



BOARD POLICY MANUAL

School Year 2017 – 2018

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CHAPTER 1. SCHOOL LEGAL STATUS AND BOARD ORGANIZATION

1.10 CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW

1.20 SCHOOL BOARD BY-LAWS

1.10 CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW

As Amended June 2010

1 Purpose

The Anglo-American School of Moscow was founded in 1949. The School is a private, non-profit, coeducational day school for the children of the American, British and Canadian communities in Moscow, and to the extent that facilities permit for other children. The basic aim of the Anglo-American School is to provide each student with a strong academic background and to provide a school community in which each student may experience intellectual growth, respect for self and others, competence in extra-curricular areas, and an appreciation for creativity and artistic expression.

The Anglo-American School of Moscow consists of a Moscow campus and a St. Petersburg Branch. All references to the "School" in this Charter and the By-Laws shall be deemed to include both the Moscow campus and the St. Petersburg Branch, unless specifically stated otherwise.

2 Enrollment

The order of priority in enrolment is:

- A. Qualified children of diplomatically accredited employees of the American, British and Canadian Embassies in Moscow; then
- B. Qualified children of the American, British, Canadian, Australian and New Zealand communities as defined in the School's admissions procedures; then
- C. Qualified children of diplomatically accredited employees of embassies and missions in Moscow other than the American, British and Canadian Embassies; then
- D. Other qualified children as defined in the School's admissions procedures.

3 Governance

The School shall be governed by A School Board composed of:

- A Two voting members appointed by the American Chief of Mission.
- B Two voting members appointed by the British Chief of Mission.
- C One voting member appointed by the Canadian Chief of Mission.

- D As many as three voting members elected by the Board. At least one of these must be a national of a country not represented by an appointed member of the Board.
- E One voting member, elected by the Board, from nominations forwarded by the parents' and teachers' organization.

The School Board shall make its decisions by majority vote of those members present at any meeting, provided that there is a quorum of five members, (three appointed members, including the Chairperson or alternate, and two elected members). If necessary to ensure such representation at a particular meeting, the Chief of Mission concerned may send an alternative representative.

The Board shall have an appointed Chairperson, Alternate Chairperson, and Treasurer, the functions of which are outlined in the Board By-Laws. The Chair will alternate between appointees of the American and British Chiefs of Mission. The Treasurer will be the representative of the Canadian Chief of Mission. The Chairperson, Alternate Chairperson and the Treasurer, will make up the **Executive Committee**.

4 By-Laws

The adoption, deletion, or amendment of By-Laws shall require a quorum of five members of the Board (three appointed, including the Chairperson or alternate, and two elected members) and a majority vote. The By-Laws will include items or procedures deemed necessary for the responsible operation of the Board and School.

5 Faculty and Administration

The Director shall be responsible to the Board for engaging all school staff. The Director shall be an American citizen whose direction of the School should reflect an awareness of the broad academic requirements of the state and independent primary and secondary schools in the countries of the governing Embassies.

The Director shall exercise general supervision over the faculty and administrative staff of the School, will implement Board policy, and will manage the day-to-day operations of the School.

The faculty shall consist of duly qualified teachers recruited primarily in the United States, the United Kingdom, Canada and from among the resident American, British, Canadian and other communities in Moscow.

6 Curriculum

The School in general will follow the American Standard pedagogical curriculum. Additionally, the curriculum shall take account of the need to prepare children for school in the countries of the governing Embassies and shall reflect the broad academic requirements of state and independent primary and secondary schools in

these countries and the spectrum of their teaching programs. The curriculum shall ensure a solid grounding in the basic skills of English language, mathematics, science and social studies. Foreign languages, physical education, music, technology and the arts shall be included.

7 Fees and Revenues

The School is a non-profit organization, and all fees and revenues shall be expended solely for purposes directly beneficial to the academic and related pursuits of the School.

8 Dissolution

In the event of termination and dissolution, assets of the School may only be distributed with the approval of the American, British and Canadian Chiefs of Missions.

9 Charter Amendment

This Charter may be amended only by agreement of the American, British and Canadian Chiefs of Mission

APPROVED:

John R. Beyrle
American Ambassador

Anne Pringle
British Ambassador

Ralph J. Lysyshyn
Canadian Ambassador



1.20 SCHOOL BOARD BY-LAWS

1. School Board Powers and Duties

The Board of Directors is responsible for protecting and ensuring the continued existence and future of the School. It establishes basic policies and major programs, and delegates to the Director the day-to-day administration and the carrying out of the approved policies and programs.

Among the specific functions exclusively reserved to the Board of Directors are the following:

- A. Ensuring that By-Laws are respected and reviewed regularly.
- B. Selecting, evaluating, and dismissing the School Director.
- C. Establishing general policy in the following areas, and communicating this information to the appropriate parties:
 - i. school organization;
 - ii. curriculum and instruction;
 - iii. position, classification, and compensation for School faculty and administration;
 - iv. finances of the School;
 - v. class size and admission of students, including setting a priority ranking of children for enrolment;
 - vi. governmental and public relations;
 - vii. employee welfare and relations;
 - viii. fees and tuition;
 - ix. overall administration of the School;
 - x. hiring of personnel.
- D. Approving:
 - i. curriculum;
 - ii. disposition of property with a value of \$50,000 or more and real property, including mortgages and leases;
 - iii. insurance policies;
 - iv. salary budgets, ranges, and increases;
 - v. capital and financial budgets and financial statements;
 - vi. capital outlay expenditures (beyond those approved through budget approval), loans, dividend payments, and other important financial matters;
 - vii. fees and tuition;
 - viii. policies regarding hiring and dismissal.

- E. Reviewing audits.
- F. Approving banks and investment accounts used for deposit of the School's funds.

The Board relies upon the Director to administer its policies and programs. In order to review performance and appraise results as compared with approved aims, policies, and programs, the Board requires reports from the Director as specified by policy or as otherwise directed.

2. Composition of Board

The Board shall consist of an odd number of members, which shall include: two representatives appointed by the United States Chief of Mission (plus one alternate), two representatives appointed by the British Chief of Mission (plus one alternate), one representative appointed by the Canadian Chief of Mission (plus one alternate), one parent representative nominated by the PTO, and up to three representatives of the wider community, at least one of whom should be a non-U.S., British or Canadian passport holder.

3. Board Officers' Functions

The Chairperson of the School Board shall be appointed in alternate terms by the U.S. and British Chiefs of Mission respectively, shall take office as from July 1 of the year appointed, and shall serve for a term of no more than two consecutive years. The Chairperson shall be the presiding officer at all meetings of the School Board and shall act as its executive officer. He/she shall have the deciding vote in the event of a tie. He/she may, in consultation with the Board, appoint such committees as are considered desirable.

An Alternate Chairperson shall be appointed by the U.S. or British Chief of Mission in those years when either has not appointed the Chairperson.

In addition to the Chairperson and Alternate Chairperson, the School Board Executive Committee shall consist of a Treasurer. The Treasurer shall be appointed by the Canadian Chief of Mission. The Treasurer shall serve as Chair of the Finance Committee of the School Board and in that capacity review and provide oversight of the financial management of the School. Among other duties he/she shall review interim and year-end financial statements prepared by the Director or his/her designee.

The School's finances shall be audited yearly by an auditing firm approved by the School Board. The School's fiscal year shall be from July 1 through June 30.

4. Minutes of Board Meetings

Minutes will be taken by a designated secretary or administrative assistant from the Director's office, who will also be responsible for collecting, maintaining, and distributing all Board reports and documents.

5. Individual Board Member Authority and Liability

Because all powers of the Board of Directors derived from the Charter and the By-Laws of the Association are granted in terms of action as a group, individual members exercise authority only as they take action at a duly convened, official meeting of the Board of Directors.

Because they have no individual authority or responsibility for the legal or financial affairs of the School, the School maintains that Board members are not individually liable for actions or decisions of the Board of Directors, or actions or decisions of individual Board members within the scope of their authority..

6. Board Member Conflicts of Interest

Board members shall have no substantial financial or other interests that conflict with the interests of the School. In any given case, the Board shall decide whether or not a conflict of interest is "substantial", and whether it warrants any special measures, such as requiring the member to refrain from voting on a particular matter, or requesting his/her resignation.

It is the responsibility of Board members to make known to the Board any circumstance that could involve a potential conflict of interest between themselves and the School.

The Board endorses the National Association of Independent Schools "Principles of Good Practice" for Boards of Trustees and individual trustees as a model for ethical standards and behavior.

7. Election of Non-Appointed Board Members

The School Board shall be a self-perpetuating institution, and all non-appointed members shall be elected by and hold offices at the pleasure of the majority of the School Board.

The School Board shall have a minimum of seven and a maximum of nine members at any one time. The number of members shall be determined by the School Board from time to time.

Members shall be responsible persons of the community chosen on the basis of experience, reputation, integrity, and interest in School welfare. Additionally, every effort shall be made to ensure that:

- A. The major national interests supporting the School are duly represented on the School Board;
- B. Parents of children attending the School are duly represented on the School Board;
- C. Other interests supporting the School within the community may also be represented on the School Board whenever appropriate.

Whenever a non-appointed School Board position becomes vacant, the remaining members of the Board shall elect a new member, in accordance with procedures outlined below. Because the Board is a self-perpetuating body, elected members shall serve until they resign or are removed from membership by a majority vote of the Board.

The only member of the Board who does serve a fixed term is the representative of the PTO; this member is nominated by the PTO membership and, if duly elected by the School Board, shall serve a maximum two-year term. The Board, however, retains its authority under the charter to consider all nominations and hold all elections to Board membership.

NOTE: The faculty selects one of its members to serve as a non-voting observer on the Board.

8. Vacancies in Board Membership

Whenever a vacancy occurs among the non-appointed members of the School Board, the Chairperson shall be empowered to select a person for membership after carrying out such consultations as are appropriate. The person so selected shall then be put forward by the Chairperson for approval of the School Board.

The Chairperson of the Board may delegate the powers entrusted to him/her under the paragraph above to a nominating committee appointed by him/her. In such an event, the nominating committee shall be guided by the following:

- A. The committee should determine the eligibility of the candidate(s);
- B. Potential candidates should be interviewed and their willingness to serve confirmed;
- C. Interests supporting the School should be contacted for the names of potential members(s);
- D. The committee chairperson should submit a list of names with full details on each for consideration of the Board; and,
- E. Selection of the member(s) is the prerogative of the Board.

The nominating committee shall be disbanded once the vacancy or vacancies has/have been filled.

