.
- An individual's "Digital Footprint" is becoming increasingly significant in job and university

applications. If unfortunate decisions are made, it will be extremely difficult, perhaps impossible, to eliminate the evidence.

- If students see inappropriate postings by other students, they must inform the School so that steps can be taken to avoid possible repercussions.

Use of social media in practice for parents

- Positive contributions to the School Social Media, such as Instagram, are welcomed.
- Any concerns or issues about the School, its students, or staff should be expressed directly to the School and not be voiced on social media.
- Parents must obtain permission before posting pictures that contain other parents or their children, unless they are sharing or liking a post from the School's official social media account.
- If parents become aware of their own or other people's children's inappropriate use of social media, they should contact the School so that the School can work with the parents to educate young people on safe and appropriate behavior.
- If parents become aware of the inappropriate use of social media by other parents or school staff, they should inform the School so that steps can be taken to remedy the situation.

Source: [Felsted School](#)

Digital Citizenship and Cyberbullying

- TASIS Dorado aims to foster a culture of successful digital citizenship in our community. We encourage our students, faculty, and staff to use the internet responsibly.
- We expect students to respect our cyberbullying policy, described in the paragraphs below, at all times, whether they are on or off-campus. Students should use their good judgment and consider everything they post online or on a mobile network and how it may affect the person or people implicated. Questionable behavior not explicitly described below may still be considered cyberbullying.
- We take cyberbullying very seriously. Everyone in our community is expected to respect the rules about cyberbullying.
- The School's network, the internet, and all mobile phone technology may not be used for the purpose of harassment of any TASIS students, faculty, or staff. All forms of harassment in cyberspace or on digital cameras, mobile phones, or other portable electronic devices are unacceptable. This includes using all social media sites (Snapchat, Facebook, Twitter, Instagram, TikTok, Pinterest, etc.) and digital photographs or videos to harass or compromise the integrity of those in the TASIS Dorado community.
- Cyberbullying includes (but is not limited to) harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate email messages, instant messages, text messages, digital pictures/images, videos, or website postings (including blogs, chat rooms, and all social media sites). It also includes forwarding inappropriate information.
- Many of these actions may amount to criminal offenses. Filming a fight on a mobile phone may also constitute aiding and abetting an assault. Posting offensive material may also constitute defamation (libel), for which the victim can take legal action for compensation.
- Faculty, staff, or students who feel that they have been the victims of cyberbullying or any other misuse of technology should not erase the offending material. They should take a screenshot or print

a copy of the material and immediately report the incident to a school administrator.

- Students may report cyberbullying to staff on a confidential basis but should be aware that the information may need to be shared with others and, in the most serious cases, that the matter may need to be referred to police or social services for investigation.
- Teachers and administrators will be vigilant and will look out for signs of cyberbullying among student groups. The School reserves the right for authorized staff to monitor student, faculty, and staff use of the internet on a routine basis, and to examine mobile phones where there is reason to suspect abuse.

Source: [TASIS School](#)

School Computer Usage and Responsibilities

The school provides computers for student use within the school building to support learning and research. To ensure a positive and productive experience for everyone, we kindly ask students to follow these guidelines:

Responsible Use:

- Treat school computers with care. Food, drinks, and backpacks should be kept away from the devices to prevent spills and damage.
- Access authorized websites only. Students should use the school's internet filter to access educational resources and information relevant to their studies. Teachers will provide guidance on approved websites for assigned tasks.
- Report any suspicious activity or inappropriate content. If students encounter anything concerning online, they should inform their teacher or librarian immediately.

Consequences for Misuse:

- Loss of computer privileges: Students who intentionally access inappropriate websites may lose computer privileges for a defined period.
- Parental notification: Parents/guardians will be notified of any serious violations of the computer usage policy.

Damage and Loss:

- Financial responsibility: In the case of accidental damage or loss of a school computer, a predetermined fee will be assessed to cover repair or replacement costs. The specific details will be outlined in a separate document.

Academic Policies

Students' Classroom Placement

During the first weeks of August, parents will receive a letter informing them of their child's homeroom teacher. Please know that creating the class lists and assigning a group to a teacher is a rigorous process carefully thought out by teachers, counselors, and administrators. The main goal is to create dynamic groups while balancing a variety of considerations such as gender, academic skills, and scheduling needs. Within the process, teachers, counselors, and the elementary administrators make sure that each child has at least one

friend from previous years. Nevertheless, we encourage our teachers and students to foster a caring community of inquisitive learners, thus forging new friendships. We expect all TASIS Dorado parents to trust and respect the final composition of each group/triad. **Please be aware that it is not our practice to comply with special requests or make changes regarding class lists. Nevertheless, if you have a valid concern, please feel free to contact the Elementary School Director.**

Language of Instruction

TASIS Dorado aspires to have a multilingual community where all students speak English, Spanish, and later on, in middle school, an additional language. The school emphasizes the mastery of English in the curricular program so that our students gain high levels of proficiency in English and are afforded full access to college, career, and research opportunities. English is the language of instruction and discussion at TASIS Dorado in core academic subjects in grades K-12, while in PPK and PK is a dual language program (English and Spanish).

It is also important for our students to develop and practice the use of correct Spanish within the school setting. Grades K–5th grade has Spanish as core course, while in PPK and PK Spanish language consists of a dual language immersion program. In addition to facilitating the Spanish language acquisition, Physical Education and Music classes are taught in Spanish.

