

STUDENT AND PARENT HANDBOOK



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July, 2026

TABLE OF CONTENTS

About Us	4
Philosophy and Objectives.....	5
The Mission.....	5
The Vision.....	5
Adventist Educational Philosophy.....	5
School Wide Learning Objectives.....	5
School Services.....	6
Office Hours.....	6
School Hours.....	6
Open Gate Hours.....	6
Accident Insurance.....	6
Emergency Closing.....	7
Fire Drills.....	7
Food Service	7
Telephone Calls	7
Library Policy	8
Student Storage and Lockers	8
Admissions	8
Academic Placement	9

Admission Requirements for New Students	9
Transfers	11
Learning Support Service	12
General Guidelines	14
Arrival and Departure	14
Pick-up and Drop-off	15
Entry to the Campus	15
Medical Emergencies and Medication	15
Communicable Disease	16
Parents Communication	16
Standards of Conduct	17
Safety and Security Rules	18
Discipline	19
Administrative Detention	21
Behavioral Probation	22
Disciplinary Committee	23
Philosophy and Rules	23
Internet Usage	29
Bus Guidelines	30
Attendance	31
Guidelines	32
Excused and Unexcused Tardies and Absences	33

Academics	34
Grading System	35
ELL Program	35
Parent-Teacher Conferences	51
English Tutoring	52
Recognition of Student Achievement	53
Academic Probation	54
Textbooks	55
Transcripts	55
Eighth Grade Graduation	56
Other Learning Opportunities	56
Community Service Projects	56
Field Trips	57
Outdoor School	57
Eighth Grade Mission Trip	58
After School Programs	59
Finance	59
Student Accounts	59
Family Multiple Student Discount	60
Transfer Students	60
After School Fees	60
Handbook Information Acknowledgement Form	61

About Us

Taipei Adventist American School is one of the over 10, 000 schools governed by Adventist Education worldwide. The philosophy of Adventist Education is predicated on the belief that through bible-based teachings and partnerships with families and the community, students develop a personal relationship with God and become more Christlike in character i.e. they are more loving, kind, gentle, peaceful, patient, loyal, principled and overall good human beings. These characteristics propel students to lovingly and caringly offer services to improve the lives of community members in need, at home and abroad.

TAAS is accredited by the Adventist Accreditation Association, the denominational accrediting authority for all schools (elementary, secondary and tertiary) owned by the Seventh Day Adventist church. Established in 1955 Taipei Adventist American School was a small elementary school for the children of overseas missionaries working at the Seventh-day Adventist Hospital in Taipei. The school was housed in the hospital building until 1985 when a new building comprising two-classrooms was erected in Yangmingshan. In 1991, TAAS was registered with the Taiwan Government as a foreign school offering an American curriculum. Since then, TAAS continues to expand its range of services to include Mandarin, technology and student support services. Currently, the school offers the enhanced common core which integrates the health and Bible standards into the common core. To deliver the curriculum with fidelity, staff members are required to hold and maintain a current state-issued license and/or North American Division licensure which requires completion of an approved teacher preparation program and an earned bachelor's degree.

PHILOSOPHY AND OBJECTIVES

THE MISSION

To develop healthy minds and bodies via rigorous learning engagements and meaningful relations with each other and the wider society.

THE VISION

To provide holistic, Christian education that honors diversity, promotes scholarship, and fosters wellbeing.

ADVENTIST EDUCATIONAL PHILOSOPHY

The philosophy of the Adventist education program is based on a belief in the uniqueness and worth of each student and the importance of the systematic development of the whole person. Students are educated to accept the concept of service as a principle of life, to be sensitive to the needs of people, and to become contributing members in the home and society.

In order that its young people may become well-rounded individuals prepared for service in this and the future life, Adventist educational facilities place special emphasis on the training of one's character as it trains the physical, mental, social and spiritual capabilities of young men and women.

SCHOOL WIDE LEARNING OBJECTIVES

CORE VALUES

The school is built on the core values of equity, empathy, respect, responsibility, critical thinking, health and spiritual growth.

SCHOOL SERVICES

OFFICE HOURS

	Open	Close
Monday - Thursday:	7:50	17:00
Friday	7:50	15:00

Appointments after these hours can be arranged by calling the office.

School doors will open at 7:50 each morning and close an hour after classes end. Students can enter the school buildings at 7:50 every morning.

SCHOOL HOURS

	Classes Begin	Classes End
Monday - Thursday:	8:00	15:20
Friday	8:00	14:20

OPEN GATE HOURS

	Morning	Afternoon
Monday - Thursday:	7:30 - 9:00	14:30 - 17:00
Friday:	7:30 - 9:00	13:30 - 14:30

ACCIDENT INSURANCE

A student accident insurance policy is carried by the school on each student and is included in the registration fee. Students are covered in the event of an accident. Parents are responsible for providing correct and accurate information to the school for insurance.. Parents must provide the student's ARC or Taiwan

ID for accident insurance. The school will assist in filing insurance claims should there be an accident.

EMERGENCY CLOSING

TAAS will follow Taipei Municipal Department of Education guidelines for emergency school closings due to bad weather. If Taipei City Schools are closed, we will close. Please refer to <https://www.dgpa.gov.tw/typh/daily/ndse.html> in the event of a natural disaster.

FIRE DRILLS

TAAS takes the safety of your child very seriously. In the event of an emergency, students are expected to respond quickly and safely. Consequently, scheduled fire drills are held once per month. Earthquake drills are also scheduled and carried out throughout the year.

FOOD SERVICE

If parents choose, TAAS will provide a vegetarian lunch for a fee. Parents must sign up and pay for these lunches at time of registration for the whole semester. If a student later chooses to sign up for lunch, lunch service will be provided at the beginning of the next month. Students may also bring box lunches to school and consume them in designated areas at approved times. The school will provide hot boxes to heat food. Microwaves and refrigerators are **not** provided for student use. Please send food that does not need refrigeration or microwaves.

TELEPHONE CALLS

Students are allowed to bring their mobile phones to school but

must turn them off and keep them out of sight during school hours. Cell phones, smart watches and other devices will be confiscated by a staff member if students are caught using them without permission. Students should use the telephone in the office to contact their parents in emergencies. Parents may also leave a message for their child with the office staff.

LIBRARY POLICY

All pupils in the school are entitled to use and withdraw reference and library books.

Loss or damage to materials beyond reasonable wear will be charged to the student who checked the book out. Minimum charge to replace and reprocess lost books shall be NT\$500 and up to the actual cost of the book plus shipping.

STUDENT STORAGE AND LOCKERS

While the school assigns cubbies or storage areas to all students, the school will not be liable for any items lost, stolen, or damaged in these cubbies. TAAS reserves the right to inspect any cubby without prior notice when deemed necessary. Storage areas are the property of the school. Students may not put stickers or write on or in them. If a student persists in mistreating their cubby, their cubby privileges will be revoked and the policy for defacing school property will be enforced.

ADMISSIONS

TAAS welcomes students holding foreign passports, regardless of religion, race, color or national origin, who enroll with a sincere purpose to develop mentally, spiritually and physically. Once

admitted, students must abide by the school's regulations and code of conduct.

Violations may result in forfeiture of the student's right to remain a member of the student body. If the student is allowed to remain at TAAS, it will be at the discretion of the disciplinary committee or school board (see code of conduct for guidance).