9. Advisory Committees to the Board

The Board will form advisory committees to assist in performing Board duties and responsibilities. The advisory committee may be Standing or Ad Hoc. Standing Committees are permanent in nature and shall address the areas of finance, policy and

governance, personnel and facilities. An Ad Hoc Committee is formed for a clear, short-term purpose, and will be dissolved upon accomplishing that purpose.

An advisory committee will act solely within the terms of its designated charge and retains no independent decision-making authority unless specifically authorized by the Board. To execute its responsibilities the committee will identify problems, conduct studies, and review relevant information as appropriate. The committee will keep the Board informed of its activities through periodic reports to the Board. The results of committee work may not be publicized until approved by the Board. The Board will retain sole authority to set School policy, as required under the By-Laws.

A Board Member will chair each committee and prepare reports for the Board. At least one Board Member must be present at committee meetings. The committee chair may invite members of the School community or others who have special expertise in areas of the committee's responsibilities to participate in committee meetings. The Board Chairperson and Director will be ex-officio members of all committees.

Recommendations to the Board on committee work will be arrived at by consensus. Minutes of committee meetings will be recorded. To ensure coordination and coherence of effort, committees will maintain liaison with the school administration and other Board committees as required.

10. Anglo-American School of St. Petersburg

The Board will maintain a standing Advisory Committee for the St. Petersburg Branch of the School. The St. Petersburg Advisory Committee will be a committee of the Board, will report to the Board, and a representative of such Advisory Committee will, wherever possible, attend Board meetings but will not be entitled to vote.

The role of the St. Petersburg Advisory Committee with respect to the Director and the Principal of the St. Petersburg Branch of the School will remain purely advisory. The Principal of the St. Petersburg Branch of the School will report to the Director, who will report to the Board.

Members of the St. Petersburg Advisory Committee will have access to the Director to discuss their views on particular matters. The St. Petersburg Advisory Committee may bring any such matters which are not resolved by the Director to the attention of the Chairperson of the Board and the School Board.

11. Board's Legal Counsel

An attorney may be retained by the Board to serve as the attorney for the School.

The attorney should be available for telephone consultations on general routine matters relating to actions or decisions of the Board. He/she will be kept fully familiar with the legal

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and tax issues of the School, and his/her services will be called upon in connection with these as needed.

In addition, the attorney should be available to handle matters related to the collection of unpaid School fees, claims by or against the School or its staff, insurance problems, involving police or other public officials, and corporate and tax matters.

The attorney may be called upon to deal with matters relating to building site acquisition, contracts relating to building construction or renovation, and disputes with contractors. He/she may also be called upon to prepare or review contracts entered into by the Board.

The attorney will be directly responsible to the Chairperson of the Board, through the Director of the School. All communications should be directed to the Director, unless the Chairman of the Board advises differently.

Specific arrangements regarding compensation, time sheets, expense records, and billing shall be spelled out in written agreement between the Board's representative and the attorney.

12. Board-Director Relationship

The School Board shall hold the Director responsible for the administration of its policies, the execution of its decisions, the operation of the internal machinery designed to serve the School program, and for keeping the Board informed about school operations and problems.

The relationship between members of the Board and the Director is a consultative one, involving the distinction between policy and administration. The Board limits itself to broad considerations of policy; the Director operates the School to implement these policies. Board members, the Director, and all School Staff members will act on an ethical basis, respecting at all times the established line and Staff relationships set out in the approved organizational chart for the School. It is the function of the Board, the Director, and the Staff to interpret intelligently the School, its policies, its procedures, and its relationships to the parents and the students.

All or part of one closed session, at least annually and at least nine months prior to the expiration of the Director's contract, shall be devoted to a discussion of the Director's performance and the overall working relationship between the Director and the School Board.

13. Board Self-Evaluation

The Board of Directors believes that the efficiency of the Board itself directly affects the efficiency of the school system as a whole. Therefore, the Board will conduct an annual evaluation of its own work. The following guidelines will apply:

- A. The evaluation should be a positive, constructive process, aimed at improvement rather than criticism;
- B. Board members themselves will develop the standards against which they will measure their performance. Areas to consider will include, but not be limited to, the relationship between the Board and the Director; the conduct of meetings; the effectiveness of policy development procedures; the relationships between the Board and the public media. These standards should be agreed upon at the beginning of each school year, so that the evaluation at the end of the year can be based upon what the Board planned for itself;
- C. The evaluation should be based on the Board's own goals, not on goals for the school system as a whole;
- D. The Board should evaluate itself as a Board, not as individuals. Evaluations which focus on Board action rather than on personalities are more productive;
- E. If an evaluation "instrument" or "form" is to be used, the Board should not be limited in its discussions to those items that appear on the form. Free discussion and informal comments are valuable;
- F. The outcome of the evaluation should be a written, composite report on how the Board views its own performance. This report should then lead to the development of new objectives and strategies for improvement. In-service programs for Board members, and a sound orientation program for new members, will help in the formulation of Board goals and expectations for the following year;
- G. The Director's view of the Board's performance will be sought, and is expected to add a helpful dimension to the evaluation procedure;

14. Regular Board Meetings

The Chairperson shall ensure that the Board meets at least six times in the course of one school year at regular intervals to be determined before the beginning of the school year. Attendance of non-board members at these meetings is by invitation of the Chairperson.

15. Executive Committee

The Executive Committee shall consist of the Chairperson, alternate Chairperson, and Treasurer. The Chairperson may convene special meetings of the Committee when timely consideration of a subject is deemed necessary, or to allow time for special Executive Committee study.

Apart from meetings convened by the Chairperson, the Executive Committee may meet in special meetings at the request of a least two members. The request shall indicate the subject(s) proposed for discussion and the date proposed for such meetings.

Notice of special meetings called by the Chairperson may be given orally at a regular meeting (in which case absent members shall be notified), or in writing.

16. Closed Sessions

The Board may hold a complete closed session to discuss items of a sensitive and confidential nature or involving sensitive documents. These sessions will be open to voting members only and applicable parties, for the discussion of items including, but not limited to, those listed below:

- A. Discussion of an individual's qualifications to hold a job or pursue training;
- B. Materials and information concerning criminal or civil actions;
- C. Strategy sessions pertaining to pending or potential litigations;
- D. Discussions which would disclose the identity of a bona fide and lawful donor to the School, when the donor has requested anonymity;
- E. The hearing of appeals in student expulsion cases;
- F. The hearing of appeals in employee disciplinary or dismissal cases;
- G. Personnel matters in which the names, competency and abilities of individual employees or students are discussed;
- H. Discussion of potential or actual emergencies or matters of security related to the preservation of health and safety;
- I. Legal advice rendered to the Board concerning an issue or matter under Board discussion, where the Board has not yet taken a public stand or reached a conclusion;
- J. Preliminary discussions of tentative information relating to student admission, fees, personnel needs, or fiscal requirements.

Confidential minutes of these meetings shall be maintained by the Board Secretary.

17. Involvement of Community Members

A. Staff

It is the policy of the Board to encourage, through the Director, employee participation in decision-making for the School. Such participation shall include, as appropriate, involvement in curriculum planning, budget planning, and policy development. The Director shall develop with employees, advisory committees for the ready intercommunication of ideas and feelings regarding the operation of the School. The Director shall weigh with care the counsel given, especially that given by committees designated to represent large segments of the Staff, and shall inform the Board of all such counsel as part of the process in presenting recommendations for Board action.

B. Parents

The Board endorses the concept that parent participation in the affairs of the School is essential if the School is to sustain the high level of educational excellence. For that reason all parents are encouraged to express ideas, concerns, and suggestions about the School to the Director or the PTO Representative to the Board.

In addition to parent participation through the PTO, the Board also wishes to encourage individual parents who are especially qualified because of interest, training, experience, or personal characteristics to contribute their talents to the School and its programs. From time to time such persons may be invited to act as resources or advisers to the School.

C. Teacher Observer

It is the position of the Board that one teacher be invited to general Board meetings as an observer. The teacher will be elected by the Faculty and will serve for one year. Any teacher may be nominated or may offer him- or herself up for election.

The teacher is free to give opinions on all agenda items and is available to answer questions from the Board. The teacher observer does not have a vote.

Persons who wish to make requests, presentations, or proposals to the School Board should direct an inquiry to the Director, who will respond according to the following guidelines:

1. allow anyone a fair and adequate hearing;
2. take action under existing policies of the School Board, so that the matter need not be brought to a Board meeting but can be resolved at once;
3. minimize the possibility that the School Board may make ill-advised, illegal, or improper rulings due to hasty action in the absence of adequate information and study, especially in instances where no clear policy exists;

4. see that time devoted to public participation is used effectively, without interfering with the Board's scheduled business.

18. Board Policy Development

A. Policies of the School Board

It is a policy of the School Board to adopt an operational set of policies, to revise those policies as provided therein and to make policies available to parents, and Staff.

The adopted policies of the School Board shall be considered an addendum to the By-Laws.

B. Development and Adoption of Board Policies

Adoption of new policies or changing existing policies is solely the responsibility of the Board. If at any time, a policy established by the School Board is unacceptable to the parents or Staff, reconsideration of the policy by the School Board may be accomplished by request of such groups.

Proposals for new policies or revisions of current policies may be made in writing by anyone connected with the School, and may be presented to the School Board Policy and Governance Committee through the Director. The Committee will review the proposal and if indicated may approve it for drafting and presentation to the full Board.

Except in cases of emergency, the adoption of Board policies will follow the sequence below. The sequence may not be concluded in less than two meetings of the Board.

- i. Scrutiny or drafting of proposed or revised policy by the Policy and Governance Committee.
- ii. Reading of proposed or revised policy as an item of information, after a copy of the draft has been distributed to Board Members ("first reading");
- iii. Receipt of concerned individual or group responses (by the Director) for presentation to the Board at the next meeting;
- iv. Discussion and final action by the Board, after receipt of the final draft.

The formal adoption of policies will be recorded in the minutes of the Board meeting. Only those written statements so adopted and so recorded will be regarded as formal policy of the Board. Policies will be effective immediately upon adoption, unless a specific effective date is provided in the motion to adopt.

C. Emergency Procedure

If a situation arises in which the School Board must act quickly, the Board may, by majority vote, waive the requirements of the adoption sequence described above, and may propose, discuss, and adopt a policy or a policy change at a single meeting. However, it is the practice of the Board to reconsider such “emergency” policies after they have been in force for several months, to ensure that the policy is well-considered and is still appropriate for continued use.

19. Policy Review

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board shall review its policies on an ongoing basis.

The Board shall evaluate how the policies have been executed by the School Staff and shall weigh the results. It shall rely on the School Staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

All policies so evaluated will be designated as either Revised (amended) or Reviewed (no action taken) with the date approved by the Board.