Students are free to 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. We believe that no student should feel excluded due to their lack of proficiency in Spanish; courtesy and sensitivity are therefore stressed. At times, we draw upon other resources and opportunities available to us in Puerto Rico. As a multilingual community, our school assemblies and activities will, at times, include activities in languages other than English, including Spanish. Student communication with the administration will be mostly conducted in English, although at times they may use the language which best facilitates their mutual understanding.

Spanish as a Second Language (SSL)

In order to ensure that students who are not fluent in Spanish can benefit from the bilingual setting in Puerto Rico, Spanish is consistently taught and encouraged for **all** students. Students enrolled at TASIS Dorado will be expected to learn Spanish.

- From Kinder-5th grade, students are expected to read and write in Spanish. Students who are not fluent in Spanish will be scheduled into a special Spanish as a Second Language (SSL) class. The SSL program will only be offered from 2nd to 5th grade.
- 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 or Spanish Extended Program during the year in the Intermediate or Regular Spanish program. These costs are the responsibility of the parents.**

Homework & Reading at Home

Grades PK – 2nd

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 dedicated minutes 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 via Veracross for your student's grade. For 1st-2nd graders, if your student is using an agenda, please check it nightly, and you may use it regularly for Home-School Communication. Rarely will the teacher ask students to complete unfinished classroom work for homework.

Grades 3rd – 5th

In upper elementary, homework is assigned each evening. In Grade 3, students may have 30–40 minutes, which should include 15–20 minutes of independent reading time. In Grades 4 & 5, students may have 40–50 minutes, which again should include independent reading time. The homework assignment includes 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 as well as any virtual organizational tool provided by Google Workspace (ex. Tasks, Notes, Calendar). 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.

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 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.

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.

Assessments/Classroom Work

At TASIS Dorado, our students are assessed at the beginning of the school year and the results are used as reference for the students' placement in reading groups, interventions, enriched practices, among others. Throughout the year, the students are assessed through daily work, units of study, and special projects. Different types of formal and informal assessments such as observations, projects, assessment benchmarks, quizzes, tests, and others are used.

At least once a week, grades 2nd to 5th will send home a folder with assessments, non-standardized tests, quizzes, projects, reading contracts, and classroom work which has been graded during the previous week. This allows parents to review the assessments and classwork. **It is expected for students to complete the class work during the school hours. If a student is falling behind in completing daily class work, parents will be notified.** 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.

Standardized Testing Programs

Various standardized tests, both from benchmark subject area assessments and separate nationally normed external testing services, are used to evaluate the school's curriculum and the students' achievement and skill development. These tests are given periodically, but not overemphasized, and do not affect grades. They are intended to give teachers and the school an idea of areas where students are excelling and skills that may need to be reinforced. Test results are only one of the many components considered in evaluating the curriculum and the students. Nevertheless, we use these standardized test results as criteria to determine Advanced Math placement.

Supplies and Textbooks

All textbooks, manipulative and other instructional materials are the 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, notebooks, workbooks, and other consumables for each student and these can be taken home at the end of the school year. Parents must reimburse the school for lost or damaged 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 trimester, soon after the effort marks have been received. The third trimester conferences are optional for PPK through Grade 5 unless the school or the parents request a meeting. We encourage both parents to attend these conferences.

Grades

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

- PPK through 2nd Grade reports are done in developmental skills checklist form.
- In the 3rd–5th grade, for all trimesters, students will receive a letter grade report for achievement (A–F).

The following marks are used in the reports:

Key Marks (PPK to 5th grade)

- | | |
|---|------------------------------------|
| • M = Master of skill/Completes independently | P = Progressing/Occasional Support |
| • N = Needs assistance/Frequent support | N/A = Not assessed at this time |

Letter Grades (3rd to 5th grade)

- 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.

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

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

1. A child's academic progress in grade level expectations, acquired skills, and basic preparation to assure reasonable success in the next grade level. Different assessment tools such as quizzes, tests, daily classwork, projects, teachers observations and literacy assessment (mClass), among others, are used to gather and report students' academic progress. In addition, benchmark assessments, ERB (3rd to 5th grade) and CogAT (2nd and 5th grade), and writing samples are used throughout the year. All these tools are considered in making specific decisions such as Advanced Math placement, enrichment curriculum, grade retention, among others.
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 has 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.

Summer Learning Program

Please review the following information for this summer's policy.

[Letter to Elementary Parents on Summer Learning](#)

[Summer Dorado Summer Learning Site](#)

Academic Probation

During the year, elementary students achieving at an academic unsatisfactory level or constantly challenging behavior may be advised of a possible Academic or Behavior Probation accompanied by an advising letter to parents. Parents will be contacted to discuss each individual case and come up with an action plan. After the initial meeting, continuous communication from the teachers, counselors, and/or administration team will occur in order to inform parents of the student's progress. Any lower elementary student ***performing below grade level expectations, including not mastering the basic or essential grade-level skills, will result in a parent-teacher conference informing them of the academic probation.*** On the other hand, Upper Elementary students with ***grades of D (69%) or below in two or more core academic subjects will result in a parent-teacher conference informing them of the academic probation.*** The final decision on any probation will be done by the second trimester, giving the student the opportunity to improve. *Any student who does not maintain an adequate level of academic achievement may not be invited to return to TASIS Dorado for the following academic year or be asked to repeat a grade level.*

Student Support Services/Accommodations

TASIS Dorado has limited programmatic support and staffing for students with specific learning difficulties. If particular academic problems are encountered by a student during the course of a year, or we suggest that

he or she may have such difficulties, the Elementary School Director 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 by a specialist to determine whether more comprehensive testing is needed. Tests to determine whether such difficulties exist are age-appropriate and include the Woodcock-Muñoz and the Wechsler Intelligence Scale for Children (WISC). Most importantly, testing with a specialist is arranged by parents. The school's counselor can provide a contact list with specialists dedicated to different fields.