Our school does not knowingly admit students who violate moral principles and the laws of Taiwan or other countries. A student may receive serious discipline or immediate dismissal from the school if the student deviates from the citizenship standards as outlined in the discipline section of this handbook.

ACADEMIC PLACEMENT

TAAS administers both entrance and qualifying assessments. In addition, it reserves the right to set additional academic and behavioral benchmarks as deemed advisable. The results of such tests will be used in determining placement in a study program most suited for the student's long-term development.

If a teacher feels that a student may not be ready to advance to the next grade at the end of the school year for academic reasons, the retention must be approved by the principal and a committee consisting of all the teachers of the student plus the learning support teacher. Consideration will also be given to parental input.

ADMISSION REQUIREMENTS FOR NEW STUDENTS

New students must complete a formal application to enter TAAS.

The principal and prospective homeroom teacher will review the applications and the students will be notified of their acceptance in writing. The Learning Support teacher will participate when a student may be having academic or behavioral difficulties. Please note the following admission procedures:

Step 1: Submit Registration Form in English

Step 2: Pay the Application Fee of NT\$3,500

Step 3: Complete the Following Application Forms and Documents:

- Two (2) Recommendation Letters from the Student's Previous Teachers
- Student Passport Copy
- Parent/Guardian Passport Copy
- ARC copy or Taiwan Passport Copy
- Last Two (2) Years of Your Child's School Records (not needed for 1st grade applicants)
- Student Health Record Form
- Two Recent Photos
- Signed TAAS Student and Parent Handbook Information Acknowledgment Form
- Signed Internet Student Agreement Form
- Signed Photo/Videotape Release Form
- Signed Technology Device Guidelines
- Signed School Fee Refund Policy
- Signed and Completed Home Language Survey
- Signed Consent to Treat Form

Step 4: Take an English Language and Writing Admissions Test

Step 5: Student Interview

Please remember all students entering first grade must be six years old by September 1 of that school year.

New students will be accepted providing there is room in the program and the student meets the admission requirements and behavior standards of TAAS. Students who have a history of exhibiting undesired behaviors, or have special education needs will be considered on an individual basis.

For students who are currently enrolled, registration will begin in March of the current school year. Current students in good standing are given priority in registering for the next school year. They will be expected to fill out a *Re-enrollment Form* and pay the required registration fee.

By the end of March, current students need to have paid their registration fees and filled out the re-registration form to hold their place for the next school year. Failure to re-enroll by the stipulated time will result in loss of placement., New students will be assigned class openings effective April 1st. Once a class is filled, new applicants will be placed on a waiting list.

TRANSFERS

TAAS welcomes students to join classes with available spaces in grades one through seven throughout the school year. Transfer students are not accepted in the final semester of the 8th grade year.

Students requesting transfer into TAAS will be evaluated via the same process as students applying at the beginning of a school year.

Students may voluntarily transfer from TAAS at any point in the school year by making a formal request to the principal. This requires the completion of an official withdrawal form and its submission to the office.

Students may be involuntarily transferred from TAAS to a more ideal school placement if they fail to meet the outlined academic and/or behavioral standards.

LEARNING SUPPORT SERVICE

Learning support service is designed to give students with learning, developmental, or physical disabilities the required help they need in order to reach their maximum educational and social ability.

For a student at TAAS to receive learning support services (LS), the school must have on file a copy of a doctor's diagnosis/diagnoses of a learning, developmental, or physical disability within the last three (3) years that would require the student to receive the extra help of a learning support teacher.

If a teacher feels that a student may need LS services, the following procedure will be followed:

1. The teacher will document the student's lack of progress, problems, interventions and accommodations used to help the student.
2. The teacher will submit a written request to the principal to have the student and report evaluated by a committee consisting of the principal or vice principal, the homeroom teacher, the LS teacher, and one other appointed teacher.

The LS teacher will head the committee.

3. The committee will meet together to discuss the students progress or lack of progress and will develop a plan to help the student succeed based on the students needs, ability and learning style. This plan will be referred to as the Individualized Education Plan (IEP). The plan may include:
 - a. Testing for a learning disability. If testing is required, the committee will meet after the testing is completed and results are available before developing an IEP.
 - b. Diagnosis of a learning disability by a certified physician or clinician approved by TAAS.
 - c. Goals and objectives by which to measure the student's progress and success.
 - d. An alternative teaching style may be given to the teacher.
 - e. Alternative homework/assignment requirements or accommodations.
 - f. Alternative testing requirements or accommodations. (Note: Whatever testing accommodations are used for the student's education this may include, IOWA test, classroom test or other test given.)
 - g. An alternative learning setting as needed.
 - h. One-on-one help by a tutor or the LS teacher or a teacher's aid.
 - i. An alternative grading system may also be used for the student.
4. The IEP plan will be monitored by the LS teacher and will be enforced by all teachers, faculty and staff of TAAS who are directly involved in the student's education

5. A copy of the goals and objectives will be given to all teachers involved in the student's education and a copy of the student's IEP will be kept in their cumulative folder.
6. The committee will meet with the parents to present reasons for why the student may need LS services and to present the committee's plan to help the student succeed.
7. In consultation with the parents', TAAS will implement the plan provided and will reevaluate the student's progress once a year or more as deemed necessary by the LS committee. If the parents do not consent and it is documented that the student takes too much of the teacher's time, hindering the education of the other students in the class, the parents may be asked to withdraw their child from TAAS.
8. If it is deemed that the student has made adequate progress according to the goals set and the committee feels that the student can function successfully at their grade level academically and behaviorally, the student may exit the LS program at which time they will have the same expectations and assistance that their peers receive at their grade level in the general education setting.

Note: There is an extra fee for students who require learning support.

GENERAL GUIDELINES

ARRIVAL AND DEPARTURE

TAAS teachers are scheduled to provide supervision on the playground from 7:30 a.m. to 7:50 a.m. Parents are responsible

for the supervision of their child until 7:30 a.m. should the child arrive before that time.

School is dismissed at 3:25 p.m. with buses departing no later than 3:30 p.m. Parents should ensure that they pick up their child by 3:30 p.m.

All students that choose to stay on our campus after school are required to have a parent/guardian present to supervise. TAAS will not be responsible for students prior to 7:30 a.m. and after 3:30 p.m. unless they are members of the after school club activities or are fulfilling disciplinary obligations.

PICK-UP AND DROP-OFF

In the mornings, there will be traffic directors to help ensure that cars and buses can enter as quickly and safely as possible. Please pay attention to the traffic directors. We advise the drivers to get to school a little early to avoid traffic time.

ENTRY TO THE CAMPUS

TAAS is a closed campus, students are not allowed to leave the campus until they are dismissed.

Guests to the school campus will only be permitted by appointment only. Please check in at the front desk and obtain a visitor's badge before reporting to your designated meeting space.

MEDICAL EMERGENCIES & MEDICATION

In case of medical emergencies, TAAS staff will contact

ambulance services or a local hospital as necessary.

School personnel are not permitted to give a student any medication. This includes non-prescription drugs such as acetaminophen. The school will follow government guidelines regarding the administration of medication.