The Director is given the continuing commission of calling to the Board's attention all policies that are out of date or for other reason appear to need revision.

The Board directs the Director to recall all policy and regulations manuals periodically for administrative updating and Board review.

20. Administration in Policy Absence

In cases when, in the Director's judgment, significant action must be taken and the Board has provided no guidance in policy for such action, or existing policy is outdated or inadequate, and no practical opportunity exists to consult the member of the executive committee, the Director shall have discretionary power to act.

These decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Director to inform the Board promptly of such action and of the need for policy.

Revised: September 2007

Revised: March 2013

Revised: October 2016

2.00 INSTRUCTIONAL PROGRAM

- 2.10 CORE VALUES**
- 2.20 SCHOOL MISSION AND VISION**
- 2.30 ACADEMIC COMPETENCE**
 - 2.31 ACADEMIC PROGRAM**
- 2.40 INSTRUCTIONAL PROGRAM**
 - 2.41 REVIEW AND REVISION OF INSTRUCTIONAL PROGRAM**
 - 2.42 LANGUAGE POLICY**
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 - 2.44 TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO**
 - 2.45 EDUCATION POLICY FOR ALL CHILDREN**
- 2.50 CURRICULUM RESOUCSE SELECTION POLICY**
- 2.60 ASSESSMENT**
- 2.70 GRADUATION REQUIREMENTS**
- 2.80 FIELD TRIPS**

2.10 CORE VALUES

1. Core values are the essential and enduring tenets of the School – the small set of guiding principles that have a profound impact on how everyone at the School thinks and acts. They are the soul of the School – the values that guide all actions.
2. The School believes equally in the value of:
 - Making decisions based on the students' best interests;
 - Developing the whole child;
 - Supporting student success through community partnerships;
 - Delivering a challenging and inquiry-based curriculum in an engaging manner;
 - Reviewing curriculum via a reflective and dynamic process;
 - Respecting self and others;
 - Providing an emotionally and physically safe environment where people want to come each day; and
 - Providing students with an international perspective in order to prepare them for future challenges and contributions.

Formerly: School Philosophy and Purpose, Policy 2.10

Adopted: January 1995

Revised: May 2010

Revised: September 2011

Revised: March 2013

2.20 SCHOOL MISSION AND VISION

The School's Mission is:

AAS empowers each student to

- Respect self and others
- Love learning, and
- Contribute as a globally aware citizen

in order to achieve individual, academic and holistic excellence.

The School's Vision is:

We inspire student learning

- Through a dynamic and caring environment
- With innovative and effective instructional strategies
- In collaborative relationships, and
- By using current, relevant technologies, and the rich resources of our diverse community.

Formerly: Statement of Mission – Principles and Goals, Policy 2.11

Adopted: June 1998

Revised: April 2000

Revised: April 2007

Revised: May 2010

Revised: September 2011

Revised: March 2013

2.30 ACADEMIC COMPETENCE

1. It is the Board's goal that every student:
 - a. is motivated to learn;
 - b. masters learning and study skills;
 - c. exceeds minimum academic standards, and
 - d. reaches his/her maximum academic potential, (together the '**Academic Competencies**').

2. The Board establishes the following three broad standards against which delivery of the Academic Competencies are to be measured:
 - A. The School honors the Core Values set forth in Policy 2.10 and the associated mission and vision set forth in Policy 2.20;
 - B. The School makes annual progress toward Strategic Plan goals developed and updated annually as directed by Policy 6.90; and
 - C. Student achievement will meet or exceed the performance of peers at international schools considered comparable to the School;

3. The Board intends the standards to be applied using the following indicators. These indicators are listed in no particular order:
 - A. Classroom based common assessments;
 - B. Standardized norm-referenced measures including broadly adopted and administered tests in the domestic and international community (including, but not limited to: MAP, PSAT, SAT, ACT);
 - C. IB Diploma Program aggregate scores and relevant analysis;
 - D. Aggregate grade progression and documented achievement (including, but not limited to: GPA, grades, course examinations, university acceptances); and
 - E. Data gathered from students via surveys and inventories for assessing accomplishment of student outcomes associated with Mission and Vision.

4. The Board intends the above three standards to be applied to the following subjects in particular (but without limitation to other areas of learning):
 - A. English Language Arts
 - B. Mathematics
 - C. Social Studies
 - D. Science

Meeting (MTG)

The Board determines that the information provided by the Director is sufficient for the Board to decide whether progress has been made for the purposes of Policy 2.30.5. The Board finds that the School is making reasonable progress towards achieving the goal set out in Policy 2.30.1 and has no recommendations for specific actions to be taken. The Board may highlight particular areas for commendation.

Approaching (APR)

The Board determines that the information provided by the Director is sufficient for the Board to decide whether progress has been made for the purposes of Policy 2.30.5. The Board finds that the School is making progress towards achieving the goal set out in Policy 2.30.1 but determines that a greater degree of progress is expected in one or more areas and sets out its reasons and specific actions to be taken.

Not Meeting (NM)

The Board determines that the information provided by the Director is sufficient for the Board to decide whether progress has been made for the purposes of Policy 2.30.5. The Board finds that the School is not making progress towards achieving the goal set out in Policy 2.30.1 and sets out its reasons and specific actions to be taken.

Insufficient Evidence (IE)

The Board determines that the information provided by the Director is insufficient for the Board to decide whether progress has been made for the purposes of Policy 2.30.5. The Board sets out its reasons and specific actions to be taken.

Adopted: May 2012

Revised: March 2013

Revised: June 2014

Revised: January 2016

2.31 ACADEMIC PROGRAM

The Director shall develop an academic program for the school that enables students to meet content standards and to achieve Policy 2.30 – Academic Competence. Accordingly, the Director shall:

1. Develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class organization, as evidenced by:
 - A. Selecting and implementing rigorous programs based on thorough analysis of research data;
 - B. Providing for appropriate differentiation of instruction within the adopted curriculum to ensure that all students learn;
 - C. Ensuring that all students have appropriate learning opportunities in order to meet adopted standards in reading, writing, mathematics, social studies, and science;
 - D. Ensuring a well-rounded and comprehensive academic and co-curricular program;
 - E. Using expert resources, staff, and community members to develop the curriculum; and,
 - F. Considering class organization as important components of the education program.
2. Ensure that faculty know and teach the adopted curriculum.
3. Ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:
 - A. Ensuring/prioritizing adequate and appropriate instruction for all students in the core content areas;
 - B. Increasing instructional support for students whose achievement is below grade level standards in reading, writing, mathematics, social studies, and/or science;
 - C. Developing personalized learning plans for students in reading, writing, mathematics, social studies, and science; and,
 - D. Keeping parents informed of current student progress toward achieving content standards and how such progress is measured.
4. Report to the Board significant changes, deletions or addition of programs and courses of study as needed and annually in September of each year on overall compliance with the terms of this policy.

5. Ensure that secondary students have an education plan for their high school experience, the year following graduation, and can demonstrate application of academic and work competencies inherent in Policy 2.30 – Academic Competence.

Former Policy 2.35
Adopted: May 2012
Revised: March 2013

2.40 INSTRUCTIONAL PROGRAM

1. The School exists to offer an excellent educational experience, to the highest international standard, for the American, British, Canadian communities of Moscow and St. Petersburg, Russia and, in accordance with Policy 7.10 herein, wherever possible students from other countries.
2. To achieve the educational goals of the School, the Board, Administration, Faculty and Staff will:
 - A. Accept primary responsibility for meeting the intellectual needs of the students, teaching skills of learning, thinking, problem-solving and imparting knowledge;
 - B. Recognize their responsibility to work in cooperation with the home toward meeting the intellectual, physical and social needs of the student;
 - C. Base the educational program on the principle that every human being is valued and deserves the opportunity to attain his/her best self-realization as an individual and as a member of society;
 - D. Uphold high academic standards to challenge each student by differentiating instruction to meet all learning needs;
 - E. Encourage active participation by all members of the School's community;
 - F. Ensure continuity of curriculum for all grades, in part, to enhance the education of those students whose education at the School is not transitory but on a long-term basis;
 - G. Continuously review, assess and improve the School's instructional methods and materials;
 - H. Recognize the transient nature of the School community requires a curriculum which allows for smooth transitions into the School and adequately prepares students for other educational institutions;
 - I. Reflect the international nature of the School, take advantage of the opportunities available in Russia, and acknowledge the contribution that the School's community can make to the host city and country.
 - J. Meet the School's standards and benchmarks using an inquiry based approach aligned with the philosophy of the IB Primary Years Programme and the IB Diploma Programme.

Formerly: Formerly The Anglo-American School of Moscow – An Institution of International Learning, Policy 2.13

Adopted: December 1994

Revised: May 2010

Revised : March 2013

2.41 REVIEW AND REVISION OF INSTRUCTIONAL PROGRAMS

1. Curriculum Development.

Basic to the philosophy of curriculum development and change is the concept that the Director of Curriculum and Principals are the key figures in all curriculum work done at the school level; the Principal is regarded as the educational and instructional leader in each division.

2. Review and Revision of Instructional Program.

The instructional program is viewed as a dynamic one. Review and revision of the instructional program is an on-going process throughout each academic year. Reviews of the instructional program shall be conducted as follows:

- A. The instructional program should continuously be reviewed by instructional Faculty with feedback from the body designated by the administration to review the School's curriculum (including Faculty and parents) and adapted as appropriate in order to best meet the educational needs of the School's population. The Board will not normally be involved in minor changes and adjustments to the instructional program that remain within the framework of the School's overall educational philosophy and instructional goals, unless otherwise required. Major curriculum change is to be approved by the Board upon the proposal of the Director with the advice of the Director of Curriculum and Principal(s) whose divisions are affected.
- B. Results produced from such reviews will be formally presented to the Board by the Director of Curriculum at a designated Board meeting.

Formerly: Policy 2.30
Adopted: November 1994
Revised: April 2006
Revised: May 2010
Revised: March 2013

2.42 LANGUAGE POLICY

1. The School's Language Policy, an integral part of the School's philosophy and practice, creates a shared vision and mission to successfully implement the School's language programs and curriculum. It is comprehensive and school wide, and promotes a high-quality academic curriculum and minimum of a second-language proficiency for all students. The policy also recognizes and embraces the central role that language and culture play in the overall linguistic, cognitive and academic development of the School's students.

