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Dated: March 18, 2015

Preface

Boards of directors for independent schools set policy to guide the actions of those charged with managing the day-to-day operations of the institution. As such, policies outline the Board's intent and operating parameters, leaving School administration to develop the means of implementation. In practice, policy is the responsibility of the Board, but effective Boards never develop policy without administrative input and advice. Likewise, while regulations and control procedures are the responsibility of School administration, effective Superintendents keep the Board informed about how its policies are being realized.

Like many of its peers in Southeast Asia, the Singapore American School ("SAS" or "School") has evolved into a complex entity. SAS, which was at one time legally known as the Singapore American School Trust, is constituted under Singapore law as a corporation limited by guarantee and governed by a Board of Directors ("Board"), which was formerly known as the Board of Governors, but the name changed due to amendments to governing Singapore law. Apart from its obligations under the *Singapore Companies Act*, School affairs are guided by three foundational documents: *Articles of Incorporation* (last amended 11 March, 2013), a *Memorandum of Association* (last amended 24 May, 2011), and a set of *By-Laws* (last amended 27 May, 2013).

In addition to these legal documents, the Board has governed school affairs through a set of Board Policies, reflecting prior Board debate and decision-making about school matters. While not a legal document *per se*, the Policies do transmit the Board's direction about issues such as academic expectations, graduation requirements, handling conflicts of interest, delegation of authority to the Superintendent, and so forth.

It has become increasingly clear to the Board and Superintendent that there are many redundancies in these documents, and that the Policies are too prescriptive and operational to serve as a Board document under the policy governance model that the SAS Board chose to embrace in AY 2011-2012. Therefore, in the 2013-2014 academic year, a comprehensive restructuring and redrafting of the Policies was set in motion under the direction of the Board Governance Committee, and with the assistance of an external governance consultant. The goals of this revision were to: 1) eliminate redundancies in the foundational documents; 2) streamline Policy language; 3) relocate operating procedures for the Board and Administration out of Policy and into their own documents; and 4) ensure that the written administrative regulations are consistent with Board policy parameters and educational and institutional best practice.

Preamble

The Singapore American School Limited (“SAS” or “School”) is a legal, non-profit, independent, educational entity based in Singapore. The School is governed by an elected Board of Directors (the “Board”), and operated by a Superintendent who is employed by the Board. Several foundational documents describe the School’s legal status, governance structure, expectations of staff and community, overarching Policies, and operating procedures.

The purpose and scope of each, as well as the threshold for changes to these documents, is as follows:

Memorandum of Association – Establish SAS as a legal entity under the *Singapore Companies Act* (Chapter 50). Describes its legal status, assets it may hold, income and liability obligations, and dissolution requirements. The Memorandum of Association is available to all members of the School.

Changes to the Memorandum of Association must be passed by 2/3 of votes cast at an Extraordinary General Meeting (“EGM”) of the membership of the School as defined in the Articles of Association.

Articles of Association – Describe School membership eligibility and requirements, meeting requirements and voting, Board composition, elections, meetings, and financial accounting procedures. Articles of Association are available to all members of the School.

Changes to the Articles of Association must be passed by 2/3 of votes cast at an Extraordinary General Meeting (“EGM”) of the membership of the School as defined in the Articles of Association.

By-Laws – Embody Policy statements that reflect the execution of the Articles of Association by the Board. They include sections on General Meetings, Board composition and elections, Board committees, authority, voting procedures, and amendments. The By-Laws are available to all members of the School.

Changes to the By-Laws must be passed by 2/3 of the total Board membership.

Statement of Community – Contain statement of the beliefs, values and principles held by the Singapore American School. This document describes expectations of community members including conduct, values, contribution, and communication. The Statement of Community is available to all members of the School.

Changes to the Statement of Community must be passed by simple majority of the Board members present at a regularly scheduled Board meeting.

Board Policies – Provide a collection of official Board expectations and directives regarding critical aspects of school operations. While deliberately not operational in nature, each Policy is adopted by the Board and specifies principles and parameters for the Superintendent when developing operating procedures. Board Policies are available to all

members of the School.

Changes to Board Policies must be passed by a simple majority of Board members present at a regularly scheduled Board meeting.

Board Operating Procedures – Set out operating parameters for how the Board will execute its responsibilities in light of its policy governance approach to its leadership and includes meeting protocols, governance strategies, and meeting norms. Board Operating Procedures are available to the Board only, including the Superintendent in an *ex-officio* capacity.

Changes to Board Operating Procedures must be passed by a simple majority of Board members present at a regularly scheduled Board meeting.

Administrative Regulations – Are a set of procedures developed by the School Administration that conform to Board policies and describe how Board policies are to be implemented. Administrative regulations provide guidance for school personnel in specific situations that they address, and include both procedures and controls to ensure compliance. Administrative Regulations are available upon request to the Board, Administration, and members of the School staff, as appropriate.

Changes to Administrative Regulations are made by the Superintendent and his or her administrative team, with appropriate communication to the Board.

Thus, the architecture of this collection of documents and their coding for organizational purposes is as follows

MA – Memorandum of Association

AA – Articles of Association

BL – By-Laws

SC – Statement of Community

BP – Board Policies

OP – Board Operating Procedures

AP – Appendix

SECTION 100 GOVERNANCE

BP - 101 Vision, Mission, Core Values, Strategic Anchors

Decisions related to the School and the School community must be guided by and be consistent with the Vision, Mission, Core Values and Strategic Anchors.