TASIS Dorado is not responsible for the decision that each family makes when contacting any of the resources included in the list. TASIS Dorado limits itself to identifying these external resources. The final decision whether or not any of these resources are hired relies entirely on each family. Moreover, each family is free to contact and hire the resources of its choice. Nevertheless, it is the families choice to select their preferred specialist and cover all fees incurred for these testing services.

Once a student completes the evaluation process, counselors, and parents will meet to discuss an action plan. If it is deemed necessary, parents are required to fill out and sign the ***TASIS Dorado Reasonable Accommodations packet***. In addition to the packet, a physical copy of the psychoeducational, psychological, and/or psychometric evaluation report must be provided. While the school will do its best to meet the needs of students facing learning difficulties, when diagnostic testing is recommended, parents must comply with the school's recommendations. If a parent decides not to comply with the testing/assessment recommendation, parents accept the underlying risk that their child may not meet the requirements to be promoted to the next grade or continue at TASIS Dorado.

The school recognizes the importance of including students, parents/guardians, classroom teachers, student support services staff, and administrators in a collaborative process to deliver additional special services to students with learning differences. Most importantly, these specialists are contacted and financed by the families. Families are required to contact their TASIS Dorado assigned school counselor to continue with the support service process for all students in all grade levels.

TASIS Dorado offers the space on our campus for independent specialists to provide student support in areas such as academic, social-emotional, speech and language, and occupational services.

Academic Support

For those students in need of additional academic support, parents have the option to select and pay for a specialist, therapist, or tutor on campus. This support personnel, as well as parents, must work closely with the student's counselor. In many cases, the specialist can provide an official coordinated individualized action plan. The school does allow the support personnel to work with the students in a pull-out model during school hours.

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 a meeting through the school administrative assistant. Administrators are also available to meet with parents about academic concerns. General information about academic matters in all classes is provided during the Back to School Night for parents. The school also holds special Parent Conference Days when parents can meet individually with their child's teacher.

Social Emotional Support

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

The school counselors are available to assist the students in transitions, conflict resolution, personal concerns, among others. 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, counselors, and administrators, referrals should be made to qualified professionals in the community. The counselors can provide a contact list as reference information.

Elementary School Behavior Expectations

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 Morning Meetings will foster students' respect for themselves, their peers, the school, and the community.

School and Classroom Rules Main Components

The rules for each classroom and the overall school environment will be collaboratively generated by the teachers and students. These rules and 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 the rules will fall under the umbrella of four main components:

- Respect and care for yourself
- Respect and take care of your classmates and teachers
- Respect and take care of your school
- Respect and take care of your community

How will we contribute to a 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, 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 for one another.

Behavior expected from ALL:

- We all need to be kind classmates
- We “hang out together” and help each other with schoolwork and emergencies
- We are polite to each other.
- We are not mean to each other, and we do not try to hurt the other person.
- 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 treat others the way we want to be treated.
- We have faith and confidence in ourselves and others.
- We try our best.
- We are responsible for what we say and do.
- We take care of our classroom materials and space.

Behavior Expectations for Special Activities

Students are expected to behave maturely during the assemblies, creative showcases, rehearsals, and special activities by extending the proper courtesies to those conducting the presentation. Inappropriate behavior will result in disciplinary action. While in special activities, students must:

- Enter and exit quietly and calmly.
- Remain seated until specifically dismissed.
- Visit the restroom before the performance or presentation begins.
- Keep hands, feet, and objects to yourself.
- Stay seated during the event.
- Be attentive and respectful.
- Use good manners:
 - Remain quiet during the performance.
 - Show respect to the performers or presenters at all times.
 - Do not distract others from enjoying the performance or presentation.
 - Applaud when appropriate, and always be courteous. It is inappropriate to “boo,” whistle, stomp your feet, blurt out a comment, etc.

Unacceptable Behaviors

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

The following is a list of unacceptable behaviors that can result in various consequences, including a student being placed on disciplinary probation, not being invited for re-enrollment, or expulsion. Parents will be contacted in cases of continuing poor conduct.

- **Inappropriate Classroom Behavior** may include, but are not limited,
 - Chewing gum while at school.
 - Moving around or leaving the classroom without permission.
 - Constant class interruption that interferes with the student's own or classmates' learning process.
 - Being disruptive (making unnecessary noises, screaming or laughing loudly, yelling, running, etc.) in the hallways while classes are in session, during lunch areas, daily class/school activities.
 - Constantly interrupting with off-topic comments during class or any school activities.
- **Personal Dishonesty such as:**
 - Lying or other forms of deception, such as lying about the others to get them in trouble.
 - Starting or spreading rumors about others.
 - Because we rely heavily on communication between home and school and through our policy of having graded tests and behavior notifications signed by a parent, the forgery of a signature is considered dishonest, and may lead to suspension from school.
- **Academic Dishonesty:** The School considers as very serious any incident of academic cheating or plagiarism. Copying another student's class work or homework, cheating on a test, or turning in material claimed as one's own but coming from another source are examples of academic dishonesty. These are both dishonest and non-educative. **(Please see the**
 - ☰ **TASIS Dorado Elementary Division's Honor Code & Pledge for a more detailed explanation)**
 - **Cheating** is defined as submitting for credit as one's own, someone else's work obtained either in or out of class; giving or receiving from another student unauthorized assistance in the preparation of work for credit; using unauthorized materials in the preparation of work for credit.
 - **Plagiarism** is defined as the submission of work copied directly from any source, whatever, that is not properly enclosed in quotation marks and acknowledged by footnote, bibliography, or reference in the paper itself. This includes the re-arrangement of phrases and sentences from outside sources. Also, using text written by a generation system as one's own (e.g., entering a prompt into an artificial intelligence tool, such as ChatGPT or others, and using the

output in a paper).