Guiding Principles: At the School we:

- A. Foster students' ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages;
 - B. Provide an appropriate language and learning program to allow all students to access the curriculum in a supportive environment;
 - C. Involve the Faculty in a language-teaching process because language and learning are inextricably linked;
 - D. Value the student's first language and literacy as the foundation for second language acquisition and development. These characteristics are essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence;
 - E. Provide a positive environment that affords opportunities for students to engage in meaningful learning experiences within well-designed programs;
 - F. Believe firmly that language development in more than one language fosters personal growth and is essential to the development of international understanding;
 - G. Employ a variety of instructional methods in all areas of the curriculum to show the interconnection among reading, writing, speaking, and listening;
 - H. Provide opportunities for teachers and administrators to participate in relevant professional development in the areas of linguistic and cultural awareness;
 - I. Integrate the expression of cultural and linguistic heritage into all programs and facilitate cultural exchanges through the curriculum and special events.
2. In regards to English Language Learners, the Faculty believes and practices the following:
 - A. English is the primary medium of instruction, and teachers work collaboratively to provide a program of English language learning for all students to address their academic needs;
 - B. All staff members are language teachers, independent of their core specialty area, and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds;

- C. Parents should be made aware of their important role in ensuring the development of their children's mother tongue and are encouraged to do so through a range of strategies to support their child's education including enrollment in a mother tongue program;
- D. All staff members understand the particular needs of those students being educated in a language other than their mother tongue.

Formerly: Policy 2.16
Adopted: June 2008
Reviewed: May 2010
Revised: March 2013

2.43 TEACHING ABOUT SENSITIVE ISSUES

The Board encourages age-appropriate open discussion of sensitive issues in an atmosphere of mutual respect for individual opinion and self-expression, and recognizes such discussion as part of the normal educational process. Faculty shall refrain from using classroom privilege to impose personal views on any topic.

Formerly	Policy 2.40
Adopted:	December 1994
Revised:	April 2006
Reviewed:	May 2010
Reviewed:	March 2013

2.44 TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO

1. The Board is committed to taking all reasonable steps to safeguard the health, character and personal development of its students while they are in the School.
2. The School will take steps to educate all students in an age-appropriate manner on the consequences of alcohol, drug and tobacco use and abuse, and to provide staff with the necessary information and training to accomplish this. Standards and Benchmarks relating to this topic will be reviewed as part of the Health Curriculum on the standard curriculum review cycle.
3. The Faculty will actively encourage and support staff in creating a school climate in which students will feel free to seek information or help related to alcohol, drug and tobacco use, subject to the absolute prohibition on, and penalties in relation to, any such use as set out in Policy 7.31.
4. Whenever possible, the School will support student-run prevention and education programs in relation to drug, alcohol and tobacco use.

Formerly: Teaching About Alcohol, Drugs and Tobacco, Policy 2.41
Adopted: March 1994
Revised: June 2008
Reviewed: May 2010
Reviewed: March 2013

2.45 AN EDUCATION POLICY FOR ALL STUDENTS

1. The School's main goal is to meet students' needs with responsive pedagogy and differentiated presentation of curriculum while simultaneously promoting high standards of academic achievement.
2. The School will offer a range of special education services and will admit and re-enrol students only in such cases where their needs can be met with existing available resources (See Policy 7.10).
3. In particular, through an increasingly comprehensive framework of instructional strategies, the school is committed to meeting the needs of all of its students, including those who are highly able and those who have mild to moderate special educational needs (SEN).
4. Each division will have a Student Support Team (SST) who will assist Faculty to provide students with the academic and social support they require to reach their potential.

Formerly: An Education Policy for All Students, Policy 2.25

Adopted: August 2000

Revised: June 2008

Revised: May 2010

Revised: March 2013

Revised: May 2015

2.50 CURRICULUM RESOURCE SELECTION POLICY

1. Objective.

The School shall provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and presentation of different points of view to meet the needs of students and Faculty. The primary objective of learning resources shall be to support and enrich the educational program of the School.

2. Responsibility.

The Director shall delegate the responsibility for the selection of learning resources to the School's Faculty. Responsibility for the selection of classroom resources shall rest with department heads and other Faculty under the direction of the Principals and with guidance from the appropriate curriculum review committees. Responsibility for coordinating the selection and making the recommendation for purchase of library materials shall rest with the professional library media personnel.

3. Criteria.

Criteria for selection shall be that learning resources will:

- A. Support and be consistent with the Core Values and Mission and Vision set forth in Policies 2.10 and 2.20 above
- B. Be chosen to enrich and support the standards and benchmarks of the School and the personal needs of learners.
- C. Meet high standards of quality in:
 - i. Presentation
 - ii. Physical format
 - iii. Educational significance
 - iv. Readability
 - v. Authenticity
 - vi. Artistic quality and/or literary style
 - vii. Factual content
- D. Be evaluated as a whole and selected for their strengths rather than rejected for their weaknesses.
- E. Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.

- F. Be designed to provide a background of information that will motivate students and Faculty to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
 - G. Provide information on opposing sides of controversial issues so that users may develop under guidance the skill of critical analysis.
4. Other Factors in Selecting Learning Resources.
- A. The selection of learning resources shall be directed toward maintaining a diverse collection representing various views.
 - B. Recommendations for purchase shall involve the Faculty, students, and parents, as appropriate.
 - C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
 - D. Selected materials will not be masked, clipped, or altered in any manner inconsistent with the author's intent.
 - E. Selection of materials shall be an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
5. Challenged Materials.
- A. *Rights of Parents.* Recognizing that parents always have the right to make final choices in regard to their children's literary choices, the School shall provide a process by which any parent or guardian of a student may challenge the appropriateness of the learning resources used in the School's educational program.
 - B. *Process for Informal Reconsideration.* When a complaint regarding a learning resource is received, the School shall try to resolve the issue informally.
 - i. Within five (5) school days of the receipt of a complaint, the teacher or librarian whose students are using the learning resource shall meet with the questioner, listen to his/her concerns, explain the learning resource selection procedures, the particular place the questioned resource occupies in the educational program, its intended educational usefulness and work with the questioner to resolve his/her concerns including but not limited to offering the student, if a student is involved, another comparable, acceptable learning resource.

- ii. If the questioner is not satisfied with the results of the first conference, and the questioner wishes to continue the challenge, the questioner shall meet with the Principal regarding the learning resource. The second conference shall occur within five (5) school days after the completion of the first conference. The Principal shall meet with the questioner, listen to his/her concerns, and work with the questioner to resolve those concerns.
- C. *Process for Formal Reconsideration.* If the questioner wishes to file a formal challenge, all steps in the Request for Informal Consideration must have been completed. The questioner then shall notify the Principal who, in turn, shall provide the questioner with a copy of this policy and a copy of the form entitled Request for Reconsideration of Instructional Materials. Within five (5) school days, the questioner shall file with the Principal a completed Reconsideration of Instructional Materials Form. In addition, the Principal immediately shall notify the Director of the challenge. The Director shall facilitate the formal challenge to its resolution.

Formerly: Policy 8.40; 2:52

Adopted: November 1995

Revised: November 1999

Revised May 2010

Revised: March 2013

2.60 ASSESSMENT POLICY

1. Assessment, in various forms, is an integral part of the whole learning process designed to promote and improve student learning, provide data about student achievement of benchmarks in each subject area, and inform teaching and learning.
2. Assessment requires careful planning, thoughtful judgment, a clear focus on purpose, excellent communication skills, and an overriding concern for students' learning. Such qualities are necessary to ensure assessment practices provide high quality information on student learning.
3. The guiding principles of the School's Assessment Policy are as follows:
 - A. Diagnostic, formative, and common summative assessments are in place across grade levels in all subjects. Assessments are used to inform Faculty, students and parents of progress towards benchmark mastery;
 - B. Assessments focus on benchmarks as documented in the curriculum to ensure teachers evaluate students in a consistent manner;
 - C. Assessments allow students to demonstrate learning, both formally and informally, to accommodate the needs of all learners;
 - D. Teachers use multiple sources of information when reporting students' achievement;
 - E. Faculty employ common assessments and moderate with colleagues (department or subject teams) to enhance validity, consistency and reliability;
 - F. Assessments develop student ability to self-monitor progress, set goals and prepare for future assessments.
4. Elementary, Middle and High School assessment practices shall be aligned with the Assessment Policy set forth in this Policy 2.60. Divisional assessment practices shall be documented in divisional student, parent and faculty handbooks. Faculty recognizes the value of making available to parents a student's academic progress and, accordingly, shall endeavor to make such information available to parents on a periodic basis throughout the academic year.

Formerly: Assessment Policy, Policy 2.15

Adopted: June 2004

Revised: May 2010

Reviewed: March 2013

2.70 GRADUATION REQUIREMENTS

The School's High School offers a rigorous college preparatory curriculum to all of its students in grades 9 through 12. Students are offered the opportunity to sit for externally assessed IB Certificates which may lead to the award of the IB Diploma. If earned, the IB Diploma is awarded in addition to the School's High School Diploma.

1. Class Placement Counseling. All students are individually counseled and scheduled by the IB Coordinator and/or a Counselor. In consultation with both student and parent, the High School works to ensure proper placement in classes based on past student records, student ability, background, and interests.
2. Requirements. The graduation requirements of the School reflect a belief that all students should be exposed to a broad curriculum in each of their years in High School. Students must gain credit in all academic and elective areas.

The credits required within the various subject areas are as follows (one credit is awarded for successful completion of a full academic year in a given subject):

English	4
Mathematics	3
Science	3
Social Studies	3
Foreign Languages	3
Visual and Performing Arts	2
Physical Education	2
Health	0.5
Electives	5.5
 Total required	 26

3. Expectations Beyond the Graduation Credit Requirements.
The School's Mission and the High School Student Profile collectively set out our vision for educating students. Based upon that vision, students are expected to fulfill a set of graduation requirements that extend beyond their accumulated credits, as follows:

In each of their Grade 9 and Grade 10 years, all students will take part in at least one community service project per semester.

In Grade 11 and Grade 12, all students are required to complete the Creativity, Action, Service (CAS) requirements as outlined by the IB and adopted by the School.

Depending on their choice of Diploma, students are required to complete an extensive research based project as follows:

IB Diploma candidates: The Extended Essay as outlined by the IB.
The School's Diploma candidates: The Extended Research Project.

4. IB Curriculum.

IB Diploma candidates must complete course work, and pass the examinations, in the following six areas:

- Subject Area
Group 1: First Language
Group 2: Foreign Language
Group 3: Individuals and Societies
Group 4: Experimental Sciences
Group 5: Mathematics
Group 6: Arts

5. Other Requirements for an IB Diploma.

IB Diploma candidates are mandated by the IB to complete the following requirements:

- A. *Theory of Knowledge (TOK)* – This course is required for all IB Diploma candidates and must be taken for one semester in each year of the program. This course provides students with the opportunity to develop a critical awareness of what they and others know, through analysis of concepts and arguments, and the basis of value judgment. Assessment is based on an externally marked essay and a presentation, marked internally by the teacher.
- B. *Creativity, Action, Service* – CAS is a fundamental part of the IB Diploma which provides students with the opportunity for experiential learning. Students are expected to be involved in a variety of ongoing projects in a range of activities representing the three areas of CAS. Student involvement should be the equivalent of at least 150 hours and must be documented and reflected upon in their CAS folders.