(Adopted Feb 16, 2015)

- a. **Vision:** A world leader in education, cultivating exceptional thinkers, prepared for the future.
(Adopted May 2013)
- b. **Mission:** The Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.
(Adopted May 2007)
- c. **Core Values:** The School has identified the following five core values as the basis for its approach to Character Education and which shall serve as the foundation for relationships among students, staff, faculty, administrators and parents:
 - Compassion
 - Honesty
 - Fairness
 - Responsibility
 - Respect
- d. **Strategic Anchors:** The School has identified three strategic anchors that drive decision making and the cultural norms for the School. The strategic anchors are:
 - Culture of Excellence
 - Culture of Extraordinary Care
 - Culture of Possibilities

BP - 102 Authority

The Board, as established under Articles 34, 35, 36, and 37 of the Memorandum and Articles of Association of the Singapore American School Limited, is the School's legal governing body. The Board has complete authority for the governance of the School, within the Articles of Association under the Companies Act, when it is in a duly constituted meeting and serving as a legal body.

(Adopted Feb 16, 2015)

BP - 103 Board Responsibilities

The Board's principal responsibilities are with matters of School policy, strategic planning, short and long term financing of the School, and the achievement of the School's purpose consistent with its Vision and Mission. The Board is also charged with management of a sole employee of the School and that is the Superintendent, who is selected, evaluated, decided compensation for, and dismissed, if necessary, at the discretion of the Board.

(Adopted Feb 16, 2015)

BP - 104 Individual Board Members

Board Members have no authority over the School as individuals. The Board will not be bound in any way by any statement or action on the part of an individual member of the Board, except when such statement or action is a result of a specific instruction of the entire Board.

(Adopted Feb 16, 2015)

BP - 105 SAS By-Laws

The Board will have the power to propose changes to By-Laws and to the Articles of Association (Ref: Articles of Association, Article 37).

(Adopted Feb 16, 2015)

BP - 106 Board Policy

The Board has chosen to operate as a policy board. The Board will be responsible for establishing all Board policy and for overall evaluation of the effectiveness of these policies (Ref: Articles of Association, Article 36). Policies are principles and parameters adopted by the Board to chart a course of action for implementation by the Superintendent. Policies should be broad enough to allow the Superintendent flexibility in running the School, yet specific enough to provide clear direction and guidance.

(Adopted Feb 16, 2015)

BP - 107 Delegation

The Superintendent is the Chief Executive Officer of the School and is also a non-voting member of the Board and its Committees. The Board delegates all operational authority for the School to the Superintendent in accordance with general policy statements adopted by the Board, as authorized under the School's Memorandum and Articles of Association.

(Adopted Feb 16, 2015)

BP - 108 Superintendent Responsibilities

The Superintendent's chief responsibility is the implementation of policy in the operation of the School, including accomplishment of the School's purpose. The Superintendent's duties and responsibilities are set in the job description for the Superintendent of School, as approved by the Board.

(Adopted Feb 16, 2015)

BP - 109 Ethics

The Board, Superintendent, and all School staff members are expected to act ethically and in the best interest of School and the students that they serve. (Cross Reference BP – 408)

(Adopted Feb 16, 2015)

BP - 110 Communication

The Board, Superintendent and staff share, within the scope of their respective roles, the responsibility to communicate effectively to parents, students, and other stakeholders. The Superintendent is responsible for coordinating this communication. The School will honor each constituent's need to be informed as fully and accurately as possible by disseminating information regarding different aspects of the operation and management of the School. In turn, the good name of the School will be upheld in word and in deed, on campus and off campus, by all of its staff, students, School members, administration, and the Board.

(Adopted Feb 16, 2015)

SECTION 200 INSTRUCTIONAL PROGRAM

BP - 201 Curriculum Standards

a. Definition

The curriculum is inclusive of standards, scope and sequence, materials (textbooks, electronic resources, workbooks), and assessments.

(Adopted Feb 16, 2015)

b. Common, Guaranteed, Viable Curriculum

All students will have access to an appropriate curriculum approved by the Superintendent. The curriculum will be consistently implemented, differentiated according to student need, and attained in the time provided by the School calendar or with appropriate accommodations.

(Adopted Feb 16, 2015)

c. Assessment

Summative and Formative assessments will be utilized that align with the curriculum and adequately provide performance information for students and families.

(Adopted Feb 16, 2015)

d. Selection

The School will use appropriate American curriculum, based upon research and best practices, for excellence in student learning. The curriculum will align closely enough to American curriculum schools such that students can reasonably transition in and out of SAS from other American curriculum schools.

(Adopted Feb 16, 2015)

e. Design

The curriculum and programs must support the Vision and Mission of the School, enable high school graduates to gain admission into competitive American universities, and demonstrate achievement of the School's Desired Student Learning Outcomes ("DSLO") (see Appendix 1). The combination of the DSLOs, college preparatory curriculum, and experiences at SAS should ready students for a lifetime of learning and the world of work.

(Adopted Feb 16, 2015)

f. Vertical Articulation

The curriculum will be vertically articulated such that elementary students will be fully prepared for middle school, middle school students will be fully prepared for high school, and high school students are fully prepared for college.

(Adopted Feb 16, 2015)

g. Review

The curriculum will be reviewed regularly on a cycle based upon best practices, and off cycle when warranted. The Superintendent is responsible for selection of all curricula, and will report to the Board annually regarding curriculum selection decisions. *(Adopted Feb 16, 2015)*

BP - 202 Instructional Delivery

a. Instruction Quality

High Quality instruction and professional excellence is expected in all classrooms to ensure that all students are learning at high levels.