- o **Unacknowledged paraphrasing** and the mere restatement of an author's original idea are also considered to be plagiarism.
 - o All matters concerning academic dishonesty will be referred to both the Division Director. **NO** credit will be given for the relevant work submitted, the parents will be contacted, and the student will be subject to further disciplinary action, including detention, suspension, and/or probation. Depending on the type of Academic Dishonesty that takes place, students who are in the Upper Elementary School may have consequences that are more severe, as the expectations of these students are to model excellent academic integrity. One severe consequence is notifying colleges of the Academic Dishonesty infraction.
 - o  **2024-25 Elementary Division Student AI Use: Policy & Protocols**
- **Threats toward the School/Other Students:** Messages (verbal or written, online or person to person) that express explicitly or implicitly any threat of violence, physical harm, or towards the institution or any member of the TASIS Dorado community will not be tolerated and may result in suspension and/or expulsion from the school.
 - o Additionally, stopping the other person from having friends.
 - **Profanity, Inappropriate Gestures, Insolence, Disobedience:** Profane and offensive language or inappropriate gestures are considered antisocial and destructive to the spirit and morale essential to our school community. TASIS Dorado seeks to maintain a high standard for commendable behavior among its students and, therefore, will not tolerate any disrespectful language or behavior at School. Examples of these behaviors include:
 - o Disrespect teachers, staff, or students with inappropriate comments or gestures, foul language, physical contact, and challenging behavior.
 - o Defying classroom rules, teachers, staff, or other students by mocking, acting rude, making snide comments, refusing to follow instructions/expectation, using inappropriate tone of voice/language.
 - **Slurs, Offensive Speech and Actions** (ethnic, racial, gender, sexuality, religion): denotes 'lexical items', which are 'conventionally pejorative' or 'prejudicial', referring to 'social groups', and conveying 'derogation' and 'negative attitudes toward those groups and their members' (Hess, 2021; Cambridge University Press).
 - o Trying to hurt someone else's feelings by name-calling, yelling, threatening, and excluding them from activities.
 - o Mocking someone else by name-calling, joking about their physical or cultural traits, and racial epithets (slurs).
 - o Offensive symbols associated with groups and ideologies that foster racist or prejudicial beliefs are not allowed.
 - o Students should refrain from the willful or negligent use of slurs against any person on the basis of race, color, creed, national origin, ancestry, sex, sexual orientation, gender identity, or disability.
 - **Sexual Explicitness:** Sexual dancing, comments, gestures, and drawings are not permitted while on the grounds of the school campus and will lead to the appropriate consequences.
 - **Inappropriate/Unwelcome Physical Contact:** Inappropriate physical contact includes, but is not limited to:
 - Unwelcome physical contact.
 - Interacting using inappropriate physical contact, such as reacting by **rough-housing/play**,

hitting, kicking, slapping, or pinching, among others.

- Physical aggression
 - Acts of physical aggression towards another community member, student, teacher, or faculty/staff member are unacceptable and will not be tolerated. **Suspension, disciplinary probation, and/or expulsion from school may be a result of acts of physical aggression.**
- **Pranks:** Mischievous or practical jokes that disrupt the academic environment and daily course of the school day will not be tolerated.
 - **Pranks may include, but are not limited, to hiding books and notebooks or other materials, switching another's locks, sounding an alarm, barricading rooms, stacking furniture or vandalizing school property.**
- **Vandalism:** Individuals have the right to personal property untampered with by others. All TASIS Dorado students, faculty, staff, and visitors have the right to enjoy the use of the School's equipment and property without having to be offended by others' thoughtlessness or maliciousness. **Wanton defacing or destruction of the property of other individuals, of the School, or of other institutions will result in both payment for the damage and disciplinary action.**
- **Theft:** Theft of money or property from others, either in or outside the TASIS Dorado community is strictly prohibited and may mean immediate suspension or dismissal. The use of someone's property (books, notebooks, battery chargers, etc.) without the owner's specific authorization will be considered theft for use. TASIS Dorado makes NO distinction between thefts and thefts for use.
- **Unacceptable Materials:** Students are not allowed to bring any material that can be used as a distraction to the classroom or that can represent a potential danger to themselves or others.
 - Bringing expensive items such as **toys, playing cards, jewelry, electronic games, music, among others** is not allowed. (TASIS Dorado is not responsible for these types of items if they become stolen, lost or broken).
 - The possession of knives or any other weapons (even facsimiles) or potential weapons by any student, on or off-campus, when under the jurisdiction of the School, is strictly prohibited.
 - Playing with sticks, gravel, rocks, or any sharp, heavy, or dangerous object is not allowed, even in the playground.
- **Fire Hazards:** The danger of fire is ever present in any institution. Burning of incense or candles and use of firecrackers of any kind are also serious fire hazards and are strictly prohibited. Tampering with fire doors, fire extinguishers, fire exit signs and fire alarms is a very serious offense, as it constitutes a danger and threat to the community.
- **Unauthorized Access to Campus:** Under no circumstances may a student be on campus outside the academic day and hours. Unauthorized entry or assisting an unauthorized individual's entry into campus is prohibited. This includes misrepresentation, using false identification, and other fraudulent behaviors.
 - Unauthorized access to the roof, tower stairs, ledges, and/or window of any building is prohibited. The following actions are in violation of regulations and will result in the appropriate disciplinary consequences:
 - gaining access to the roof of any building;
 - gaining access to the tower staircase;
 - throwing or dropping objects from roofs, windows, balconies, staircases, and/or ledges, whether accidental or deliberate;
 - sitting or standing on a window, balcony, or building ledge, or allowing any body part

to dangle over a window, balcony, or ledge.