Formerly: Graduation Requirements, Policy 2.70, and Academic Program,
Policy 2.71
Adopted: March 2003
Revised: June 2005
Revised: November 2006
Revised: May 2010
Revised: March 2013

2.80 FIELD TRIPS AND SCHOOL TRAVEL

The School Board of Directors encourages field trips for educational purposes provided such trips have been approved by the Principal and/or Director in consultation with the security officer.

1. Definition. A field trip is defined as an educational activity that provides a relevant and meaningful learning experience off campus. Field trips may be within walking distance of the School, local trips, or overnight excursions.
2. Parent/Guardian Communication. Signed written parent/guardian permission is required for all day and overnight travel. Parents must be informed in advance of walking field trips. If parents do not give a written authorization for a student to attend a trip, the student will be the parents' responsibility and will remain at home. If the School does not authorize a student to attend a trip, then the School will make appropriate arrangements.
3. Chaperones. A minimum of two chaperones will accompany students on all field trips and School travel. The student-to-chaperone ratio for overnight travel must be no more than 8:1. The student-to-chaperone ratio for walking and day field trips must be no more than 10:1. A chaperone is defined as a teacher, teacher assistant, parent, coach, School employee, or other responsible adult that has been approved by the Director and/or Principal.
4. Transportation. School transportation vehicles, if available, will be used for School trips. Vehicles used for transport must be fitted with working seatbelts. All transport, including, without limitation, commercial ground, rail, sea and air travel must be approved by the appropriate divisional Principal and/or the Director.
5. Regulations and Procedures. Regulations and procedures related to field trips and school travel are the responsibility of the School divisions/departments organizing the field trips and school travel. Regulations and procedures must take into account safety, security, cost, rationale and communication of the respective trips while meeting Board policy. Risk assessment will be carried out prior to any field trip approval being granted. Accommodations are to be clean and safe.
6. Design. When designing field trips, the Faculty recognizes that because such trips are an integral part of the educational experience, an effort must be made to recognize the different economic backgrounds of families and plan such trips to be as accessible to every student as practicable.

Formerly: Field Trips and School Travel, Policy 2.50

Adopted: November 1992

Revised: June 2006

Revised: May 2010

Reviewed: March 2013

CHAPTER 3. FISCAL GOVERNANCE

- 3.10 FISCAL MANAGEMENT**
- 3.20 BOARD MEMBER DUTIES AND RESPONSIBILITIES**
- 3.30 FINANCE AND FACILITIES COMMITTEE RELATED TO FISCAL GOVERNANCE**
- 3.40 BUDGETING AND FINANCIAL PLANNING**
- 3.41 EXTERNAL AUDIT**
- 3.42 SOURCES OF INCOME**
- 3.50 CASH HOLDINGS, CUSTODIANSHIP, AND EXPENDITURES**
- 3.60 ACCOUNTING STANDARDS AND PROCEDURES**
- 3.70 PROCUREMENT AND PROJECTS**

3.10 FISCAL MANAGEMENT

1. The School is a not-for-profit organization. The School's fiscal governance shall be managed by or under the direction of the School Board in a manner that is prudent and transparent. In the execution of this responsibility, the Board shall fulfill or oversee the fulfillment of the following:
 - A. Advance financial planning through both long-term (up to five years) and short-term cash forecasts and appropriate budgeting of income and expenditures;
 - B. Establishment of sound ethical fiscal values;
 - C. Implementation of appropriate fiscal risk management processes;
 - D. Application of internationally acceptable accounting policies in the preparation of the School's annual financial statements;
 - E. Contingency planning that endeavors to maintain the continued operation of the school;
 - F. Design, implementation and maintenance of an effective system of internal control; and
 - G. Maintenance of adequate accounting records that is sufficient to show and explain the School's transactions and disclose with reasonable accuracy at any time the financial position of the School.

Adopted: June 2012
Reviewed: January 2015

3.20 BOARD MEMBER DUTIES AND RESPONSIBILITIES RELATED TO FISCAL GOVERNANCE

1. Board Member Interests

Annually at the start of the School's academic year, each Board member shall provide a statement in writing of financial interests in any transaction related to the School or its affiliates. Additionally, if at any time during the year a Board member becomes aware of the fact that he is interested in a transaction with the School, he shall inform the Board in writing:

- A. If the monetary value of the member's interest is quantifiable, the nature and monetary value of that interest; or
- B. If the monetary value of the member's interest is not quantifiable, the nature and extent of that interest.

Tuition and other educational fees paid in the normal course of business by a Board member to the School are not considered to be an interested party transaction for purposes of this clause.

2. Indemnity

Each person who is or was made a party or is threatened to be made a party to or is involved in any action, suit or proceeding, by reason of the fact that he or she is a Board member, officer or employee or is or was serving at the request of the School as a Board member, officer, employee or agent of the School or one of its affiliates, shall be indemnified and held harmless by the School to the fullest extent authorized by law for all expenses, liabilities and losses (including attorneys' fees, judgments, fines, taxes and amounts paid or to be paid in settlement) reasonably incurred or suffered by such person in connection therewith and such indemnification shall continue as to a person who has ceased to be a Board member, officer, employee or agent and shall inure to the benefit of his or her heirs, executors and administrators. Notwithstanding the foregoing, the School shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the Board.

3. Board Insurance

The Board shall have the power to purchase and maintain insurance for or for the benefit of any persons who are or were at any time Board members, officers or employees of the School including insurance against any liability incurred by such persons in respect of any act or omission in the actual or purported execution and/or discharge of their duties and/or the exercise or purported exercise of their powers and/or otherwise in relation to or in connection with their duties, powers or offices in relation to the School.

4. Board Remuneration

Board members shall not receive any remuneration for their services acting in this capacity. Board members who incur expenses in the execution of their duties are entitled to seek reimbursement of such expenses upon submission of appropriate documentary support and provided the expense is incurred in accordance with current policies established by the Board and the Administration.

Adopted: June 2012
Reviewed: January 2015

3.30 FINANCE AND FACILITIES COMMITTEE

The Finance and Facilities Committee of the Board is appointed by the Board to assist in carrying out the Board's financial responsibilities. The Committee shall oversee the financial accounting and reporting process, risk management and the internal control system of the School. This shall be accomplished *inter alia*, through regular review by the Committee of the School's financial management reporting, meetings with the School's Director and Director of Finance and Operations and members of the Finance team, and review of reports of the independent external auditor.

1. Membership

Two members of the Board shall be members of the Committee of which one shall be the representative of the Canadian Embassy who shall also be the Chairman of the Committee. Board approval is required for all non-Board members of the Finance and Facilities Committee. It is expected that members of the Committee should have appropriate financial knowledge or other relevant experience to enable the Committee to fulfill its responsibilities. The School Director, Director of Finance and Operations and other members of the School Finance organization shall attend such meetings as required but do so in an ex-officio capacity.

2. Responsibilities.

The Committee's responsibilities, *inter alia*, include the following:

- a. Review of the School's budget, including *inter alia* proposed expenditures, tuition levels and other fees;
- b. Adequacy of the School's insurance coverage;
- c. Compliance with applicable law;
- d. Adequacy of internal control processes;
- e. Selection of external auditor;
- f. Review and consideration of external auditors report;
- g. Review of the School's cash management;
- h. Review of the School's investments;
- i. Review of the School's capital plans; and
- j. Review of the School's accounting policies to ensure they are appropriate in light of new or amended accounting standards or best commercial practice, including those related to procurement.

3. Recommendations to the Board.

The Committee shall submit the following recommendations for approval by the School Board:

- A. Appointment of external auditor;
- B. Annual staff salary budget;
- C. Annual income and expenditure budget;
- D. Audited financial statements and the auditors' report thereon;
- E. Capital expenditure and maintenance budgets;
- F. Tuition and fee levels;
- G. Allocation of funds to reserves;
- H. Changes to the schools adopted accounting policies under which it prepares its financial statements; and
- I. Limits on levels of financial investments and funds placed with financial institutions in accordance with the School's risk management policy.

Adopted: June 2012
Reviewed: January 2015

3.40 BUDGETING AND FINANCIAL PLANNING

The Board shall annually approve an Operating and Capital Budget for the ensuing year. The primary purpose of the budget preparation is to ensure adequate funds are available to finance the school's day-to-day operations and fund capital expenditures and emergency reserves as required.

Budget preparation is the responsibility of the Director. The Budget shall be reviewed and approved in accordance with the timetable below by the Finance and Facilities Committee, who in turn will recommend its approval to the Board. In support of the Budget, the Director shall present such information and detailed financial analysis as will allow for a proper and informed discussion of the ensuing year's financial operations. In particular, the Director should as a minimum submit for consideration the following:

- A. Notes explaining key assumptions used in the budget and explanations of income and expenditures;
- B. Comparison of prior year actual figures to budgeted income and expenditures;
- C. Cash flow forecast; and
- D. Capital expenditure plan.

The timetable for preparation of the budget is as follows:

1. Finance and Facilities Committee

<u>Meeting Date</u>	<u>Agenda Item</u>
October	Staff compensation and salary levels, including implications for tuition and fee levels of any proposed changes;
November	Submission of first draft of preliminary budget;
January	Approval of preliminary budget, including any proposed changes to tuition and fee levels, and recommend to Board;
May	Approval of final budget and recommend to Board.

2. Board

<u>Meeting Date</u>	<u>Agenda Item</u>
November	Staff compensation and salary levels, including implications for tuition and fee levels of any proposed changes;
January	Approval and adoption of preliminary budget, including any proposed changes to tuition and fee levels;
May	Approval and adoption of final budget.

Adopted: June 2012
Reviewed: January 2015

3.41 EXTERNAL AUDIT

1. The Board will approve annually the appointment of an internationally recognized firm of independent accountants to perform an independent audit of the School's annual financial statements to which such independent accountants should report.
2. The Finance and Facilities Committee is responsible for conducting the auditor selection process and making its recommendation of the firm and the fees for its services for approval by the Board.
3. The Board shall consider any recommendations made by the auditor arising out of their work and develop actions steps as appropriate to address these recommendations.