(Adopted Feb 16, 2015)

b. Differentiated Instruction

The School supports the use of a variety of research-based instructional methodologies, in and beyond the classroom, to meet the needs of individual students in ways that ensure all students are appropriately challenged.

(Adopted Feb 16, 2015)

c. Data as Evidence of Learning

Student data obtained through a broad range of assessment tools will be used to make decisions about instructional strategies for students, programmatic decisions for the School, and where appropriate, in the evaluation of faculty effectiveness.

(Adopted Feb 16, 2015)

BP - 203 School Calendar

a. Establishment

The School calendar will reflect research-based best practices for student learning, and also make allowances for the following:

- Sufficient time to ensure student learning outcomes reflected in the curriculum can be achieved by students;
- Differentiated calendars to best meet the needs of students of varied ages and learning needs;
- Sustained teaching and learning blocks balanced with appropriate breaks for the renewal of students, faculty, and staff;
- Specified time for the professional development of faculty;
- Regular dedicated time for teams to function as professional learning communities for the express purpose

of developing clarity, consistency and coherence in student learning; and

- Contractual compliance with faculty and staff employment agreements.
- A minimum number of instructional days that is consistent with similar comparable schools.

(Adopted Feb 16, 2015)

b. Holidays

Officially recognized religious and non-religious holidays in Singapore will be recognized in the School calendar. With the exception of Thanksgiving, other holidays will not be part of the school calendar but will be considered in activity planning.

(Adopted Feb 16, 2015)

BP - 204 Technology Use

Educational technology serves as a dynamic tool for teaching and learning. The School focuses the use of technology in areas that optimize productivity, communication, connectivity, and in ways that enhance creativity, collaboration, and innovation. Technology will be integrated across the school using age appropriate software, hardware, and integration techniques. Students will be taught digital citizenship to effectively and safely use technology including time management skills.

(Adopted Feb 16, 2015)

BP - 205 Enrichment Opportunities

The instructional program is based on a strong core curriculum, and is supplemented to further deepen and extend learning for all students. Recognizing that students have varied readiness, interests, and learning profiles, enrichment will be provided through differentiated instruction within regular classroom instruction and, as appropriate, supported through enrichment programs outside of the regular classroom.

(Adopted Feb 16, 2015)

BP - 206 Learning Support

The School serves students with unique learning profiles and needs, which may require additional learning support. Individual student needs will be identified and, as appropriate, learning support will be provided as resources allow. The School reserves the right to determine, at any time and at its sole discretion, if the School cannot admit or can no longer accommodate a student within the academic program and available services.

(Adopted Feb 16, 2015)

BP - 207 Teaching about Religion

No religious belief, or non-belief, is advocated by the School or within the School by its employees. No religious belief, or non-belief, by students or families will be disparaged or questioned by the School or its employees. All individuals, regardless of religious beliefs, will be respected by all members of the School community. Instruction about religion, religious history, religious conflicts, present and historical, and religion-based ideas may be included in the curriculum if it is in alignment with the School's educational goals and student learning objectives. Any such instruction will be factual and presented in an objective manner.

(Adopted Feb 16, 2015)

BP - 208 Diversity

The School encourages and supports a diverse community. Students come from a broad range of backgrounds, beliefs, sexual orientations, ethnic origins, and capabilities. The School actively teaches students to embrace this diversity through deliberate teaching of tolerance and character education that includes the values of honesty, fairness, compassion, responsibility, and respect in all relationships. The School recognizes that understanding and accepting the differences of our community has a positive impact on academic achievement.

(Adopted Feb 16, 2015)

BP - 209 Extra-Curricular Programs

The School supports extra-curricular programs that encourage student interests and offer additional learning opportunities. These programs may include opportunities in academics, athletics, visual and performing arts, competitions, clubs, and other interest-based learning. The goals of the extra-curricular programs are to further advance the academic, social, emotional, and physical needs and interests of students, and to provide a sense of belonging within the School community.

(Adopted Feb 16, 2015)

BP - 210 Off-Campus Learning Experiences

Learning experiences off-campus may be conducted as part of the regular instructional program. Those off-campus programs will have direct connections to a student's course of study with approved curriculum, and will provide a safe learning environment to enhance student learning on campus.

(Adopted Feb 16, 2015)

BP - 211 Appropriate Use of Student Learning Data

The School will collect, interpret, use, and communicate results from learning data in a fair manner that is consistent with each measurement's purpose and limitations. The School protects the privacy rights of students and faculty by ensuring that data access is appropriately restricted, as determined by the Superintendent, and in accordance with the data protection act of Singapore and other relevant legislation and regulations.
(Adopted Feb 16, 2015)

BP - 212 Student Results Review and Accountability

Student learning and development results will be reviewed regularly by the Board. The Board in collaboration with the Superintendent will determine key learning indicators used to determine achievement and growth. An annual report with student learning results will be sent out each fall to the parent community reporting on the previous academic year results.
(Adopted Feb 16, 2015)

BP - 213 Accreditation

The School will maintain school accreditation by a recognized and reputable accreditation institution.
(Adopted Feb 16, 2015)

BP - 214 Singapore Compliance

SAS will comply with the requirements of the *Singapore Private Education Act*, regulations administered by the Council for Private Education (CPE), and any applicable Singapore legislation, including the establishment of an Academic Board and Examination Board administered by the Superintendent.

a. Academic Board

The School will have an Academic Board, as prescribed by law. The Academic Board has five primary responsibilities:

- develop and review policies and procedures on academic matters;
- facilitate the implementation of and compliance with such policies and procedures;
- develop and set standards to ensure the academic quality across the whole school;
- approve each person to be deployed to teach after determining that the person possesses the minimum qualifications and experience; and
- review the policies and procedures at least once a year.