COMMUNICABLE DISEASE

Parents must keep their children home for the day if the child has a temperature of 38 degrees Celsius or above or has had diarrhea or the flu within the last 24 hours. Children will be sent home if they have a temperature of 38 degrees Celsius. Students who are sent home for illness will not be allowed back to school the same day. Please notify the school office of communicable illnesses and conditions including, but not limited to: Covid-19, H1N1, Enterovirus, chicken pox, SARS, influenza, encephalitis, mononucleosis, measles, mumps, meningitis and other like diseases, which may present potentially serious health problems for those who came in contact with the disease and/or carrier. TAAS operates under Taiwan government health guidelines.

PARENT COMMUNICATION

FACTS and the TAAS website are used to facilitate the communication between TAAS and parents. With FACTS, parents have instant access to their student's grades, homework, attendance and behavioral performance. Information on FACTS is regularly updated so that parents will not miss important announcements concerning TAAS and their students. Parents will be responsible for reading information posted on the website and FACTS. Hard copies of the notices and announcements from the office as well as those from your child's class teacher will be sent

home. Kindly check your child's communication folder to check for and/or retrieve these messages daily.

Teachers consider parents equal partners in the education of their child, and work collaboratively with them to forge meaningful partnerships that ensure students enjoy the most positive and rewarding experiences in school. When concerns arise, your child's teacher is your first point of contact. Teachers are available via email. Feel free to request a virtual or face-to-face meeting to share concerns or any information that may help to make your child's school life more pleasant and productive.

In the event that assistance in communicating with the teacher is necessary, feel free to contact the principal who will help you and the teacher resolve the issue in an amicable manner.

When difficulties arise between your child and another student, contact your child's homeroom teacher to report the situation. Your child's homeroom teacher will investigate the matter and have it resolved. Refrain from interacting with the student your child had the issue with orally or in a written manner. Parents are only allowed to discipline their own child.

To protect students and maintain their safety and general wellbeing, kindly keep difficulties your child is facing with another student in a confidential manner. Sharing difficulties with parents who are not involved with an issue may put a child's reputation, safety and emotional wellbeing at risk.

STANDARDS OF CONDUCT

Students are required to be respectful, responsible and give their best effort in all their undertakings. To facilitate this, students will

adhere to the following schoolwide setting expectations.

TAAS supports and maintains the ideals of the Bible and the Seventh-day Adventist church in matters of morals, dress, and behavior. Specific behavioral standards are based on respect for the rights of others, applicable local laws, insurance regulations, care of school property, and church standards. The standards of conduct are intended to improve the student's standing in society, elevate their character, ennoble their minds, and increase their happiness.

The following guidelines govern the entire curricular and extracurricular program of the school. These guidelines are simple and straightforward but are not meant to be all-inclusive. It should be the student's purpose to abide by the regulations of TAAS as a matter of honor and respect.

Safety and Security Rules

- No possession or use of illegal drugs
- No possession or use of alcohol
- No acts or threats of violence
- No possession of weapons on school grounds
- No possession or use of dangerous articles
- No acts or threats of bullying (see anti bullying contract)
- No acts or threats of sexual harassment
- No use and misuse of school facilities and equipment
- No misuse of the internet (see internet use contract)
- Repeated and willful failure/refusal to follow school rules

Discipline

It is very important to have proper classroom discipline. It is expected that everyone will know all the school rules as laid out in the Parent and Student Handbook. Teachers will treat each child in a respectful and kind manner. Students are reminded that any faculty or staff, no matter their position here, has the authority to correct a student caught misbehaving. Infractions of the rules can be varied and require varied responses. Many behavior issues will be addressed by the teacher directly, others may require group intervention, and some may require administration to step in.

Below are some areas of discipline that generally fall under the teacher's responsibility, along with frequent interventions:

- Not Working / Not Participating
- Not Following Directions
- Leaving Assigned Work Area
- Disruptions During Instruction (making noises, etc)
- Calling Out of Turn
- Not Following Common Area Expectations
- Dress Code Violations - Student Corrected
- Impolite Talk
- Arguing with Peer
- Horse Play (pushing, poking, play hitting, etc)
- Lying
- Inappropriate Use of Facilities
- Academic Cheating/Plagiarism (age appropriate)
- Interfering with the Rights of Others (bossy, nosy, controlling)

Interventions for common classroom disturbances:

- Preferred seating
- Teacher proximity
- Verbal cues

- Non-verbal cues
- Repeated directions
- Take a Break | Calming Corner
- Fix It Ticket
- Loss of privilege
- Student or Parent Conference

Below are some areas of discipline that may require some team intervention, along with interventions:

- Chronic Negative Behaviors
- Arguing with Teacher
- Throwing Objects
- Using Inappropriate Language/Profanity
- Verbal Disrespect
- Intentionally Not Following Directions (Insubordination)
- Leaving the classroom or assigned area without permission
- Dress Code Violations - Unable to Correct or Unwilling to Correct
- Excessive Yelling/Screaming Causing Learning to Stop
- Harassment/Intimidation/Bullying (Sexual, Racial, Religion, Disability, Nationality, Sexual Identity)
- Non-Attendance to Class/Detention
- Inappropriate Use of Technology/Cell Phone

For repeated or more serious infractions a collaborative response is required. In conferences with the student's other teachers, the counselor and administration, more robust deterrents may be used. Below are some suggestions:

- Loss of privileges
- Student or Parent Conferences
- Restorative Conference/Peer Mediation
- Restitution
- Classroom

Administrative Detention

On the rare occasion that there is a more serious issue and administration will be required to intervene. Depending on the situation, an appointment for the student to meet with the principal should be set up or the student should be sent to the office immediately.

Below are some examples of issues that require administrative intervention.

- Chronic Insubordination or Disregard of Rules
- Intentional Physical Aggression

- Intentional Destruction of Valuable Property/Vandalism
- Harassment/Intimidation/Bullying (Sexual, Racial, Religion, Disability, Nationality, Sexual Identity)
- Threatening to Harm Self
- Habitual Stealing
- Leaving School Grounds without Permission
- Possession or Use of a Weapon or Object Resembling a Weapon
- Drugs, Alcohol, Vaping, and/or Nicotine Possession, Use or Distribution of on School Property or Function
- Threats of violence

If a student engages in these behaviors and there is clear evidence that this happened, the students will be sent to the office immediately. If there is no clear evidence that an incident occurred, an investigation will be conducted. If the investigation concludes that misbehavior did occur, the disciplinary committee will convene and find the best corrective measures for the situation. Below are some suggested corrective measures:

- Behavioral Probation
- Temporary removal from classroom
- Loss of privileges
- Student or Parent Conference
- Restorative Conference/Peer Mediation
- Restitution
- Administrative detention
- In-school suspension
- Out-of-school suspension

For infractions that are extreme or chronic, a disciplinary committee can be convinced to determine a suitable course of discipline for the student.

Infractions, whether they are major or minor, will be written up in FACTS. This provides us with records and can help in identifying areas where the student might struggle.