Adopted: June 2012
Reviewed: January 2015

3.42 SOURCES OF INCOME

1. The School receives funds, *inter alia*, from the following sources:
 - A. Tuition and other fees related to regular educational expenditures;
 - B. Capital fees;
 - C. Premium seat fees;
 - D. Grants;
 - E. Gifts and bequests; and
 - F. Fund raising, including capital campaigns, subject to the conditions outlined below.

A. Tuition and Other Fees

The Board shall annually review and determine tuition and other applicable school fees for the forthcoming year. This review occurs at the time the preliminary operating budget for the ensuing year is adopted and takes into account estimated student enrolment, available financial resources, budget requirements and any contingency or emergency reserve requirement. Nothing in the above shall prevent the Board from determining tuition and other school fees for multiple years in advance.

The procedures and rules regarding payment of tuition and other school fees are approved by the Board and are set out in the corresponding financial handbook. Parents will be advised before admission and subsequently before the start of each school year of the revised tuition and other school fees that apply. Fees and other charges, for example, field trips or optional resources will be notified at a later date.

Application fees for the processing of admissions as set by the Board from time to time, are waived for Priority A admissions.

The enrolment of a student is a private contract between the parent and the School, regardless of any arrangement the parent may have with an employer concerning the payment of school fees. The parent remains responsible for the payment of all fees.

Whenever a student's tuition, surcharge and/or fees remain fully unpaid, the student may be denied admission to classes. All students from the family that has incurred the debt may be refused admission to classes. No student from the family that has incurred the debt will be readmitted in the following year until the debt has been paid in full for the prior year. Denials of admission under this policy will remain in effect until the debt has been settled in full.

Late accounts are subject to interest charges at a rate at least equal to that paid by School on its outstanding debt, and administrative charges as deemed appropriate. The founding Embassies are exempt from late charges. The school administration has authority to negotiate payment plans in specific cases.

In the event that a student leaves the School, fifty per cent of Tuition Fees paid will be refunded for each full quarter in which the student does not attend school. The Start Date identified in the contract determines fee and refund calculations regardless of actual attendance. Neither the Capital Fee nor the ESOL Fee are refundable.

In the event that an enrolled student does not return to school for the new school year for any reason, fifty per cent of the fees paid (as applicable) for the year will be payable, unless written notice is given at least thirty days prior to the first day of the school year.

Any appeal against the application of the Tuition Fee Policy due to exceptional circumstances should be made in writing through the Board Executive Assistant to the Chair of the Board. If the Chair (or his/her designate) determines there are grounds for appeal the matter will be taken to the Executive Committee of the Board, who will be responsible for ensuring an outcome. (N.B. An unforeseen employment move would not be viewed as an exceptional circumstance.)

B. Capital Fees

The Board shall determine the appropriate level, timing and application of Capital Fees, and shall review these decisions on a regular basis. Capital Fees collected shall be a primary source of funding for the School's Capital Expenditure Plan.

C. Premium Seat Fees

The Board shall have the option to establish and/or extend a Premium Seat Fee program which grants qualified dependents of sponsoring entities Category 1 admission, subject to normal admission criteria as detailed in Board Policy 7.10 and any other requirements the Board sees fit to impose. Funds received from the sale of Premium Seats shall be allocated to specific purposes as directed by the Board.

D. Grants

The Board may accept, on behalf of the School, any grant of funds or property from any governmental or non-governmental organization for a purpose deemed by the Board and the Director to be suitable. The Director in making any

recommendation to accept a grant will consider whether such acceptance is in the best interests of the School and in accordance with its not for profit status and educational goals.

E. Gifts and Bequests

The School Board may accept, on behalf of the School, any bequest or gift of money or property for a purpose deemed by the Board and the Director to be

suitable. The Director will use judgment, in line with the criteria listed below, in recommending to the Board the acceptance of gifts and bequests and will make sure that such acceptance will be in the best interests of the School and in keeping with its not-for-profit status and educational goals. For any gifts which the Director recommends to the Board for approval, the Board shall be informed of the identity of the donor. A letter of appreciation signed by the Board, Director

or the relevant Principal of the School receiving the gift may be sent to a donor if and as appropriate.

To be acceptable, a gift must satisfy the following criteria:

- i. It must have a purpose consistent with those of the School;
- ii. It must not lead to, or involve, unacceptable costs to the School;
- iii. It must place no restrictions on the school program;
- iv. It must not be inappropriate or harmful to the best interests of students;
- v. It must not imply endorsement of any business or product;
- vi. It must not be in conflict with any provision of Board policy or public law.

The School will take reasonable steps to ensure that gifts made to the School, including those made through the Friends of the Anglo-American School of Moscow organization, can be classified as tax deductible in the US to the extent the law permits.

F. Fund Raising

The Board recognizes that from time to time it is necessary for the School to raise funds for a specific purpose or project that is not provided for in the Budget or which cannot be paid for out of regular school funds. In such cases, fund raising programs or campaigns may be approved by the Board, which has the authority to raise funds, accept gifts and donations, and manage school finances. Fund raising projects or campaigns specifically for the purpose of providing for significant capital enhancements should be approved in advance by the Board,

be subject to supervision by and regular reporting to the Finance and Facilities Committee and not be contrary to the School's approved capital plans.

It is the explicit policy of the School Board that no staff member will solicit donations or contributions from any agency, institution, or individual without approval of the Director, who shall establish transparent procedures for the approval and conduct of fundraising activities which shall be made available to the School community.

The following guidelines should be observed with regard to any fund raising campaign:

- i. Each campaign or project must have a stated objective, and must be approved by the responsible authority (Principal, Director or Board);
- ii. Annually the School shall present to the Board a summary report detailing fund raising activities;
- iii. Collection, receipting and disbursement of funds shall be controlled by the responsible administration which has approved the venture with oversight and reporting to the School's Director of Finance and Operations;
- iv. All funds raised and any expenses incurred in relation thereto shall be appropriately documented and recorded in the School's accounting records and as appropriate deposited in the School account;
- v. No organization shall establish an account in the name of the School.

Adopted: June 2012
Revised: June 2014
Revised: January 2015
Revised: May 2017

3.50 CASH HOLDINGS, CUSTODIANSHIP, AND EXPENDITURES

1. The School shall collect and retain funds for three primary purposes:
 - A. Operations;
 - B. Capital expenditures;
 - C. Emergency and contingency reserves.

- A. Operations

The School shall develop an annual operational budget covering all aspects of the School's regular operational income and expenditures. The plan shall be prepared by the Director and submitted to the Finance and Facilities Committee for review and to the Board for approval, in accordance with the timetable outlined above.

Anticipated and actual variances to the approved budget will be reviewed on a regular basis by the Finance and Facilities Committee and other relevant Board committees as appropriate. Material increases, which will result in individual budget lines being over budget by five per cent or \$50,000, whichever is greater, require the approval of the Finance and Facilities Committee and reporting to the Board.

Material increases which result in an aggregate budget overage of \$250,000 or more must have prior approval of the Board or the Executive Committee. Increases which will result in the costs exceeding planned expenditures require prior approval of the Board.

The Director of Finance and Operations shall provide interim reports to the Administration, the Finance and Facilities Committee and the Board comparing actual expenditures to the approved budget. Included will be the current year forecast and a rolling estimate. The Director of Finance and Operations shall also prepare full financial statements quarterly for consideration by the Finance and Facilities Committee and the Board.

- B. Capital Expenditures

The School shall develop and maintain a multi-year capital development and maintenance plan. The plan shall be prepared by the Director and submitted to the Finance and Facilities Committee for review. Following initial adoption of the capital development and maintenance plan, the Director shall submit an annual report on the status of implementation of the capital plan. The status of funds held for the purposes of capital expenditures shall be reported to the Finance Committee in line with the timetable and procedures outlined above for the operating budget. On-going maintenance and regular capital repairs shall be performed in accordance with the general outlines of the capital plan.

Major capital projects shall be in line with the capital plan, be considered by the Finance and Facilities Committee, which will provide a recommendation to the Board, and require Board approval.

C. Emergency and Contingency Reserves

The Board is authorized to maintain an Emergency or Contingency Reserve (the "Reserve") with sufficient funds available to ensure the continued operation of the School in the event of an emergency or contingency event. The amount of the Reserve shall be determined annually by the Board, upon recommendation of the Finance and Facilities Committee.

The Finance and Facilities Committee in making its recommendation shall consider the audited financial statements for the prior year and the operational and capital budgets for the forthcoming school year and any other relevant financial information.

The Reserve shall be established and maintained primarily through appropriations, approved by the Board on the recommendation of the Finance and Facilities Committee, from surplus capital and operational funds as and when they arise. It may also be funded by way of specific amounts in the School's annual operating budget and well as through other sources of funds received by the School subject again to the approval of the Board upon the recommendation of the Finance and Facilities Committee.

The Reserve shall be disclosed in the School's financial statements as a separate item in the statement of accumulated funds. The assets representing the Reserve may be held as cash, other liquid assets and financial investments that can be liquidated or accessible within a short period of time, subject however to the School's overall cash management policy.

In the event of force majeure or other emergency situation, the Board may, on the recommendation of the Finance and Facilities Committee, authorize any disbursements from the Reserve or, in their absence, the Executive Committee may so act.

The Board is also authorized, upon the recommendation of the Finance and Facilities Committee, to draw upon the Reserve for purposes other than those for which it is designated. Such situations would be expected to occur infrequently and be subject to the following criteria:

- i. Use of the reserve would be capital in nature; and
- ii. Funding for such capital expenditure is either unavailable or the cost thereof is prohibitive.

The Finance and Facilities Committee shall annually report to the Board on the status of the Reserve and is responsible for the monitoring of the Reserve and the underlying investments it represents in its regular committee meetings.

2. Cash Custodianship and Borrowing Powers

The Board is authorized to open and operate bank accounts with banks, brokerage houses, savings and/or loan associations, credit institutes or any similar institutions of their choice anywhere in the world. All checks, promissory notes, drafts, bills of exchange and other negotiable instruments and all receipts for monies paid to the School shall be signed, drawn, accepted, endorsed or otherwise executed, as the case may be, in such manner as the Board shall from time to time by resolution determine.

The Board may exercise all the powers of the School to borrow money and to mortgage or charge its undertakings, property and other assets or any part thereof, to issue debentures, debenture stock and other securities whenever money is borrowed, or as security for any debt, liability or obligation of the School or of any third party.

3. Investment of Cash Resources

The Board is authorized to invest School funds from time to time in financial securities and other investment instruments subject to:

- A. The risk of loss associated with the security or investment being relatively low and at a level acceptable to the Board bearing in mind the School's long-term financial stability;
- B. Maximizing return on investment whilst ensuring the preservation of capital; and
- C. Allowing reasonable access to the funds should an unexpected event require it.