(Adopted Feb 16, 2015)

b. Examination Board

The School will have an Examination Board, as prescribed by law. The Examination Board has five primary responsibilities:

- security of examination scripts and answer scripts;
- conduct of examinations and assessments;
- duties and responsibilities of invigilators and markers;
- moderation of examinations and assessments marks; and
- handling of appeals from students with regards to examination and assessment matters.

(Adopted Feb 16, 2015)

BP - 215 Board Oversight

Any significant changes to the School Instructional Program must be communicated to the Board in a timely fashion and at least four months prior to implementation with ample opportunity for Board feedback.

(Adopted Feb 16, 2015)

BP – 216 High School Requirements

a. Course of Study

The Superintendent will make certain that there are rigorous course of study options available in order to ensure that each student can be admitted to competitive American universities. Course of Study options will provide choice for students, and align with the School's established priorities and DSLOs.

(Adopted Feb 16, 2015)

b. Regulations and opportunity for completion

Graduation requirement regulations will be established by the Superintendent and enforced to ensure that all students meet each requirement or the equivalent. The School will ensure that students have ample opportunity to meet SAS minimum requirements and complete their course of study within no more than four years of full time study.

(Adopted Feb 16, 2015)

c. Minimum Requirements

The Superintendent will establish minimum high school graduation requirements in order to receive an SAS diploma that will include 24 course credits or the equivalent. The Board is responsible for approving these requirements.

All students will complete the following minimum requirements except when a waiver is granted by the Superintendent through an established exception process.

HS GRADUATION REQUIREMENTS CLASS OF 2018 and Beyond

Required Courses in Specific Academic Areas	Minimum Credits	Recommended for College
English	4.0	4
Mathematics	2.0	4
Science	2.0	3-4
Social Studies*	2.0	3-4
Language** (level requirement)	2.0	Level 3+
Visual/Performing Arts	1.0	1
Physical Education	1.5	
Health Education	0.5	
SAS Catalyst Project	0.5	
Interim Semester (0.25 credit each year)	1.0	
Minimum Total Credits***	24.0	

Note:

1. *Social Studies: US citizens (not dual citizens) are required to earn one credit in U.S. History.
2. **Language: Two years of study of the same language (e.g., Chinese, French, or Spanish at the Novice, Intermediate level) or an equivalent proficiency in another language is required.
3. ***Minimum credits: The minimum credits listed above are the absolute minimum number required to earn an SAS diploma. Completing the minimum credits would not be sufficient for admission to university. Focus should be on the "Recommended for College" column.
4. Interim: Students must participate in an Interim Semester course each year they are at SAS. Beginning with the Class of 2016, one Interim service course (0.25 credit) is required.

(Adopted Feb 16, 2015; Revised: September 21, 2015)

d. Requirement Changes

Once a student begins high school, new graduation requirements will not be implemented that may negatively impact their Course of Study.

(Adopted Feb 16, 2015)

e. Communication to the Community

Any graduation requirements and Course of Study options will be communicated to parents and students annually along with progress reporting toward completion. *(Adopted Feb 16, 2015)*

f. Reporting

The Superintendent will annually report to the Board high school graduation rates, college admission rates, college application statistics, and performance trends over time. *(Adopted Feb 16, 2015)*

SECTION 300 STUDENTS

BP - 301 Admission Policy

In accordance with the Memorandum of Association, SAS will primarily serve children of the American community in Singapore and, secondarily, will serve children of other communities. The School will seek to maintain a student body comprising American and non-American students so as to provide strong American character as well as international diversity. The School will seek to enroll students with diverse abilities and who can be successful at SAS. To this end and in keeping with the Memorandum of Association, the School's admission policy will reflect the following principles:

- SAS is a private school to which admission is a privilege and not a right;
- English is the language of instruction and administration. Multi-lingual students may be admitted based on their ability to succeed in English with suitable support in approved programs, or in cases where they can succeed in English without any official support;
- the School will seek, consistent with its prevailing academic standards, academic procedures, and admission practices, to promote diversity among its student body by enrolling students from a broad range of nationalities and cultures encompassing all regions of the world;
- the School will seek, consistent with its prevailing academic standards, academic procedures, and admissions practices, to serve students with differing abilities and interests and provide within its resources an optimal learning environment for all of its students; and
- admissions procedures will be consistently applied and directly communicated with applicants. *(Adopted Feb 16, 2015)*

BP - 302 Admission Priorities

To build an optimal learning community, the School will administer an admissions priority system with the following four priorities administered in the following order:

Priority 1: US Citizens, Green Card Holders, and dependents of SAS Overseas Hire faculty.

Priority 2: Non-US Citizens working for a U.S. company (headquartered entity in the United States).

Priority 3: Non-U.S. Citizens attending another international school.

Priority 4: All other students who do not qualify for Priorities 1-3.