Behavioral Probation

For serious infractions or chronic disciplinary problems, a

student may be put on behavioral probation. The disciplinary committee or the counselor may suggest behavioral probation. In consultation with the student's parents, teachers and the counselor, a behavioral plan will be drawn up to hold the student to standards that address the behavioral issue that needs to be addressed. A contract is signed to indicate that the student and parents are aware that the student must be working on improving these areas of concern. A time limit will be given at the end of which the counselor or disciplinary committee will reconvene to determine whether the student has been keeping their part of the contract in good faith. If the issue is serious and unchanging, then the school will review its program and

determine if TAAS has the resources to meet the needs of the student. Should TAAS be unable to meet the needs of the student, services will be discontinued.

Disciplinary Committee

A committee consisting of the counselor, the principal or vice principal, the homeroom teacher and at least two other teachers shall convene in matters where a student has had chronic disciplinary problems or committed a particularly serious infraction. The committee will meet to find an appropriate disciplinary action. This may include behavioral probation. The committee should also take into account the interests of victims if the infraction was bullying, harassment or caused physical or emotional suffering to other students.

Penalties for Violation of Safety and Security Rules

All TAAS rules related to safety and security are in effect at all times including during after school activities, field trips and school wide events. Infractions of the safety and security rules will be taken to the discipline committee consisting of the principal, the homeroom teacher, the school counselor and two other of the student's subject teachers and may result in suspension or expulsion.

Rules and Expectations Supporting the Orderly Operation of the School and the Educational Process

Rules and expectations covered in this section are designed to meet the following goals:

1. Maintain an orderly school operation.
2. Create an environment free from behaviors that interfere with

teaching and learning.

3. Foster good decision making skills.
4. Nurture skills and behaviors necessary for healthy social interaction, both present and future.
5. Help students develop responsibility and character.

Love and Logic Rules for Our School

1. Treat others with dignity and respect.

Problem actions include, but are not limited to:

- a. Not speaking English (except in Chinese class or when directed by a faculty member)
- b. Bullying through teasing, ridiculing, physically harming others, or any other means that belittles another person.
- c. Dishonesty, theft, foul language, or other misconduct at school or school-related functions.
- d. Leaving trash or any other items such as toys laying around outside or in the school where they are not supposed to be.
- e. Inappropriate public display of affection on campus or during school activities

- f. Leaving the campus without staff permission
- g. Any slanderous remark by parents or students against the school
- h. Not obeying the teacher and/or disrupting class

Problems related to dress include, but are not limited to:

- a. Wearing clothes that are torn or have holes in them.
- b. Clothing that has inappropriate words or pictures that are in conflict with Christian values or are gang symbols.
- c. Clothing that is tight enough to reveal underwear or to see through.
- d. Shorts or skirts that are too short. They must be longer than the finger tips when the student is standing straight. This includes slits in dresses.
- e. Tops that show the midriff or are hanging off the shoulder or go below the shoulder blade in the back or show cleavage in the front. This includes dresses worn for graduation.
- f. Hats, bandannas or hoods worn in the buildings.
- g. Makeup, hair coloring and nail polish that do not promote the natural look.
- h. Jewelry that can be a safety issue such as large hoop

earrings or similar jewelry that might hurt others or the wearer accidentally while playing together in recess or at PE.

Problems related to possessions include, but are not limited to:

- a. Use of comic books, computer/video games, CDs, DVDs, and cards with inappropriate words or pictures that oppose Christian values, during school hours.
 - b. Use of portable electronic devices such as hand-held electronic games, radios, CD players, MP3 devices, smart watches, iPads.
 - c. Phones that are turned on and/or are not in the backpack. All phones must be turned off and put away in the student's bag or cubby/locker.
2. If your actions, dress or possessions cause a problem for anyone else, you will be asked to solve that problem.
 3. If you cannot or choose not to solve the problem, appropriate consequences will be imposed by staff members. These consequences will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
 4. If students and/or parents feel that the consequences appear not to be fair, request a "due process" hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event

5. that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Core Beliefs That Guide Enforcement of School Rules and Expectations

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a

reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

Love and Logic Core Beliefs for Our School

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity of individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Individual Classroom Rules

1. Treat me, as your teacher, with the same respect with which I treat you.
2. Your actions may not cause a problem for anyone else.
3. If you cause a problem, you will be asked to solve it.

4. If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved.
5. If I do something that appears to be unfair, whisper to me, "I'm not sure that's fair," and we will talk about it.

INTERNET USAGE

TAAS provides its students with computers linked to the world-wide-web through high-speed ADSL connection. This connection to the internet is designed as a learning tool by which teachers and students can access global educational resources to supplement the library and their in-class learning. It is the policy of TAAS that all technology used to access the internet be used in a responsible, legal and ethical manner. Failure to do so will result in the termination of internet privileges. An internet student agreement must be signed by all students before being allowed access to the schools computers, iPads or internet.

Individual users, students and adults, are responsible for their use of the network. The internet and the technology used to access and utilize its resources are for educational use only.

A responsible network user will:

- Use language that is considered appropriate
- Be polite
- Send information that other users will not find offensive
- Conform with copyright laws and always give credit to the author of the material used
- Refrain from tampering with the system or adding, altering, deleting or destroying anyone's files, data, software, or

hardware.

- Not use the system for any illegal or commercial activity
- Not use a computer to bully/harass/intimidate/defame anyone during or after school hours
- Not use social media sites inappropriately during or after school.
- Not access any website with pornography, hate/discrimination, drugs, and proxies.

A responsible network user must be aware that:

- Use of the network is a PRIVILEGE and not a RIGHT
- The TAAS network is to be used only for educational purposes
- Any material downloaded on a terminal is not guaranteed to be private
- Students should never reveal personal information about any user, such as address, telephone number, credit card numbers, national identity number, etc.
- Food and drink are not allowed in the computer labs
- Violation of any of the above policies will result in possible loss of internet privileges and/or disciplinary action.

BUS GUIDELINES

Students shall conduct themselves in accordance with the following rules. The right to use school transportation may be denied to a student who violates these rules.

1. The driver/ bus monitor is in full charge of the bus and pupils. The student must obey them promptly and willingly.
2. Students shall ride their regularly assigned bus.

3. A student shall not be allowed to depart the vehicle other than at his or her boarding place unless written permission is obtained from the parents and the office staff.
4. The driver may require that students follow an assigned seating pattern.
5. Bus passengers:
 - a. Will sit properly in their seats with seatbelts on and fastened.
 - b. Will refrain from throwing objects
 - c. Will keep their hands, feet, objects to themselves
 - d. Will be courteous to their fellow passengers
 - e. Will use headphones when listening to music
 - f. Will not play games or watch videos that are violent or suggestive in nature. If it's not OK for a 1st grader to see, it is inappropriate on the bus.
 - g. Will not damage or deface the vehicle in any way.

ATTENDANCE

Students can only benefit and learn when they are in class. For the TAAS staff to do the best possible job of educating the students entrusted to them, the students must be in regular attendance. A successful educational program requires the

cooperation of the parent, the student, and the school staff at all points in the process. One of the most vital points is that of student attendance. We cannot teach a student who is not present.

GUIDELINES

- All attendance records are permanent and are recorded on a student's transcript and FACTS.
- An absence count will start upon a student's first registered day in a term.
- Students will receive an unexcused tardy for entering class after 8:00 am.
- If a student is 30 or more minutes late for school, he/she will be marked absent for that $\frac{1}{2}$ of the day.
- It is the student's responsibility to contact the teacher in order to determine the possibility of making up work due to an unexcused absence.
- Receiving 3 unexcused tardies will be treated as equal to 1 unexcused absence and will be subject to the same consequences.
- Attendance will be taken for all required on and off campus activities outside the normal school routine.
- If a student misses more than 7 days per quarter or 28 days per school year for any reason, excused or unexcused, they may not be promoted to the next grade.