The School's Director, Director of Finance and Operations together with the Finance and Facilities Committee will recommend to the Board from time to time after due investigation suitable investments for the Board's consideration and approval. These parties shall also regularly monitor the performance of such investments in accordance with the above criteria.

The Board is also authorized to appoint, on the recommendation of the Finance and Facilities Committee professional investment management companies or individuals to manage the School's cash resources subject always to the above criteria being followed and such investment managers being subject to appropriate oversight by the Finance and Facilities Committee.

4. Risk Management related to Cash Resources

The Board, with input from the Finance and Facilities Committee, shall manage its cash resources in such a way as to avoid an undue concentration of risk as regards any investment made or financial institution with which it transacts business or deposits cash or other liquid resources. In this regard the Board shall from time to time set appropriate limits on the amounts it shall invest in any

single financial instrument or institution at any given time or allow to be controlled by third parties.

The School shall not at any one time have the greater of the following:

- A. More than 20% of its total cash, other liquid assets or financial investments on deposit or place with or under the control of any single financial institution or management company or;
- B. More than a designated amount of funds, to be determined by the Board upon recommendation of the Finance and Facilities Committee, on deposit or place with or under the control of any single financial institution or management company.

Adopted: June 2012

Revised: January 2015

3.60 ACCOUNTING STANDARDS AND PROCEDURES

1. Accounting Standards

The School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America ('US GAAP').

2. Accounting Policies and Procedures Handbook

The policies and procedures documenting the day-to-day monitoring, control and administration of the School's accounting and financial records are contained in the Accounting Policy and Procedures Handbook (the "Handbook"). The maintenance and upkeep of the Handbook is the responsibility of the School's Director of Finance and Operations. As required, the Director of Finance and Operations will update the Handbook to recognize changes and developments in the School's operational and financial systems, changing accounting standards and accepted best practices in financial reporting. Such updates shall be reviewed by the Finance and Facilities Committee and approved by the Board.

At a minimum, the Finance and Facilities Committee together with the Director of Finance and Operations should review the Handbook every two years to ensure that it is still in accordance with the principles above.

The Handbook should at a minimum contain the significant accounting policies followed by the School in the preparation of its financial statements and the accounting for and processes controlling and dealing with significant revenue and expenditures and assets and liabilities of the School. Additionally, it should establish the role and responsibilities of the Director of Finance and Operations and other members of the School's finance and accounting department.

The policies and procedures contained in the Handbook should be appropriate to ensure:

- a. There is an effective and sound system of internal control in operation at all times;
- b. The maintenance of adequate accounting records that are sufficient to show and explain the School's transactions and disclose with reasonable accuracy at any time the financial position of the School in compliance with the adopted accounting standards;
- c. Accounting records that are maintained in compliance with applicable legislation;
- d. The assets of the School are safeguarded; and
- e. The prevention and pre-emptive detection of fraud and other irregularities.

Adopted: June 2012
Reviewed: January 2015

3.70 PROCUREMENT AND PROJECTS

1. The School, with the exceptions noted hereafter, has been given the responsibility by the School Board for the procurement of goods and services within the boundaries of the approved Budget. This includes the selection of supplier, negotiation of price and assurance of quality and delivery.
2. The Accounting Procedures Handbook supports the school in the procurement management process and should include requirements for supplier choice, tender processes, approval requirements, and contract rigour.
3. School projects will be appropriately tailored to the specific circumstances of the school and managed accordingly.
4. Due diligence requires that the School engage project management services for large scale projects. In this respect project managers will possess professional credentials and/or an appropriate level of project management training and experience consistent with parameters of the project.
5. The Executive Committee must approve any single purchase over US\$ 250,000.
6. The Board must approve any single purchase over US\$ 500,000.

Adopted: January 2015

4.00 BUSINESS MANAGEMENT

4.10 SCHOOL BUILDING AND GROUNDS

4.11 CLOSING OF SCHOOL FACILITIES

4.20 SECURITY AND KEY CONTROL

4.30 STUDENT TRANSPORTATION IN PRIVATE VEHICLES

4.40 INSURANCE MANAGEMENT

4.50 SYSTEMS MANAGEMENT

4.10 SCHOOL BUILDINGS AND GROUNDS

1. The Board recognizes that the education of children depends on many factors, including a proper physical environment that is clean, safe, attractive, pleasant, and functional and creates a stimulating learning environment.
2. In keeping with the Board's policy on facilities planning and evaluation, the Board is committed to maintaining for the School's buildings and grounds the same high standards that the Board sets for all aspects of the School program, within the limitations of the School's financial resources, site limitations, and in proportion to its present and projected enrollment.
3. The Board specifically aims towards:
 - A. Planning new buildings and alterations so that they support the Board's Mission and Vision;
 - B. Building , maintaining and remodeling facilities so that they are safe and consider the needs of all users;
 - C. Choosing building and remodeling designs that will lend themselves to low maintenance and the conservation of energy.
4. Relevant sections of Russian laws, local building codes, and directives of government and education agencies (insofar as the School is subject to them) shall be observed in planning school facilities.
5. Evaluation of Existing Buildings and Planning for Construction

Evaluation inspections of the existing School facilities and planning for major rehabilitation and remodeling shall be the responsibility of the Director.

Note: See Policy 8.20 "Facility Use"

Adopted: May 1999

Revised: March 2008

Revised January 2015

4.11 CLOSING OF SCHOOL FACILITIES

1. If for any reason it appears necessary to close a facility of the School, the Board, assisted by the Facilities Committee and by the Director and his or her staff, shall review the need for all School facilities and develop a facilities plan designed to accommodate anticipated enrollment over the next several years.
2. Such a plan will be developed after careful consideration of
 - A. Projected enrollment, by age group and school;
 - B. Analysis of relevant population trends;
 - C. Assessment of current school capacities;
 - D. Summaries of space utilization rates in current facilities;
 - E. Review of special uses of school space, including adult and recreational
 - F. use after school hours, and rentals;
 - G. Consideration of maintenance and operating requirements;
 - H. Evaluation of traffic patterns, traveling distances, etc;
 - I. Consideration of special problems, including an analysis of proposed transfers of students and staff if any part of the school were to be closed.
3. In developing and implementing a policy on school closure, the Board will bear in mind the possible impact on other Board policies, such as its admissions policy and its policies and contracts pertaining to personnel. It is the declared intent of the Board to make any of its policies related to school closure clear to all concerned, to provide ample lead time before closing any part of the school, and to support a process that provides an opportunity for those most affected to be involved before any decision is made.
4. If facilities must be closed because of emergency or force majeure, the Board will seek to protect the best interests of the School and all the people connected with it.

Adopted: May 1999
Revised: March 2008
Reviewed: January 2015

4.20 SECURITY AND KEY CONTROL

1. Because the School's buildings and grounds are among the School's most important assets, and because security is vital in a school like ours, steps must be taken to guard against trespass by unauthorized persons and against damages or losses caused by carelessness, vandalism, or theft. In the interest of protecting property, the Director is authorized to set regulations that will:
 - A. Ensure the locked security of School property, and ensure the proper screening of outside visitors, without losing the open nature of the campus;
 - B. Advise all members of the School community, students, parents, staff, about the importance of maintaining the security of the campus;
 - C. Handle problems at the lowest level possible, and allow for involvement of local authorities only when no other solution can be reached; with the stipulation that the Director should notify the Chairman of the Board as soon as possible after any incident in which local police authorities are involved;
 - D. Provide for night guards or other security personnel, and give them specific instructions with regard to dealing with incidents;
 - E. Set specific times during which the campus will be open and closed, in order to retain maximum access to the School while maintaining the security of School property;
 - F. Ensure that keys are only in the hands of responsible persons whose duties require that they have access to School buildings or to certain rooms, desks, files, or storage places.

2. With respect to the personal security of students, staff and visitors, the Director is authorized to take such steps and install such equipment as will most effectively ensure the security of those in the buildings as well as of students on their way to and from school buses and other transportation. It is the policy of the Board to discuss details of security measures only in closed session, and to keep careful control of access to security information.

Adopted: May 1999
Reviewed: March 2008
Reviewed: January 2015

4.30 STUDENT TRANSPORTATION

1. Where vehicles are used to carry students to and from School-sponsored activities, the Director will ensure that such vehicles have adequate third-party liability insurance and meet all current vehicle safety laws and regulations.
2. Teachers and volunteers while on Board-approved or School-approved curricular or extra-curricular activities have professional liability coverage under the School's insurance program. However, this does not extend to vehicle insurance if teacher or volunteers private vehicles are used for such activities.

Adopted: May 1999
Reviewed: March 2008
Revised: January 2015

4.40 INSURANCE MANAGEMENT

1. It is the policy of the School to arrange for adequate insurance coverage for the School's buildings and property, for its employees and students, and for any liabilities it or its employees or Board members may have.

2. It is the duty of the Director, working with the Director of Finance and Operations and with appropriate representatives of sponsoring agencies, to ensure that proper coverage is obtained and maintained, and that insurance policies are in order at all times. From time to time, the School administration will review the School's entire insurance package, and will, together with the appropriate sponsoring agencies, explore ways to obtain the best possible coverage on terms most advantageous to the School.

Adopted: May 1999
Reviewed: March 2008
Reviewed: January 2015

4.50 SYSTEMS MANAGEMENT

As part of ongoing strategic and operational work, the School recognizes the importance of the documentation and regular review of school systems, and delegates responsibility for this activity to the Director, who is responsible for the administration of policy and the operational procedures designed to serve the school program. In line with the stipulation of keeping the Board informed relative to school systems and their operational efficiency

1. The Board considers regular review of school systems to be part of managing the overall health of the organization. Systems that the School creates and implements are effectively extensions of Board Policy based on the interpretation of that policy through the actions and procedures of the Director,
2. The Director shall ensure that systems in the School receive regular review and undergo a health check on an annual basis; and
3. The Director shall report annually to the Board a summary of findings relative to system review and related strategic work that elicits the opportunity for the adjustment and alignment of related systems.