(Adopted Feb 16, 2015)

BP - 303 Sibling Priority

SAS values keeping families together when possible. SAS offers sibling priority to our applicant pool. This policy applies to families with at least one child on the waitlist and at least one child attending SAS or holding a paid seat for the current semester. Non-U.S. siblings who benefit from this change will remain within their priority, but will be placed at the top of that priority in order of date of application. Sibling priority will not override other considerations for admission.

(Adopted Feb 16, 2015)

BP - 304 Guaranteed Placement Program

SAS offers a guaranteed placement program (GPP) for families or companies who wish to ensure the highest possible consideration for enrollment. A GPP agreement will place a student at the top of the wait list in their category. Participation in the GPP will not override other considerations for admission. Each year the Board will approve a maximum number of GPP slots and the price of the GPP program. Any changes to the GPP must be approved by the Board.

(Adopted Feb 16, 2015)

BP - 305 Strategic Admission

The Superintendent may admit a student who will profoundly enhance the SAS community and will equally benefit from the SAS experience. The Admissions Office will keep documentation regarding these instances.

(Adopted Feb 16, 2015)

BP - 306 Student Rights and Responsibilities

The Board of the School affirms that all students have certain rights and responsibilities, which should be recognized and respected by the School. As part of the educational process students will be made aware of their rights and responsibilities and the School will afford students these rights. Students have the duty to accept the responsibilities and obligations as a part of the School community.

(Adopted Feb 16, 2015)

BP - 307 Student Handbooks

The School will provide information for students and families regarding student rights and responsibilities through the student handbook. These rights and responsibilities will describe expectations of student behavior and procedures designed for student success. Student handbooks will be distributed to all students, electronically or in print, every year.

(Adopted Feb 16, 2015)

SECTION 400 PERSONNEL

BP - 401 Responsibility for Staffing

It is the responsibility of the Superintendent to determine the professional staffing needs of SAS and recruit appropriate candidates to meet these needs.

(Adopted Feb 16, 2015)

BP - 402 Recruitment and Retention of Personnel

The School will recruit, compensate, retain, evaluate and develop excellent administrators, teachers and staff members, qualified to deliver its academic and extracurricular program.

(Adopted Feb 16, 2015)

BP - 403 Personnel Records

The School will be responsible for maintaining complete and current personnel files for all School staff members in compliance with CPE regulations and general employment law in Singapore.

(Adopted Feb 16, 2015)

BP - 404 Vetting of Personnel

All reasonable care will be taken in checking references and performing due diligence on all direct and contracted employees of the School with particular care given to those who are directly involved with students.

(Adopted Feb 16, 2015)

BP - 405 Conduct and Ethics

Staff conduct is a reflection of the School and its reputation. Therefore, staff members are expected to conduct themselves in a manner that is consistent with the Statement of Community (Ref. SC - 100), and one that positively reflects upon the School, its reputation, and its interests both in Singapore and abroad.

(Adopted Feb 16, 2015)

BP - 406 Discrimination in Personnel Management

Discrimination against any individual for reasons of race, color, religion, handicap, national origin, sex, sexual orientation, age or socio-economic status is strictly prohibited. In the recruitment, selection, placement, training, assignment, promotion, transfer, compensation, benefits and termination of staff members, procedures will be in place to ensure fairness in employment management practices.

(Adopted Feb 16, 2015)

BP - 407 Supervision of Related Staff

A staff member will not be directly supervised by any person who is related by blood or marriage, or engaged in any other relationship that the Superintendent may decide causes a conflict of interest that may be detrimental to the operation of the School.

(Adopted Feb 16, 2015)

BP - 408 Conflict of Interest

Members of staff, the Board, and the Superintendent should not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest in their duties and responsibilities to the School and its students. Conflict of interest determinations for staff is the responsibility of the Superintendent, while Board and Superintendent determinations are the responsibility of the Governance Committee of the Board.

(Adopted Feb 16, 2015)

BP - 409 Grievances

The Board recognizes the need for a well-defined grievance procedure for the resolution of problems derived from the application of Board policies, administrative regulations or negotiated agreements and contracts. The Superintendent will be the final authority in all administrative matters and will handle grievances expeditiously in accordance with procedures outlined in Board policy, administrative regulations, agreements, contracts and Singapore law.

(Adopted Feb 16, 2015)

SECTION 500 FISCAL MANAGEMENT

BP - 501 Finance and Facilities Committee

The Finance and Facilities Committee of the Board is responsible for oversight of the School's financial affairs and facilities, and for reporting and making recommendations on finance-related decisions at the Board level. Financial responsibilities of the Finance and Facilities Committee include:

- long range financial planning;
- recommending approval of the annual budget prepared by the Superintendent, including setting tuition and fees;
- determining allocation of funds for investments, and the direction of investment proceeds with the counsel of the Investment Advisory Committee (the "IAC");
- monitoring of financial investments;
- reporting on any variance to the Annual Budget deemed material; and
- requests of periodic internal audits of financial, human resource, administrative, technology support, and other systems as deemed prudent to safeguard school resources to the Governance Committee for monitoring.

(Adopted Feb 16, 2015)

BP - 502 Annual Budget and Fees

a. Approval

After presentation to the School community, the Board will approve an annual budget for the School prepared by the Superintendent and recommended by the Finance and Facilities Committee.

(Adopted Feb 16, 2015)

b. Tuition and Fees

Tuition and Fees will be set at a level to ensure that the School's annual budget is met, and that the future financial needs of the school are adequately provided for.