EXCUSED AND UNEXCUSED TARDIES AND ABSENCES

When a student needs a prearranged excused absence from school, they must print an absence form from the TAAS website, fill it out, obtain the correct signatures, and return it to the office 3 days before the absence.

Parents may call or e-mail for a non-prearranged excused tardy or absence. Students will be given two days for each day missed to make up work for excused absences and tardiness.

Excused absences or tardies may include:

- An illness or injury that prevents the student from attending school. The illness or injury must be verified by a health care provider in writing if absent more than two (2) consecutive days.
- A death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
- Medical, dental, or psychological tests during the school day. The parent must show evidence (such as a note from the health center) that the tests could not be scheduled after school.
- Religious holy days.
- Late school bus.
- Other extraordinary situations approved by the school Administrative Committee.

IMPORTANT: Some parents think that any absence or tardy will be excused as long as the parent sends a note or calls the office. This is not true.

Following are examples of unexcused absences even when the parent contacts the office:

- Repetitive and chronic absence due to illness or injury. In these cases, the parent must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
- Family vacation
- Overseas trip
- Extension of a religious or cultural holiday beyond the designated day or days on the school calendar.
- Cutting school

Unexcused tardies includes:

- Traffic
- Running late due to personal reasons

ACADEMICS

The academic year consists of two eighteen-week semesters. Quarterly grades are issued at the end of the first nine weeks of each semester. Final grades are issued one week after the end of the semester. Quarter and Semester grades are the only grades that appear on the student's permanent record (transcript).

Progress reports will be sent out every two weeks.

GRADING SYSTEM

Grades 1-2:	E	Excellent
	S	Satisfactory
	N	Needs improvement

Grades 3-8:

<u>Percentage</u>	<u>Letter Grade</u>
97-100%	A+
93- 96 %	A
90- 92 %	A -
87- 89 %	B +
83- 86 %	B
80- 82 %	B -
77- 79 %	C +
73- 76 %	C
70- 72 %	C -
67- 69 %	D +
63- 66 %	D
60- 62 %	D -
0- 59 %	F
Incomplete	I

ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

TAAS recognizes that for many of our English language learners (ELLs), English may be one of several languages that they speak. The aim of the English language learner (ELL) program at TAAS is to

foster an inclusive learning environment by acknowledging the diverse linguistic skills and cultural backgrounds of each learner. Our goal is to help students communicate confidently and effectively while competently performing grade-level academic tasks.

PATH TO ELL SUPPORT SERVICE ENTRY CRITERIA

Parents complete the language survey as part of their application for admission. At the beginning of the school year, a universal screener (NWEA-MAP) is administered to all students applying for admission to TAAS. Before a student can be tested for eligibility for ELL support services, it must be determined by the home language survey that English is not their primary language, and they are performing below grade level, as evidenced by the universal screener administered. The student now qualifies for ELL testing. The TELL screener and/or general ability test will be administered to the student. If the student qualifies for ELL support based on the results from the screener, additional assessments will be administered to ascertain the student's English language proficiency level as well as their areas of strength and need. Additional data, such as assessment reports, previous school records, national achievement scores, confidential letters of reference, and interview notes acquired throughout the admissions process, will inform the service delivery process. Because the strategies used to teach language learners are different from those used to teach students with learning difficulties, it is extremely important to determine if the students' low performance is due to a learning disability/difficulty or limited language proficiency. Data gathered during the admissions process and thereafter will guide the team in determining if your child qualifies for ELL support, learning support, or both.

ENGLISH LANGUAGE PROFICIENCY AND RELATED ASSESSMENTS

Assessments administered to prospective and current students include but are not limited to the informal and formal assessments featured hereunder.

TELL ASSESSMENTS

The TELL consists of the three assessments:

1. The Screener is administered to screen students and determine if they qualify for English Language Learner (ELL) services.
2. The Diagnostic assessment is administered at the Beginning of the Year (B.O.Y.) and the End of the Year (E.O.Y.). In addition to testing the student's skills in listening, speaking, writing, and reading, these tests provide vital information on the student's strengths and areas of need in the areas of reading fluency, written and spoken grammar, written and spoken vocabulary, and reading rate.
3. The Progress Monitor assessment is administered at least four times per year and tracks the progress in their English language development (ELD).

The Naglieri Nonverbal Ability Test, Third Edition (NNAT 3)

The NNAT 3 is a culturally neutral assessment of general ability. The test is picture-based and requires no spoken or written language. As a result, it is well-suited for assessing English language learners, students who are gifted, and students who may have limited academic skills.

The Progress Monitoring and informal assessments will be administered to the students identified as needing ELL service at the beginning, middle, and end of the school year. Results from language and literacy-based assessments, benchmark and norm-referenced assessments, as well as formative and summative assessments, will be used to generate and modify the goals the students will work towards.

LEVELS OF ELL SUPPORT

Students receiving ELL service will receive additional support in reading, writing, speaking, and listening. Depending on the individual student's need(s), he/she may receive service at one of three levels: beginning, intermediate, or monitoring. At the intermediate and

beginning levels, the ELL staff works with students by providing additional support in the form of specialized support (direct intervention in small group settings) outside of the regular education classroom. If students are receiving monitoring service, the ELL Director engages in consultation with the regular education teachers, the student, and/or parents to ensure that the students are keeping pace with the regular education curriculum benchmarks and can work without the additional support from the ELL Resource Teacher. Service will be provided to students at the monitoring level on an ad hoc basis (not to exceed three additional support sessions/quarter) as a need for specialized support is identified by the parent, student or regular education teacher. Should students need more than three sessions/quarter, they will revert to receiving service at the intermediate level. Personalized language plans (PLPs) are developed for students receiving beginner and intermediate levels of support. If your child is at risk of failing or needs enrichment support, his/her regular education teacher will develop an additional support plan (ASP) for him/her.

On an as-needed basis, the ELL Resource Teacher will work with students receiving ELL services in the regular education classroom to ascertain the extent to which they are able to understand the academic language used in the content area(s). This time is considered consultation and is not considered a part of the number of sessions listed in the personalized language plan.

EXIT CRITERIA

A student is deemed eligible to stop receiving ELL support when

he/she has demonstrated competence on the English language proficiency test and are performing on grade level according to classroom grades and standardized test scores. Teacher feedback also contributes to the decision-making process.

ELL STUDENTS WITH LEARNING SUPPORT NEEDS

The ELL program is not a replacement for students experiencing

language-related difficulties in their mother tongue. Students with communication difficulties in their mother languages will receive services from the speech therapist to address their identified needs. Upon exiting speech and language services, the student may receive support in the ELL program. Likewise, if a child is experiencing literacy or numeracy difficulties in their mother tongue, they need to receive learning support services to acquire the requisite skills to quickly close the achievement gaps. In the ELL program, there is heavy reliance on students' use of their cultures, experiences, and skills from their mother language to make connections with the new information in English. If students have gaps in their foundational literacy and numeracy skills in their mother languages, they will have difficulties learning English. Consequently, it is advised that students enroll in the learning support program, where they can obtain the tailored strategies and approach that will foster the development of the foundational literacy and numeracy skills.