Credit to Columbia University for the foundation of the unauthorized access to campus Guidelines.

Consequences for Unacceptable Behavior

When a student breaks the rules, it may result in a referral to the school counselor and/or administration. Additionally, the teacher will reach out to parents to discuss any concerns. The communication can be expected ***via phone call, email, or an in-person meeting in cases of continuing poor behavior. A written record of incidents will always be filled and placed in the student's file.***

If the student continues showing the same behavior, the administration will remove him/her from the classroom or school area and will be sent to the Elementary Division office for reflection time. Missing work or completion of tasks will be completed in the office under the supervision of a staff member.

At the elementary level, consequences for disciplinary incidents are evaluated individually, considering specific circumstances such as age and social-emotional development. All incidents will be handled within the framework of class or school rules and by the staff involved with the student at the time of the incident.

Logical Consequences when not Behaving as Expected

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 depend 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 the 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.***

Depending on the severity or frequency of the incidents, the following are some other examples of logical consequences. Please note, this is a list of some examples, and other kinds of consequences may apply. Individualized consequences may be appropriate based on the student's age and developmental readiness. Violating the rules will result in the following:

- A verbal reminder of the appropriate behavior.
- Peer-to-peer conference supported by the school counselor and/or administration.
- Implementation of a behavior modification strategy supported by an outside specialist.
- Additional interventions and support in collaboration with the parents.
- Loss of privileges.
- In-school reflection time (outside the classroom).
- Out-of-school reflection time (at home).

Consistent Behavior Consequences

Consistent behavior issues will be referred to the school administration. Prior to referring the student to the administration, teachers must have informed parents of the unacceptable behavior and its frequency. If the student is referred to the administration, parents will be contacted by the assistant director or director on the day of the incident. In these circumstances, parents will be notified by phone or email. ***A written incident report will always be filled and placed in the student's file. If school behavior interventions, as stated above, are not successful, we will schedule a required conference with the parents and teachers.***

- Any behavior issue that occurs will result in a brief meeting between the student, counselors, and division directors, ***reflection time*** in the Elementary Division Office, and ***a parent notification by phone call, email, or in person meeting.***
- Three (3) written incident reports — will result in a conversation with the division directors, ***in-school detention, and a parent conference.*** Missing work or completion of tasks will be completed in the office under the supervision of a staff member.
- Five (5) written incident reports – will result in a conversation with division directors, ***parent conference, suspension, disciplinary probation, and the possibility of withholding of re-enrollment for the following school year.***

An **Immediate Detention** is given to students exhibiting flagrant disrespect or other intolerable behavior as judged by the faculty or administration. Even though at the end of the academic year, the slate is wiped clean, the total year's disciplinary record will be taken into consideration when placing a student on Disciplinary Probation and when determining enrollment to TASIS Dorado. As with any discipline system, these criteria are subject to revision to suit special circumstances. **Moreover, as stated in the prior section "Rules of the School," more severe behaviors can result in Disciplinary Probation, Suspension, or Expulsion.**

All students are reminded that the conduct of every TASIS Dorado student, both on and off campus, as well as on the internet, reflects directly on the entire student body and the School. Students are therefore bound by the preceding School Rules and Code at all times and places.

Disciplinary Probation

During the year, students who repeatedly behave unsatisfactory will be placed on Disciplinary Probation. Although uncommon, any serious violation of school rules or repeated misconduct may be referred immediately to the Directors and lead directly to disciplinary probation, suspension, or dismissal.

Disciplinary Probation is automatic after five consistent behaviors or as determined by the administration, and ***requires that a student's re-enrollment be reviewed at the end of the year.*** Students on disciplinary probation, who have been suspended, or who have accumulated excessive numbers of behavior notifications are not eligible to serve in any official leadership role for the school community. It is possible for students to begin a new academic year on disciplinary probation.

The School reserves the right to dismiss a student or parent who has proven to be an unsatisfactory member of the school community. If, in the School's judgment, the students/parents behave in a manner incongruent with the school's mission, vision, or values on or off campus, the students/parents may be dismissed from school immediately, even though there may have been no infraction of a specific rule in the past.

The TASIS Dorado Drug Policy

Smoking and the consumption of alcoholic beverages by students on 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.

Smoking and the Consumption of Alcohol and Drugs

The use or possession of any illegal or unauthorized drugs, drug-related paraphernalia, or other mind-altering substances, **will result in suspension and/or expulsion from school.**

- a. Narcotics, marijuana, hashish, and psychedelics are illegal drugs.
- b. Tranquilizers, sedatives, amphetamines, and barbiturates and other prescription drugs may be used if authorized in writing by a physician and parents and the drug and the prescription are registered with the Nurse in the Central Administrative Offices. **The use or possession of these drugs without a prescription and/or without registering them with the Administration constitutes “unauthorized” use or possession.**
- c. To avoid any misunderstandings, students are required to register with the Nurse of the Central Administrative Offices all prescription drugs and all medicines to be used during the school day immediately upon arrival at School or receipt of the prescription. Any non-registered drug or medicine may be considered “illegal” or “unauthorized”. Notwithstanding that Law 56 of February 1, 2006, allows students to self-medicate, TASIS Dorado will continue to follow its own policy.
- d. Nitrous oxide and other inhalants, such as those found in glues, aerosols, and solvents, are considered illegal drugs.