(Adopted Feb 16, 2015)

BP - 503 Reserves

a. Operating Reserve

The School will maintain operating reserves to cover a minimum of six (6) months of operating expenses. The School may only use operating reserves with Board approval and under circumstances that are in the best interests of the School, consistent with the aims and objectives established by the Board in the Investment Policy Statement (Appendix 101).

(Adopted Feb 16, 2015)

b. Facilities Reserve

The School will maintain facilities reserves to fund the renewal of buildings and other infrastructure projects. The School may only use facilities reserves with Board approval of the facilities plan, and for projects that are in the best interests of the School, consistent with the aims and objectives established by the Board in the Investment Policy Statement (Appendix 101).

(Adopted Feb 16, 2015)

BP - 504 Banks, Financial Institutions, and Investment Advisors

SAS will use reputable banks, financial institutions, and investment advisors and seek to use multiple advisors and bankers where it is in the interest of the School to hedge institutional risk. Selection of investment advisors will be made by the Finance and Facilities Committee, after advisement from the IAC, and recommended to the Board for approval. Any changes to banking or financial institutions will be recommended by the Superintendent to the Finance Committee, and approved by the Board.

(Adopted Feb 16, 2015)

BP - 505 Handling of Surpluses or Deficits

Any annual surplus or deficit realized in the School's consolidated accounts accrues to the School alone. It is the responsibility of the Board to direct the management of such surplus or deficit in a fiscally prudent manner that serves the best interests of the School, both short and long term. In general, surpluses will first be directed to operating reserves, then to facilities reserves or the endowment.

(Adopted Feb 16, 2015)

BP - 506 Investment Policy

a. Investment Policy Statement

School funds will be invested according to the investment objectives as outlined in the Investment Policy Statement (Board Operating Procedure Appendix), and will require approval by the Board, and one or more Board signatories as appropriate.

The IPS must:

- define the investment objectives and risk tolerance levels;
- set out the roles of different stakeholders responsible for the School's investments;
- describe the criteria and procedures for determining investment strategies for any school funds maintained;
- establish investment and monitoring procedures for the Funds;
- provide guidelines that ensure appropriate diversification and risk management procedures; and
- document the School's fundamental beliefs and guiding principles for the investment of the Funds.

(Adopted Feb 16, 2015)

b. Investment Advisory Committee

As established by the Board in the IPS, the Governance Committee of the Board will recommend appointments to the IAC, which will be responsible for investment decisions that fall within the IPS. The IAC reports to the Finance and Facilities Committee of the Board, to guide school investments and ensure that investment related decisions are fiscally responsible and in the best interest of the School.

(Adopted Feb 16, 2015)

c. IPS Review

The IPS provides a framework for the structuring of an investment program and the ongoing measurement and evaluation of investment performance. The IPS will be reviewed at least once every three years starting in 2013. The IPS review may be

conducted more frequently upon the advice of the IAC or the Facilities and Finance Committee.

(Adopted Feb 16, 2015)

BP - 507 Financial Statements

Financial statements of the School must be prepared in accordance with generally accepted accounting principles and under the standards set out by the Accounting Standards Council of Singapore in their Charities Accounting Standard.

(Adopted Feb 16, 2015)

BP - 508 Annual Audit

The School is subject to an annual statutory audit of its Financial Statements by a reputable outside auditor. Financial records will be maintained to ensure that the audit can be performed with ease and without significant exceptions. Audited accounts are presented for Board review prior to distribution to members for approval at the Annual General Meeting. The School will select a new audit manager or partner every 5 years for the statutory audit, or earlier at the request of the Board.

(Adopted Feb 16, 2015)

BP - 509 Financial Regulations and Procedures

The School will have in place regulations, procedures, and controls to ensure the protection of funds and assets of the school. The procedures must cover all of the business processes of the school. The Superintendent is ultimately responsible to ensure that there are financial planning and control procedures in place to ensure the financial security of the School, and to account for all funds received and disbursed by the School. *(Adopted Feb 16, 2015)*

BP - 510 Risk Management

The School will maintain a comprehensive School-wide risk assessment and management program to mitigate risks inherent in the School's pursuit of its Mission, including but not limited to, risks attached to people and assets associated with the School, its finances and/or reputation. The Superintendent will prepare an annual risk management audit report for review by the Board including a description of the current risk management program and a summary of existing insurance coverage.

(Adopted Feb 16, 2015)

BP - 511 Emergency Planning

The Superintendent is responsible for developing and maintaining a current Emergency Response Plan appropriate for the assessed risks to the School including fire, natural disaster, and acts of violence or terrorism.

At a minimum, the plan shall provide for:

- emergency evacuation and closure of the School, and ensure that procedures are practiced by employees and students regularly;
- provisions for on-going schooling in the event of a prolonged closure;
- preparations for emergency succession should he/she be unable to fulfill his/her duties;
- an up-to-date crisis communication plan.

(Adopted Feb 16, 2015)

BP - 512 Disposal of Non-investment Assets

a. Building and Real Estate

The Board shall approve all dispositions of buildings and real estate.

(Adopted Feb 16, 2015)

b. Other Moveable Assets

The Superintendent will determine appropriate disposal procedures for movable assets such as equipment, textbooks, technology and other property that is no longer usable by the School. Such procedures will be in the best interests of the School, and will be properly accounted for with the business office.

(Adopted Feb 16, 2015)

BP - 513 Signature Authority

The Board will establish limits for signature authority over bank and investment accounts as described in Board Operating Procedures.