PERSONALIZED LANGUAGE PLAN (PLP)

A personalized language plan (PLP) will be created for each student found eligible for English language learner (ELL) services. At the beginning of the school year, the ELL Resource Teacher will perform observations; consult with the student, parents and teachers; and review the assessment results to determine the student's needs. Once the needs are identified, the student's personalized language plan (PLP) will be drafted in collaboration with the student's teachers and made available to parents for their perusal and further

contributions. Thereafter, the members of the student's PLP team (Homeroom Teacher, Parents, ELL Resource Teacher, and ELL Director) will meet to discuss and finalize the PLP as evidenced by the signatures of each participating member. The PLP will detail the student's personalized goals, suggested timeline for goal attainment, accommodations, and the frequency and duration of support that will be offered.

At the end of the first semester, parents will be invited to a meeting as

members of the student's PLP team to review the student's progress and discuss the student's status i.e., if he/she will exit the program or continue to receive ELL service at the beginning, intermediate, or monitoring level. If the student will continue to receive support at the beginning or intermediate levels in the upcoming semester, a draft of the updated PLP will be developed based on the newly identified needs, or continued work towards the unmet goals outlined in the previous PLP. The PLP team will meet to discuss and finalize the new PLP slated for implementation in the second semester.

At the end of the second semester, parents will be invited to review the PLP and discuss their child's progress and continued need for support. Whether or not there is a need for continued ELL support, parents will be provided with suggested activities geared toward preventing learning loss over the summer holiday. If there is a need for continued ELL support, the meeting notes from the year-end PLP meeting, along with the beginning of year assessment results, classroom observations, student input, teacher and parent feedback, will be used to develop the new PLP. As is customary, the PLP team meeting is held to finalize the PLP and begin the implementation process.

COMMUNICATION

In addition to meeting with the PLP team at the aforementioned times,

a parent can call a meeting at any time to discuss concerns, share new information about the student, or provide information about issues that may affect the student's performance in school. Meetings will be held in English. Let the ELL Director know if you will need to have a translator when you confirm that you will be attending your child's meeting. Should you wish for your child's out-of-school tutor or other external partners to work more closely with your child's ELL Resource Teacher, the ELL Director will serve as a liaison, facilitating collaboration between TAAS and your child's tutors and/or the external partners that provide services to your child.

CONFIDENTIALITY

It is important to note that the PLP is an internal document that is shared only with TAAS staff members who work with your child. If parents would like for your child's PLP to be shared with non-TAAS staff members or staff members who do not provide services to your child, parents must provide written consent. Similarly, any other information regarding your child who is receiving ELL services will only be shared with the staff members who teach your child. The written permission of parents is required to share academic information with persons who do not teach your child.

ELL SPECIFIC RESOURCES

Materials from Continental Press were selected to offer your child a variety of experiences as they acquire and hone their language and test-taking skills. Some items from the selection are featured above. The Continental Press series targets listening, speaking, reading, and writing by way of a myriad of science and social studies-related topics. If students are at the Beginner level, they will receive instruction during science and social studies classes as well as some English language arts classes. If students are at the Intermediate level, they will receive their ELL instruction during science and social studies classes. ELL classes are provided during science and social studies classes because the ELL curriculum uses the science and

social studies topics to teach reading, writing, listening, and speaking. Furthermore, due to your child's limited English proficiency, he/she may experience significant struggles in social studies and/or science classes. Consequently, it is best to take your child out of these

classes and strengthen their language skills. The faster your child acquires English language proficiency, the faster he/she will be able to participate independently and join their peers in the regular education science and social studies classes. A cumulative score reflecting your child's performance will be provided at the end of each quarter for science and social studies.

If your child has advanced significantly in language proficiency, but requires more structured, systematic instruction in reading and writing skills, the Smekens Comprehension Playbook and Writer's Workshop will be used to bolster his/her skills before he/she returns to the regular education classroom.

SUPPLEMENTAL RESOURCES

The above evidence-based supplemental resources will be used with students based on their identified needs.

ROLES AND RESPONSIBILITIES

Each member of our school community plays a vital role in the development and smooth running of the English Language Learner (ELL) program. The basic responsibilities of each role are outlined hereunder:

The School Leadership

- Collects accurate data during the admissions process to include, but not limited to, the language survey, national/statewide academic assessment results, interview and meeting notes, previous school report cards, and any other assessment reports, which will inform the

planning of resources.

- Provides teachers with access to pertinent information about their students.
- Offers professional development opportunities to ensure that there is an understanding of language acquisition within the school community, thus ensuring that teachers can access the latest information about ELL methodologies and resources.
- Makes available all assessments and teaching/learning resources to ensure effective programming. ▪ Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life.
- Forges and maintains home–school partnerships.
- Ensures that all teachers are trained in teaching strategies that promote access to the regular education curriculum for ELL students.
- Ensures that the students' biographical data are incorporated in planning of teaching and learning engagements, curriculum policies, and school planning and decision-making.
- Disseminates the language policy to the families and students and takes their choices into consideration in the design and implementation of the language programs and classes.

ELL Director

- Provides information that helps teachers plan and implement school programs with multicultural perspectives and develop cross-cultural understandings with their students.
- Provides resource information for teachers in the areas of second

language acquisition, ELL teaching methodology, classroom organization, and selection of suitable texts and resources for ELL learners.

- Keeps abreast of the latest information in the ELL field via professional learning opportunities and organizes information and practice sessions for staff.
- Assists teachers in the planning and implementation of lessons that promote inclusivity and address the diverse needs of the ELLs.
- Assesses the ELLs' competence in English and conducts classroom observations of students who are referred by teachers and provide feedback/guidance and intervention as determined by student's need.
- Liaises with external partners to secure support services for students as needed.
- Formulates practical goals and objectives for the ELL program that caters to the unique needs of the ELLs.
- Consults with the Learning Support Department regarding the language development of the students with learning support needs.
- Consults with language teachers in the assessment of language skills and placement into the relevant language classes.
- Works with the Registrar to ensure student placement, support levels, and fees are current and up to date. ▪ Advises the administrative team on the allocation of ELL services and provides ongoing updates on program capacity.
- Develops, reviews, implements, and evaluates all policies and procedures related to ELLs (including admissions).

ELL Teacher

- Provides specialized ELL instruction that increases students' capacity to participate successfully in the regular education classroom and to achieve the goals established by English language proficiency standards.
- Develops and implements intervention programs that are pertinent to the needs of the students on his/her caseload.
- Collaborates with school staff and parents to educate them on the programs, strategies, and accommodations based on current evidence-based practices in accordance with the school's teaching and learning practices.
- Collaborate with classroom teachers, specialists, and advocate for your child to guarantee their achievement across content areas.
- Be involved in long and short-term planning with the appropriate teams of teachers.
- Assist with the assessment of students needing individualized or small group testing and other accommodations as contained in the personalized language plans.
- Utilizes and interprets summative, formative, screening, diagnostic, and progress monitoring assessments and uses the data gleaned to develop intervention and transition plans for students' success.
- Tracks students' attainment towards the goals outlined in the PLP during each session.
- Apprises parents of their child's progress towards the goals outlined in the PLP.