Please note that items a, b, and d are not intended to be an exhaustive list, but merely representative of “illegal” substances.

- **Drinking:** Possession or use of alcoholic beverages, including beer and wine, is strictly prohibited. These rules apply at all times to all TASIS Dorado students while they are associated with the school. Students possessing and/or being under the influence of alcohol on campus will be subject **to immediate suspension and/or expulsion from school.**
- **Smoking/Vaping:** The school believes that smoking, either with cigarettes, e-cigarettes, or through the use of vaping, presents a significant threat to one’s health and, therefore, smoking is not permitted in school or at any school-related activity, at any time for students in any grade. Violation of this rule will lead to suspension from school.

Bullying Policy and Protocol

Objective

TASIS Dorado aims to prevent and punish bullying, harassment, or intimidation of students within the school property or grounds and in its surrounding areas, during school-sponsored activities, and/or in school buses. We are firmly and actively dedicated to preventing bullying by creating a healthy and positive environment in which the students feel safe. When cases are reported, we are committed to investigating thoroughly and dealing with the occurrence promptly. We also believe in providing the support necessary to minimize the effects when and where possible.

Justification

Bullying and all hurtful actions can only stop when confronted, preventive measures and education is carried out, and there is a confrontation of the bully which may result in disciplinary probation or expulsion. This is why it is important for students to speak with an adult—the advisor, a teacher, counselor, the Dean of Students, or Division Director—when deemed necessary.

Definition of Bullying

Puerto Rico anti-bullying laws and regulations include the following definitions of harassment, bullying, and cyberbullying: 3 L.P.R.A. § 9809f (2018)

- (a) **Bullying** — For a situation or disciplinary incident to be classified as bullying, the following elements must be present: (1) a continuous, repetitive, and intentional pattern of verbal, written, or physical acts by one or more students; (2) intended to cause harm or discomfort; and (3) where there is an imbalance of power, whether real or perceived by the victim. Incidents of interpersonal violence or peer conflicts at school where the aforementioned elements are not present shall not be classified as bullying.

Examples of possible repetitive behaviors:

Physical: hitting, kicking, pushing, taking belongings

Verbal: name-calling, insulting, racist remarks

Indirect: spreading negative stories about someone in person, in writing or through electronic media, excluding someone from social groups, etc.

- (b) **Cyberbullying** — Bullying may also be carried out through electronic communications or messaging including, but not limited to, text messages, emails, photographs, images, and social media posts using electronic devices such as telephones, mobile phones, computers, and tablets, among others. The TASIS Dorado policy regarding [digital citizenship and cyberbullying](#) includes harassment and intimidation through any electronic means for the purpose of harassing, disturbing, intimidating, and bothering a student or group of students; that usually has the effect of physically or emotionally harming the affected student, and/or damaging his property, and causes unwanted disruptions with regard to the affected student's opportunities, performance, and benefits. Cyberbullying has a severe negative effect and impact on the educational environment, even when it takes place outside the school or immediate school environment.

Protocols Excerpt from the law that applies to our institution (Letters assigned in the law) – 3 L.P.R.A. § 9809f (2018)

The bullying, harassment, or intimidation of students is hereby strictly prohibited within the school property or grounds and in its surrounding areas, during school-sponsored activities, and/or in school buses.

- (c) **Duty to notify** — Any person who is aware of a bullying situation between students shall notify the school staff (*teacher, counselor, Dean of Students, or Division Director, then it will be referred to the Assistant Head of School, Head of School*) in order for the latter to make the pertinent evaluation and determination whether such case shall be classified as bullying. If, based on the evaluation, it is determined that there was no bullying, a written document shall be submitted to such effect including the grounds for such decision and the supporting evidence. The school staff shall report to the pertinent law enforcement authorities any bullying cases where the safety and wellbeing of the student or school community is threatened. Moreover, precautionary measures shall be taken as appropriate. These actions must be taken in conjunction with the regional staff, provided that the circumstances allow, while following the protocols established by law or regulations.

(d) **Resolving incidents** — In general, cases of bullying shall be addressed by school staff (*teacher, school counselor, Dean of Students, Division Director, Assistant Head of School, Head of School*) in order to repair the damage caused, thus restoring any strained relationships between school community members, and rehabilitating the parties involved while following the applicable protocols and regulations. If necessary, the process to refer the situation to the relevant authorities shall begin.

(g) Any student, school staff member, or volunteer who submits a report, in good faith, containing an account of a bully harassing or intimidating another student shall be protected from any harm or retaliation resulting from reporting such an incident.

(h) ... Employees and students shall have an opportunity to participate in training programs, activities, and workshops designed and developed to acquire the knowledge and tools related to the public policy set forth in this section on harassment and intimidation between students or school staff. ... Professional counselors shall have the responsibility to advise students on harassment and intimidation and shall offer counseling to both the bullying victims and the bullies (and make the appropriate referrals to other healthcare professionals).

Investigation

The investigation process consists of gathering information, analyzing it, determining whether bullying has occurred, and when appropriate and necessary discuss the situation with law enforcement.

- The student is required to fill out a “Reflection Form” about the incident.
- The administrator/Counselor will interview each of the students involved, including witnesses if any.
- Administrator/ Counselor will determine if it is a conflict between students or bullying situation.