(Adopted Feb 16, 2015)

BP - 514 Emergency Financial Assistance

The School may elect to have an emergency financial assistance program for families in need. The financial program will be needs based, will be within the established emergency assistance budget, and will be administered in the sole discretion of the Superintendent or his or her designee. Offers of assistance will be reviewed and offered as appropriate, but reviewed at a minimum of semi-annually.

(Adopted Feb 16, 2015)

BP - 515 Gifts and Donations

a. Charitable Giving

The School encourages voluntary financial contributions that further enable SAS to fulfill its mission. Charitable contributions provide a source of funding among other sources to comprise a comprehensive, diverse funding model. Charitable giving programs are structured to provide reliable funding over a period of time and may be used as part of the long term budgeting process. Annual fund programs, which produce sustainable yearly gift levels, and endowment funds with consistent payout policies, will be components of the SAS giving program.

(Adopted Feb 16, 2015)

b. Authority to Solicit

The Board, staff, and volunteers shall only solicit and accept gifts that enhance the well-being of the School. Only authorized representatives and staff, delegated by the Superintendent, and coordinated by the Advancement Office, will make any formal solicitation of gifts for SAS. Other individuals or groups who would like to solicit funds for SAS must receive permission from the Superintendent or his or her designee. This includes but is not exclusive to the SAS Parent-Teacher Association, the SAS Eagles Booster Club, and the SAS Foundations. All faculty, staff, alumni, parents, or friends of SAS are encouraged to refer prospective donors to the Advancement Office or the Superintendent.

(Adopted Feb 16, 2015)

c. Associated Organizations for Charitable Support

SAS can be funded by the SAS Foundation Limited in Singapore, or by the Singapore American School Foundation in the United States (a US established 501(c)3 organization), collectively the “SAS Foundations.” The SAS Foundations can issue tax-deductible receipts, where allowed by law, for gifts that benefit the School. The SAS Foundations work in coordination with SAS to determine funding priorities, and to ensure that donors’ charitable interests match with school needs and priorities. Other organizations, such as the PTA and Booster Club, are authorized to raise funds that will benefit the SAS educational mission and student opportunities.
(Adopted Feb 16, 2015)

d. Gift Acceptance

SAS may accept gifts that, upon acceptance, are consistent with the state, federal, and local laws of Singapore or the United States. Unrestricted gifts are encouraged as those gifts with the fewest restrictions allow SAS to address its most pressing needs and strategic priorities. SAS will accept both *inter vivo* gifts and gifts from estates. SAS does not accept gifts that involve unlawful discrimination based upon race, religion, gender, sexual orientation, age, national origin, ethnicity, handicap or any other basis prohibited by either US Federal law or Singapore law. Gifts that may expose SAS to adverse publicity, require expenditures of SAS resources, or involve SAS in unexpected responsibilities because of their source, conditions, or purposes will be referred to the Superintendent for decision of acceptance or rejection.
(Adopted Feb 16, 2015)

e. Donor Confidentiality

Donor information, when requested, will remain strictly confidential. There will be no sale or sharing of e-mail addresses or directories to any individual or group. SAS and the SAS Foundations will establish guidelines and practices relating to privacy and disclosure of gift funds uses in compliance with Singapore law.
(Adopted Feb 16, 2015)

BP - 516 Endowment

a. Purpose

The SAS endowment is a fund that will exist in perpetuity, with the purpose of investments to preserve capital, combat inflation, fund the rebuilding of the SAS campus, and provide an annual payout to support the programs at SAS.
(Adopted Feb 16, 2015)

b. Endowment Investments

All endowment funds will be invested according to the IPS and no endowment funds will be separately invested without the approval of the Board. The Board will determine the payout, if any, of all endowed funds on an annual basis.
(Adopted Feb 16, 2015)

BP - 517 Recognition and Naming

Individuals or organizations, that have made substantial contributions to the School, may be considered for special recognition via a plaque, portrait, marker, naming of

facilities, or by other means upon approval by the Superintendent. The School will have guidelines and procedures to provide fair, consistent determination of naming opportunities, with consideration given to the long-term ramifications of each.
(Adopted Feb 16, 2015)

BP - 518 Memory Wall

The Superintendent may choose to designate a particular area of the School for commemoration of events significant to the School or members of the School community. At the discretion of the Superintendent a donation may be required for such commemorations in an appropriate amount.
(Adopted Feb 16, 2015)

SECTION 600 COMMUNITY RELATIONS AND COMMUNICATION

BP - 601 Communications and Involvement

Members of the school community are strongly encouraged to be well informed about their child's education and participate in the programs and activities of the School. In order to encourage participation the Superintendent will strive to:

- ensure that access to information concerning programs and policies is available to all appropriate stakeholders;
- seek input from the members of the school community regarding new programs anticipated or in practice in the School;
- create and maintain an atmosphere where the involvement by members of the School community is welcomed;
- invite participation including School activities, classroom volunteerism, fundraising, mentoring, and feedback; and
- provide student information to parents regarding their program of study and individual student progress.

(Adopted Feb 16, 2015)

BP - 602 School-Based Organizations

The Superintendent may identify or develop organizations that support students and the SAS community that are beyond the scope of the core mission of the school. All School based organizations must comply with all Singapore laws and fall under the authority of Board policy and administrative regulations. The Superintendent will report to the Board purpose of these organizations and will periodically review their relevance, financial impact, contribution to the SAS community, and provisions for continuation.