- Provides a cumulative score for science, social studies, and/language arts if your child receives instructions exclusively with the ELL teacher in these subject areas.
- Hosts PLP meetings to apprise parents of their child's progress towards their goals and prepare and disseminate meeting notes to all members of the PLP team.
Homeroom and Subject Teachers
- Consider the language learning needs of all students when planning activities across all areas of the curriculum.
- Use assessment strategies that allow ELLs to express their understandings across the curriculum.
- Maintain assessment records that indicate the growth of understandings and skills in English language arts.
- Attend meetings to develop and discuss personalized language plans.
- Provide opportunities for ELLs to share their diverse experiences and help them to connect their experiences with the content presented.
- Develop classroom activities that relate to and build upon the ELLs' prior knowledge and experiences that they bring to the learning engagements.
- Ensure that multicultural perspectives are incorporated in all aspects of the ELLs' social and learning environments.
- Participate in relevant professional learning opportunities to support the ELLs' language development.

Student

- Actively participates in learning engagements and provides feedback on his/her learning.
- Shows respect to teachers and peers.
- Takes ownership of their learning and seeks help when needed.
- Attends additional language classes if required by the ELL Director and or Registrar during the admission process.
- Shows academic honesty and integrity in the collection of language assessment and observation
- Exits the ELL program when he/she has demonstrated proficiency in English as evidenced by assessment results.

The Family

- Communicates directly with the ELL Director and/or ELL Teacher regarding their child's English language development.
- Complies with the payment of additional costs required in the provision of additional support for their child's English language learner support.
- Reads and returns forms and notifications from the ELL Director and ELL Teachers regarding their child's language learning.
- Requests a translator in advance of the scheduled meetings if you are not comfortable meeting in English.

TERMINOLOGY

Culturally and linguistically diverse (CALD): Students from different ethnic backgrounds, nationalities, traditions, societal structures, and religions whose primary language of communication is not English. These students may be bilingual or monolingual English speakers.

Additional support plan (ASP): A document outlining what the student needs to work on, the strategies that will be used, and the anticipated time needed for the student to achieve the outlined goals. The ASP is designed to meet the needs of students who require targeted interventions or enrichment activities and is implemented by the student's regular education teacher.

Accommodation: Adapting language (spoken or written) to make it more understandable to English language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera & Stansfield, 2000).

Assessment: A generic term used to describe the gathering of information about a student's performance.

Beginning Level: Students receive educational interventions designed to meet the academic and transitional needs of newly admitted students to our school in a separate classroom (from the regular education classroom) for most of the day.

BICS: Basic interpersonal communication skills - the language ability required for verbal face-to-face communication. **CALP:** Cognitive academic language proficiency - the language ability required for academic achievement.

Content Area: Academic subjects such as math, science, language

arts, reading, and social sciences.

Curriculum-based Assessment: An informal assessment that assesses student performance in targeted content area(s) to make decisions about how best to address a student's instructional needs.

Diagnostic assessment: Administered at the beginning of a new unit, term, or cycle to inform the teacher and student of where the gaps in learning are before providing instruction.

ELL: An English language learner is a student whose mother tongue or primary language is not English. The term ELL refers to a student who has limited English proficiency.

Entry criteria: Criteria that designate students as English language learners and help place them appropriately in language support services.

Exit criteria: Criteria for ending English language learner services and placing the student in the regular education classroom.

External partners: Professionals such as teachers, speech and language pathologists, occupational therapists, counselors, psychologists, doctors etc., who provide an education-related service to the student but are not employed by TAAS.

Formal assessment: The use of standardized, published tests or instruments with specific administration and interpretation procedures to make decisions about instruction.

Formative assessments: An ongoing process in teaching & learning that provides insight into what the student needs to learn as well as his/her understanding, thinking, knowledge, and skills.

Informal assessment: The collection of data to make specific decisions about instruction, using procedures largely designed by

teachers and based on the current instructional situation.

Informed parental consent: The permission of a parent for the school to administer assessments to the students and enroll the child in an ELL program.

Intermediate level: Students remain in the same academic classes as their native English-speaking peers, but at certain points during the day, they go to the resource room to work on specific English language acquisition skills.

Language proficiency: The degree to which the student can control the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics, and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in the English language is judged independently and does not imply a lack of proficiency in another language. A student's

language proficiency skills determine the level at which he/she will receive intervention. He or she may receive intervention at the beginning or intermediate level.

Monitor level: Students may be provided with assistance on an "as needed" basis per consultation with parents, the student, and/or the student's teacher(s) regarding the student's progress toward grade-level benchmarks.

Personalized Language Plan (PLP): A document outlining what the student needs to work on, the strategies that will be used, and the anticipated time needed for the student to achieve the outlined goals. This plan is implemented by the ELL teacher.

Regular education class: A classroom that uses the core curriculum, and 70% or more of the students have no disabilities.

Resource room: The resource room is a place where students receive

extra help based on their unique area(s) of need. Students access the resource room through signed consent from parents, followed by the development of an individualized language plan.

Specialized support: Service provided outside of the regular education classroom.

Summative assessments: Administered at the end of a unit, term, or cycle to evaluate how much a student has learned.

PARENT-TEACHER CONFERENCES

Regularly scheduled parent-teacher conferences will be held at the end of the first and third quarters. Parents are required to attend conferences. The office will arrange these appointments in advance. If parents cannot attend on the day assigned, they should make arrangements with the teacher or office to meet at another time. These conferences are crucial for teachers to share any news about student progress and behavior in class. It is also

most helpful for parents to share their perspective to assist the teachers. The yearly school calendar lists the scheduled days for conferences. It may be required for students to attend these conferences with parents. Also, if needed, parents should make their own arrangements for a translator as the school may not be able provide a translator at the required time.

At any time, parent-teacher conferences may be arranged on the initiative of the parents or teacher. Such conferences should be held after school hours or in accordance with the teacher's daily time schedule.

ENGLISH TUTORING

We do not allow our teachers to accept pay for tutoring students outside of school hours due to ethical reasons. However,

teachers are often willing to give students extra help right after school if needed.

TAAS does not generally promote the use of after school English classes, generally called Cram School.

We believe that more often than not these English classes are not beneficial to the student's academic progress. This is based on observation over the years.

- Often cram classes will give homework which will take away from the student focusing on the actual school work required of them resulting in lower grades.
- Cram classes can take up a considerable amount of time that takes away from the student's time outside of school to focus on quality school work.
- Too much time spent in afterschool classes can often make
- the child look at learning as a chore and not as something to love and appreciate.
- After-school tutors will often do all the work for the child. The student comes back with perfect homework and then fails the tests. Often the child will not work in class because they want to wait till they get home since the tutor will help them so much.
- Cram schools often reinforce bad English, also known as "Chinglish"

- Children need time to be children. They can only spend so much time “learning” before information is no longer retained. They need time off.
- Children need to spend time with family where they will have love and support in the child becoming who they will be.

RECOGNITION OF STUDENT ACHIEVEMENT

It is the pleasure of the administration and faculty to honor students who excel in academics and other areas of the school program. The following ways are used to recognize these students:

- Dean’s List

Given every quarter for students that receive all A’s in all subjects.