Action Plan

Conflict Resolution:

- The student discusses the incident with the Assistant Director/Dean of Students/Counselor, using the “Reflection Form” form as a guide. Behavior mitigating measures will be implemented.
- The student goes through a reflective process.
- Strategies to avoid future incidents are discussed.
- Students involved are monitored by teachers and counselors.
- Meetings may be scheduled with the counselor and may include individual counseling, small group work, behavioral plan or other interventions.

Bullying:

- Students discuss the incident with the Director/Assistant Director/Counselor. Initial behavior mitigating steps will be decided and implemented.
- The case is referred to the Assistant Head of School and Head of School. It will be discussed by the Dean of Students, Division Director, Head of School, and Assistant Head of School.
- Upon completion of the investigation, the school will take appropriate action. Such action may include, **but is not limited to, warning, remediation, suspension, expulsion**. Disciplinary consequences will be administered consistently. The school will appropriately discipline prohibited behavior and deter others from bullying. School action taken for violation of this policy will be consistent with other school policies.
- Parents will be called in to further discuss the situation and inform the steps to be taken.
- Students involved are monitored by teachers and counselors.
- Meetings may be scheduled with the counselor and may include individual counseling, small group work, behavioral plan or other interventions.

Case Documentation, Confidentiality, and Records Management Procedures

The information gathered from the parties involved during the investigation process will be kept confidential, except when a situation is referred to the Police or when requested through a valid judicial or administrative order or subpoena.

School Action

- Upon receipt of a complaint or report of bullying, the school shall undertake or authorize an investigation by school officials or a third party designated by the school.
- The school may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying.
- Upon completion of the investigation, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, termination, or discharge. Disciplinary consequences will be administered consistently. They will appropriately discipline prohibited behavior and deter others from bullying. School action taken for violation of this policy will be consistent with other school policies and applicable collective bargaining agreements and statutory authorities.

Hazing Prohibition Policy

Purpose

The purpose of this policy is to maintain a safe learning environment that is free from hazing for students and staff members, hazing activities of any type are inconsistent with the educational goals of the school and are prohibited at all times.

General Statement of Policy

- No student, teacher, administrator or other school employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing.
- No student, teacher, administrator or other school employee, contractor or volunteer shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- This policy applies to hazing behavior that occurs on or off school property and during and after school hours.
- The school will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school employee, contractor or volunteer who is found to have violated this policy.

Definitions

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other

food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

- Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school policies or regulations.
- “Student organization,” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

Reporting Procedures

- Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school administrator designated by this policy.
- The Dean of Students is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Headmaster.
- Teachers, administrators, other school employees as well as contractors and volunteers shall be particularly alert to possible situations, circumstances, or events that might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the Dean of Students immediately.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

School Action

- Upon receipt of a complaint or report of hazing, the school shall undertake or authorize an investigation by school officials or a third party designated by the school.
- The school may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- Upon completion of the investigation, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, termination, or discharge. Disciplinary consequences will be administered consistently. They will appropriately discipline prohibited behavior and deter others from hazing. School action taken for violation of this policy will be consistent with other school policies and applicable collective bargaining agreements and statutory authorities.

Reprisal

The school will take appropriate action against any student, teacher, administrator or other employee of the school, or any contractor or volunteer who retaliates against anyone who makes a good faith report of hazing, or who testifies, assists or participates in an investigation or hearing about a hazing incident. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Dissemination of Policy

This policy shall appear in each school's Student Handbook and in each school's Building and Staff handbooks. Further, it will be disseminated to parents and presented to attendees of the first meeting of the school year of each student organization (including all athletic teams and clubs). *The anti-hazing policy has been adapted by the National Federation of High Schools and the Becker High School Handbook, Becker, Minnesota.*

Maintenance of Standards

Any clear offense against an individual or an institution that is covered by the spirit rather than the letter of this Handbook may be referred to the Elementary School administration. The Division Directors make all major disciplinary decisions (i.e., those which may result in suspension or dismissal).

Athletic Program and Code of Conduct

Athletic Program

We believe an athletics program is an integral part of a well-rounded education. Our athletics program is designed to promote physical fitness, teamwork, and personal growth among our students. Through a variety of sports, we aim to inspire a love for physical activity, encourage healthy competition, and instill values such as discipline, perseverance, and sportsmanship. We emphasize the importance of commitment, dedication to the sport, and intensity in training and competition, recognizing that these qualities not only lead to athletic success but also prepare students for challenges beyond the field. Whether your child is an aspiring athlete or simply looking to stay active and make new friends, our athletics program offers something for everyone,

Goals

- Foster school pride, unity, and exemplary character development.
- Achieve optimal moral, mental, and physical conditioning.
- Strive for victory while embracing humility and accountability in defeat.
- Emphasize personal growth and effort as important outcomes, nurturing well-rounded student-athletes.
- Cultivate individual and team values: respect, enthusiasm, loyalty, support, confidence, integrity, humility, honesty, courage, self-control, and patience.
- Master and apply sports fundamentals with precision and intelligence, prioritizing sharpness and diligence.
- Ensure an enjoyable and fulfilling athletic experience for all participants.

Decision-Making as a Student-Athlete

Participating in athletics places you in a high-profile role where your actions carry weight beyond the field or court. It's crucial to consider the broader impact of your decisions. When faced with choices that impact your involvement in the athletic program, ask yourself:

- Will my actions reflect positively on the school?
- How will my decisions contribute to the overall success of the athletic program?
- What impact will my choices have on the team's cohesion and performance?
- Are my actions aligned with my personal values and goals?