(Adopted Feb 16, 2015)

BP - 603 Community Based Affiliations

The Superintendent may identify, partner with, and financially support community based organizations that serve students and the SAS community. This may include organizations that support athletics, activities, social development, or professional and community development. Any community-based affiliations must support the vision and mission of SAS, adhere to SAS values, and support SAS community members and students. All community-based organizations that are affiliated with SAS must comply with Singapore law and contribute to the positive reputation of SAS.

(Adopted Feb 16, 2015)

BP - 604 Complaints from the School Community

The School will have in place processes for a non-employee community member to place a complaint regarding programs, resources, administrative regulations, or Board policy, and are the responsibility of the Superintendent or designee. Any complaint from a member of the School community made to one or more Board members will be referred to the Superintendent for handling as appropriate.

(Adopted Feb 16, 2015)

BP - 605 Complaints about School Personnel

The Superintendent will have processes in place to provide feedback to SAS employees. Complaints about any teacher, administrator, or staff member are to be directed to the employee, then the employee's supervisor. Unresolved issues can be escalated for resolution through SAS lines of responsibility. Final resolution is the responsibility of the Superintendent. Any complaint made to one or more Board members will be referred to the Superintendent for handling as appropriate. In the case of a complaint made against the Superintendent, the complaint will be referred to the Chair of the Board.

(Adopted Feb 16, 2015)

BP - 606 SAS Expectations of Parent Conduct

Parents at the Singapore American School are expected to conduct themselves in accordance with the school's values reflected in the Statement of Community (reference [www.sas.edu.sg/SAS/About-Us/School Board](http://www.sas.edu.sg/SAS/About-Us/School_Board)).

If a parent engages in disrespectful behavior toward another parent, teacher, administrator, staff member, or student, in connection with a matter involving the School, such conduct may be brought to the attention of the Superintendent. In the absence of a satisfactory resolution, the Superintendent may, at his or her discretion, exclude the offending parent and his/her family from the School and any School related event.

(Adopted Feb 16, 2015)

SECTION 700 FACILITY MAINTENANCE AND OPERATION

BP - 701 Physical Learning Environment

The SAS physical learning environment will be conducive to learning in a manner that supports the School's instructional program as well as extra-curricular & co-curricular programs. The learning environment will be safe, healthy, and maintained to agreed upon standards.

(Adopted Feb 16, 2015)

BP - 702 Capital Improvement Planning

a. Finance and Facilities Input

The Finance and Facilities Committee will assist in planning for the physical assets of the School. The Superintendent will annually present a long-term asset management plan for committee input.

(Adopted Feb 16, 2015)

b. Project Priorities

The Superintendent and Finance and Facilities Committee will use the following criteria as it prioritizes projects for consideration:

- health and safety of children;
- improvement of the educational program;
- improvement of the learning environment; and
- enhancement consistent with the strategic plan and vision.

(Adopted Feb 16, 2015)

c. Capital Plan Priorities

The School will have a capital improvement plan that takes into consideration the short term and long term capital needs of the School. The Board will specifically approve projects more than one million dollars (\$\$1 million). Capital improvement projects include:

- life cycle systems planning;
- small works projects;
- major renovations;
- space planning for new programs and/or growth;
- long-term campus master planning;
- energy enhancements; and
- programmatic requests.

(Adopted Feb 16, 2015)

BP - 703 Maintenance

The School will have a robust maintenance program to ensure the health and safety of students, and protection of the School's physical and capital assets.

(Adopted Feb 16, 2015)

BP - 704 Security and Crisis Response

The Superintendent will be responsible for preparing and implementing procedures to safeguard the School and those on the campus against the risks of fire, natural disaster or acts of violence and terrorism, and to provide for the physical and emotional needs of students, faculty and staff in the event of emergency or crisis.

The Superintendent will review procedures regularly and inform the Board.

(Adopted Feb 16, 2015)

SECTION 800 RISK MANAGEMENT

BP - 801 Board Responsibility

The Board recognizes its responsibility for properly managing the resources of the school. This responsibility includes concern for the safety of students, employees and the community, as well as concern for protecting the school's property from loss.

(Adopted Feb 16, 2015)

BP - 802 Superintendent Responsibility

The Superintendent is responsible for developing and maintaining a comprehensive School-wide risk assessment and management program to mitigate risks inherent in the School's pursuit of its Mission, including but not limited to, risks attached to people and assets associated with the School, its finances and/or reputation.

(Adopted Feb 16, 2015)

BP - 803 Annual Risk Management Audit

The Board charges the Superintendent with the responsibility for preparing an annual risk management audit report for review by the Board. The report will include a description of the system's current risk management program and a summary of the existing insurance coverages.

(Adopted Feb 16, 2015)

BP - 804 Emergency and Continuity Planning

The Superintendent is responsible for developing and maintaining a current Emergency Response Plan appropriate for the assessed risks to the School.

At a minimum, the plan will provide for:

- Emergency evacuation and closure of the School, and ensure that procedures are practiced by employees and students regularly.
- Provisions for on-going schooling in the event of a prolonged closure.
- Preparations for emergency succession should he/she be unable to fulfill his/her duties.
- An up-to-date crisis communication plan.

(Adopted Feb 16, 2015)

APPENDIX

- AP - 101** Investment Policy Statement
- AP - 102** Desired Student Learning Outcomes
- AP - 103** Admissions Guidelines
- AP - 104** Student Rights and Responsibilities
- AP - 105** Parent Rights and Responsibilities
- AP - 106** Policy Cross-walk
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