- Honor Roll

Given every quarter for students that receive A’s and B’s in all subjects.

- Perfect Attendance

Students that have not missed anytime at school for any reason, excused or unexcused for the whole school year.

- Principal’s Award

Given at the end of the school year to a single outstanding

student in each grade who typifies characteristics of honesty, character, hard work, academic standing, and general contribution to the school.

ACADEMIC PROBATION

Academics and learning are one of the major purposes for TAAS. Grades are a direct reflection of a student's progress. When a student is struggling academically, the school has a responsibility to help that student refocus his/her attention. Academic probation is designed to help the student prioritize his/her time. Students will be placed on academic probation at the time of each progress report when he/she:

Receives a grade lower than a C- in any subject.

- The cumulative grade average is 69% or below.
- Students with learning disabilities who do not meet their IEP goals.

The following actions may be taken when a student is placed on academic probation:

- The school will call a parent/student/teacher conference to discuss alternatives, including possible need for personalized tutorial help. The student will remain on academic probation until he/she brings their grade up on the progress report.
- The student will lose privileges and/or extracurricular activities.
- The student is required to stay after school for supervised homework help.

- Student may be put on in-school suspension. This means the student will be given their normal assignment isolated from the class and required to do their work.

Academic probation will be reviewed bi-weekly. At the end of every semester any student continuously on academic probation will have their student status reviewed. Students continuously on academic probation may be asked to leave.

TEXTBOOKS

At the beginning of the school year, students will be assigned their textbooks and usernames for school related accounts such as TAAS email, science, Britannica and any other online resource the school subscribes too. Students are responsible to keep their book in excellent condition and usernames/passwords private. Any books lost or damaged beyond reasonable wear will be assessed the full replacement value, including shipping costs.

Please remember, it is against copyright laws to take our textbooks and copy them. Students who require an extra copy to be at home due to an IEP may obtain an extra copy with an NT

\$2,000 deposit for each book. Since we do not have many extra copies, only a few students with specific needs may obtain one.

TRANSCRIPTS

Five transcripts of school credit will be issued without charge. A NT\$150 charge will be required for all further transcripts. A transcript will not be issued if the student has an unpaid bill at TAAS.

EIGHTH GRADE GRADUATION

Eighth-grade students will receive a diploma at graduation if:

- the student has been in attendance at TAAS for at least the last semester
- they do not have any F's as their final grade for any subject unless allowed by an IEP that was developed due to a learning disability and in compliance with the learning support policy of TAAS
- they have maintained satisfactory attendance and behavior according to policy
- they have fulfilled all financial obligations with the business office

Students' graduation status must be approved by AdCom on a case by case basis if one of the requirements is not met.

OTHER LEARNING OPPORTUNITIES

COMMUNITY SERVICE PROJECTS

TAAS is committed to helping others. Students will have opportunities to leave campus on specific days in the school year to go serve others in our neighborhood, around the city, or even farther away. If you know of any projects that our students could

be involved with please contact the principal. As students

progress through their schooling they will often be asked about community service hours they have put in before they can be accepted to many colleges and universities. Serving others is a real blessing to students and will enrich their lives.

FIELD TRIPS

Field trips are educational in nature and not just for entertainment. The costs for these trips are included in the registration fees. Parents are welcome to find educational field trip opportunities and let their teacher or principal know. Students should always wear their official school shirts and bring the following items on field trips:

- Water bottle
- Spending money - optional
- Sack lunch/lunch money
- Comfortable clothes and shoes
- TAAS Student ID Card

OUTDOOR SCHOOL

Grades 6-7 will attend Camp Taiwan or another outdoor school

opportunity for one week to participate in outdoor school. Grades 4 and 5 will also attend a two-day, one-night program. This is a fun time to spend in nature and participate in outdoor educational and physical activities.

All students in grades 4-7 are required to go. Students who refuse to go may still be required to attend school depending on the resources available and will be given a list of homework

assignments to finish during the week. Attendance will count for official school days so non-attendance will be treated according to normal attendance policy. There will be no refunds for non-attendance.

School discipline rules apply while on the trip. Parents may be asked to retrieve their child if it is determined the child's behavior is a risk to themselves or others, or their behavior indicates that they do not want to fully participate.

EIGHTH GRADE MISSION TRIP

Each year the 8th graders go on a required mission trip that is designed to get them out of their comfort zone and learn how other people live who may not have the resources most of our students have. This trip is most likely to be an international trip where the students participate in community service and build relationships with people from a different country and culture. Although there will be time set aside for sight seeing and touring, the primary purpose is to help with humanitarian work to meet the needs of the people we visit. Places they have gone in the past include India, the Philippines, Mongolia, China and Cambodia.

A student may be asked to stay home and do alternative work if their behavior does not meet the standards set by TAAS. School discipline rules apply while on the trip. A student may be sent home at the parents' expense if it is determined their child's behavior is a risk to themselves or others, or their behavior indicates that they do not want to fully participate.

AFTER SCHOOL PROGRAMS

TAAS offers voluntary after-school classes in various topics such as, but not limited to basketball, robotics, soccer, gymnastics, cooking, chess, music, Chinese, etc. Classes will vary by semester. Extra fees will apply.

FINANCE

STUDENT ACCOUNTS

Every successful school must operate on a sound business basis. Before a student is enrolled in the school, a parent or guardian must accept financial responsibility for the student by

signing an agreement stating that the account will be paid by the designated timetable.

Accounts must be kept current. Any account, which becomes 30 days overdue, may necessitate the withdrawal of the student from TAAS.

No transcripts will be provided to students or other schools for those who have outstanding balances. In addition, term-end report cards to other schools will not be issued for students whose accounts are outstanding.

Application and registration fees are outside of the term charge structure and will be due at application and registration respectively.

FAMILY MULTIPLE STUDENT DISCOUNT

Families with multiple students attending TAAS are eligible for a discount. The oldest student pays full tuition, the second student receives a 5% discount, and any additional students receive a 5% discount. This discount is for tuition only, and does not affect registration, ELL, Bus, Learning Support fees, etc.

TRANSFER STUDENTS

Transfer students will be expected to pay full registration fee and full tuition for the semester if entering before the midpoint of the semester. If the student enters after the semester midpoint they will be expected to pay 50% prorated tuition.

All other fees may be prorated based on enrollment date.

AFTER SCHOOL FEES

Students who are not picked up or supervised within 15 minutes after school ends (15:45 M-TH, 14:35 Fri) may be billed for \$250 NTD per 15 minutes late.

TAIPEI ADVENTIST AMERICAN SCHOOL

Student & Parent

Handbook Information Acknowledgement Form

This handbook has been compiled for the benefit of our school community. Though not exhaustive, it contains important general information and expectations for Taipei Adventist American School students and parents. In order to be properly informed, both student and parent should review each section. Then, **both** must sign the completed form. The student must return this page to the school office with other required admission documents.

The signatures below confirm your acknowledgement and understanding of the information in the handbook, including the AUP (Acceptable Use Policy) that governs use of technology.

Please clearly print the information below.

Student Name: _____ Grade _____

Parent Name: _____

We have read and understand the information, rules, and consequences in the TAAS School Student/Parent Handbook; we have reviewed them as a family, and we agree to abide by both the letter and the spirit of the rules, regulations, and guidelines contained in the handbook.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____