By reflecting on these questions, you can ensure that your decisions not only benefit yourself but also contribute positively to the school community and the athletic program as a whole.

Expectations

- Embrace teamwork and collaboration at all times.
- Earn pride and confidence through consistent effort and commitment.
- Maintain emotional control while asserting yourself positively.
- Accept constructive feedback gracefully and refrain from teasing teammates.
- Manage time effectively and avoid making excuses.
- Ensure thorough preparation and maximum effort in both training and competition.

Practice Expectations

- Understand that champions are made through relentless training, consistent practice, and unwavering dedication to their sport.
- Practice with purpose and intensity to improve personal and team performance, striving for continuous growth and success.
- Attend every practice and training session; if feeling unwell, notify the coach directly for guidance. Only the coach decides if you should go home. Academic commitments like homework or tests do not excuse absences.
- Arrive punctually and properly dressed for practice daily, demonstrating enthusiasm and readiness to work.
- Dedicate yourself to personal improvement with a serious, focused attitude while maintaining a spirit of enjoyment without disruptive behavior.
- Transition swiftly between drills to enhance gameplay and develop quick-thinking abilities.
- Discuss any concerns about drills or positions after practice or in a scheduled conference, avoiding half-hearted efforts or challenges during team sessions.
- Focus on the message conveyed by your coach, not the delivery tone, and embrace constructive feedback positively.
- Stay attentive during coaching corrections to prevent repetitive mistakes for the group.
- Take accountability for your actions and decisions.
- Develop poise, self-confidence, and self-control through thorough, efficient, and detail-oriented practices.
- Address team issues or conflicts through scheduled conferences with coaches rather than internalizing them.

Game Expectations

- We will exhibit exemplary sportsmanship, applauding opponents for good plays, respecting officials' decisions, and supporting teammates who may be feeling discouraged.
- Players on the bench will actively engage in the game by observing, listening to coaches' instructions, and supporting their teammates.
- We commit to leaving criticism, second-guessing, and excuses at the game site. Instead, we will analyze our performance constructively, take personal accountability for mistakes, and strive for improvement before the next game.
- Teamwork is paramount. Embracing unselfish play and fostering team spirit are fundamental to achieving success when working together as a group.

Obligations and Expectations

With the above-mentioned goals in mind, it is important to have some specific expectations to regulate our behavior.

1. Unexcused Absence: There are going to be times that you will have an obligation that will take priority over a practice or game. These can be excused absences. For these times, the parent and student must communicate verbally to the coach at least one week prior to the date of conflict. Do not ask a parent-friend to inform the coach for you. If you miss an off-season workout, practice, or game without notification, it is considered unexcused. Before you return to the athletic program, there will be a meeting with students, parents, and the coach. (The athletic director may substitute for the coach for whatever reason.) Consequences for an unexcused absence could be as follows:

- suspension

- extra practice
- coach's discretion (lost playing time)
- removal from the athletic program

2. Team Rules: Prior to the start of the season, your coach will conduct a team meeting to determine rules that your team will follow regarding playing time, absences, tardiness, daily classroom/group behavior and other necessary items.

3. Commitment: All teams will have a "tryout" time. During this time, your child is allowed the opportunity to attend practice and meetings. The coach will determine the amount of time that will be allowed. After the "tryout" period ends, your child is not allowed to drop from the team. If you are asked to leave, or choose to remove your child from the program without the coach's or athletic director's permission, there will be a penalty. The penalty will be no participation for your next season's sport.

4. Equipment: All Student-Athletes will be required to replace lost or stolen gear, either by payment or with the equivalent of the lost article. All Student-Athletes will be required to clear equipment with their coaches and athletic department before entering another sport. This includes uniforms.

5. Wellness Rule: While you are a participant in the athletic program, you will be expected to adhere to a healthy lifestyle. The athletic department strongly supports the school-wide discipline policies in place regarding a "safe and healthy environment."

7. Any Student-Athlete that is injured and cannot participate in a practice and/or game, must be medically cleared by a physician in order to participate again.

8. Ejections from Contests/Sportsmanship: Ejections resulting from violent behavior, punching, slugging, kicking, slapping with fists or feet, and wrestling or tackling an opponent outside legal play will be followed by further disciplinary action from the athletic department. Penalty may include future game(s) suspension, dismissal for the remainder of the season, or dismissal from the athletic program.

9. Due Process: A student or parent/legal guardian contesting the disciplinary action taken based on team or department rules shall have the right to appeal. In cases of disciplinary action taken by a coach, the athletic director will hear the appeal. In cases of disciplinary actions taken by the athletic director, the Division Directors will hear the appeal. Requests for an appeal may be made orally or in written form to the appropriate person. The appeal official shall consider the evidence presented, including statements by legal counsel, and make written findings of the decision within five days of the hearing, mailing a copy to the student and parent/legal guardian.

THE TASIS DORADO BEAR

The complete form of our crest makes full use of the TASIS name, our symbols of Truth (Sun), Culture (Tower), Wisdom (Lamp), and Knowledge (Book); and the TASIS schools' motto "Verum, Bonum, Pulchrum," three Latin words that have inspired Western educators since the time of Plato: Truth, Goodness, and Beauty; *Truth* to thought and logic, *Goodness* to action and morals, *Beauty* to enjoyment and aesthetics. These words also adorn the façade of the M. Crist Fleming Library in Switzerland and the entry into the Fleming Forum in TASIS Portugal.

"Love of Children" is our distinctive mark as educators at TASIS Dorado!

Striving for Excellence

Excellence is attained only when we push ourselves
to our maximum potential.

TASIS DORADO

Founded in 2002