Adopted: June 2016

CHAPTER 5 STAFF

- 5.10 STAFFING PHILOSOPHY AND GOALS**
 - 5.11 CLASSIFICATION OF STAFF**
- 5.20 STAFF RECRUITMENT AND RETENTION**
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- 5.60 SALARY AND BENEFITS FOR STAFF**
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5.10 STAFFING PHILOSOPHY AND GOALS

1. The School shall endeavor to employ a dynamic, effective, well-qualified and efficient staff to implement the School's Mission and Vision.
2. The Board's specific personnel goal is to hire an American Director who will:
 - A. Recruit, select, employ and retain the best-qualified personnel available to staff the School in accordance with the provisions of this Policy;
 - B. Promote human relationships conducive to high levels of staff performance and satisfaction;
 - C. Deploy available staff as effectively as possible to achieve the School's stated goals and objectives;
 - D. Develop staff compensation, leave and benefits to attract and retain qualified employees;
 - E. Oversee a staff evaluation program that contributes to the improvement of staff performance and professional development.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.11 CLASSIFICATION OF STAFF

1. **Staff** means employees directly hired by the School on a contractual basis:
 - A. to perform services or work on a regular schedule in exchange for compensation;
 - B. who do not provide these services as part of an independent business, consulting, or temporary work agreement; and
 - C. who have a written employment contract that is signed by both parties.

The definition of **Staff** shall be further sub-divided as follows:

- A. **Overseas Hire Staff** means any member of Faculty classified as Overseas Hire Staff (or the equivalent) in their contract of employment;
 - B. **Local Hire Staff** means any member of the Faculty or Support Staff who is not specifically designated as Overseas Hire Staff.
2. **Faculty** means teaching staff, specialists and Administrators.
 3. **Administrators** means those members of staff carrying out assignments required for the management of the School, as detailed in the Organizational Chart.
 4. **Support Staff** means all members of Staff except Faculty.

Adopted: June 2009

Revised: May 2014

5.20 STAFF RECRUITMENT AND RETENTION

1. The Director is responsible to the Board for filling all Staff positions.
2. The Director shall establish procedures for the recruitment, selection and retention of an outstanding Staff to implement the program of instruction, the administration and the operation of the School.
3. The Director and the Administrators shall have authority to conduct annual recruiting trips to seek qualified candidates for employment as Faculty.
4. The Director shall strive to have adequate representation amongst the Faculty from each of the United States, the United Kingdom and Canada, in order to support the goals of the Charter (1.10) and the Mission and Vision (2.20) of the School. The Faculty shall consist of educators having professional teaching, administrative and/or other relevant qualifications, and may include qualified professionals from the broader expatriate and local community.
5. The Director shall report to the Board on an annual basis about the staffing plans for the following year, supported by the preliminary budget.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.21 SUBSTITUTES

1. The Director shall be responsible for ensuring the continuity and continuation of student learning and school operations during staff absences.
2. Substitutes are considered temporary independent contractors, not eligible for benefits and are compensated on a daily basis at a rate set by the Board through the budget process.

Adopted: May 1999
Revised: June 2009
Revised: May 2014

5.30 STAFF RECORDS

1. The School shall maintain employment records for all Staff.
2. Subject to the following provisions, all Staff Records are confidential records.
 - A. Business Records are open for inspection only for official use by the Director or his/her designee.
 - B. Personnel Records are open for inspection by the Director or his/her designee or - with the Director's specific permission - by accrediting or other agencies which have a legitimate need to verify an employee's training, experience and performance.
 - C. The Director shall implement procedures to determine the classification of and access to records under the definitions of this policy.
 - D. Board members on the Personnel Committee shall have access to Staff Records only to view supporting documents relevant to matters under their consideration.
 - E. Subject to Policy 5.30(2)(B), Staff Records shall not be made available to anyone outside the School and shall not be sent to other schools or organizations, except by the written request and permission of the employee or as required by law.
3. Any employee has the right to review his or her Staff Records in the presence of the Director or his/her designee and to request copies of any of the materials therein, with the exception of any pre-employment references and other papers specifically determined as confidential. If any question of accuracy arises that cannot be resolved by a simple correction, the employee may ask the next higher authority (according to the organizational chart) to review that matter.
4. Important information from the Staff Records of former employees will be kept permanently by the School.

Adopted: May 1999
Revised June 2009
Revised: May 2014

5.40 STAFF EVALUATION

1. The Director shall ensure the operation of an effective appraisal system in order continually to improve the quality of education offered by the School by:
 - A. Providing all members of Staff with an appraisal of the effectiveness of their performance;
 - B. Promoting mutual understanding of goals and objectives;
 - C. Identifying opportunities for professional growth;
 - D. Demonstrating professional accountability; and,
 - E. Promoting student learning by helping Staff become reflective practitioners.
2. The ultimate responsibility for the performance evaluation system of all members of Staff rests with the Director who will implement procedures to accomplish this. The Director shall report annually to the Board on this system and its effectiveness.
3. As part of the evaluation procedures developed by the Director, every effort will be made to promote and maintain an atmosphere of trust among colleagues, as well as the maximum growth and learning of each student.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.41 PROFESSIONAL DEVELOPMENT

1. The Director shall maintain an effective professional development program, including but not limited to programs delivered at the School for the benefit of the Staff.
2. To this end, the Board delegates authority to the Director to grant permission and remuneration for employees to be temporarily absent from their regular duties for the purpose of performing other educational services such as participation in professional meetings, study courses, instructional visitations, accreditation visits or workshops (whether on School premises or not).
3. The Director shall support professional development by allocating funds, time and support for a variety of approaches. Professional development should positively and directly impact current educational programs, supporting the goals of the School as well as individuals.
4. While the primary goal is student learning, professional development at the School should also support the following:
 - A. Strategic plan goals, including the Mission and Vision;
 - B. School goals;
 - C. Curriculum;
 - D. Divisional/Departmental goals;
 - E. Expressed needs of Staff within areas of school initiatives and practices; and
 - F. Recommendations and expectations of authorizing bodies (e.g. International Baccalaureate Organization, New England Association of Schools and Colleges, Council of International Schools).

Adopted: May 1999

Revised: June 2002

Revised: June 2009

Revised: May 2014

5.50 STAFF CONDUCT AND POTENTIAL CONFLICTS OF INTEREST

1. Hiring decisions shall be made on the basis of merit, subject only to the other provisions of this Policy Manual.
2. Applicants for employment are required to divulge the names of any relatives employed by the School.
3. The School will not employ a Board member, their spouse, or a relative of a Board member without specific Board approval.
4. Each staff member in our School has the right to be treated with respect, courtesy and consideration by every teacher, School employee, student or other adult in the School. He/she has the right to be informed of School policies and procedures and has the responsibility to know and adhere to them.
5. Members of Staff shall not at any time engage in any activity or employment that would:
 - A. affect their usefulness as employees in the School;
 - B. make time and/or energy demands upon them which could interfere with their effectiveness in performing their contractual duties;
 - C. compromise or embarrass the School;
 - D. adversely affect their employment status or professional standing; or
 - E. in any way conflict with, or violate, professional ethics.
6. Members of Staff shall not engage in any other employment or in any private business during the hours required to fulfill assigned duties at the School in connection with their employment by the School.
7. Members of Staff shall not provide services or conduct sales of any books, equipment, musical instruments or other supplies to any student or to the parents or guardian of a student, unless prior approval in writing has been received from the Director.
8. No School property or benefits provided by the School for personal use by any member of Staff may be transferred or used for personal financial gain.
9. Faculty members must make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No remuneration may be accepted for such extra help. No Staff

member shall be permitted to give extra academic support (tutoring) to any of his or her own classroom students for pay. The Director will ensure that there are guidelines in place relating to the provision of such academic support by Staff members to students not in their own classroom outside of regular School hours, and that such guidelines are included in the relevant Staff handbooks. Payment for such academic support will be the responsibility of the parents.

10. No member of Staff should be the direct or sole supervisor or evaluator of a spouse or a relative. There should be no conflict of interest in the supervision and evaluation of Staff. Professional responsibilities must prevail in any situation where relatives take part in the same activity.
11. It is expected that Staff shall dress in a professional manner. Guidelines as to what is considered to be professional dress shall be included in the Staff handbooks.
12. Staff members should not accept any gift or service which might be perceived as compromising his or her professional integrity. However, gifts of appreciation from parents and from other collective groups may be accepted with all due propriety. The Director shall further specify procedures and guidelines in the Staff handbooks.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

Revised: February 2015

5.51 STAFF COMPLAINTS AND GRIEVANCES

1. All Staff complaints or grievances should initially be discussed by those directly concerned together with their immediate supervisor. Issues should be taken to a higher authority only when an adequate resolution of the relevant matter has not been found in this way.
2. If any Staff member has a complaint or grievance that cannot be satisfactorily resolved in a meeting with those immediately concerned:
 - A. the complaint should be submitted in writing to the next higher authority according to the Organizational Chart; then
 - B. the written complaint should be answered (in writing) within one week; and
 - C. a meeting should be scheduled with the relevant parties and the relevant authority according to the organizational chart.
3. If a complaint is still not resolved to the satisfaction of all parties, it should be brought to the attention of the Director.
4. Where the procedure in this Policy has been followed but the matter has not been resolved satisfactorily, the Board may, at its own discretion, serve as an appellate body in relation to the matter.

Adopted: May 1999
Revised: June 2009
Revised: May 2014
Reviewed: January 2015

5.60 SALARY AND BENEFITS FOR STAFF

1. It is the goal of the School to provide a competitive salary and benefits package to recruit and retain outstanding Staff.
2. Full-time and Part-time Staff members will receive benefits in accordance with this Policy Manual, the specific terms of their contracts and the supplementary benefit schedules as appropriate.
3. Substitutes, consultants, or other independent contractors or temporary workers are not entitled to benefits.
4. Salary and benefits will be reviewed annually by the Board. The Director will give Staff an opportunity to provide suggestions prior to the relevant Board meeting as appropriate.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.61 BENEFITS FOR OVERSEAS HIRE STAFF

1. Benefits for Overseas Hire Staff are described in the appropriate handbooks and contract supplements. These benefits will be reviewed by the Board.
2. It is the intent that benefits for Overseas Hire Staff be competitive with the corresponding benefits offered by schools similar to the School.

Adopted: May 1999

Revised: June 2009

Reviewed: May 2014

5.62 LEAVE AND ABSENCES

1. The Board shall approve a plan for leave and absences designed to help members of Staff maintain their physical health, take care of family and other personal emergencies, improve professionally and discharge obligations necessary for the performance of their duties to the School.
2. Such leave and absences shall be granted in accordance with School procedures, as set out in the relevant Staff handbooks.

Adopted: August 1999

Revised: June 2009

Revised: May 2014

5.63 STAFF INSURANCE

1. The School shall offer medical insurance to all Full-time Staff and their eligible dependents, subject to the provisions of their contract and as per the Staff handbooks.
2. Details of relevant policies shall be included in the appropriate handbooks and contract supplements.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.64 RETIREMENT PLANNING

The School shall provide an individual investment account for each eligible Staff member for the specific purpose of planning for retirement. Further details on eligibility, terms and conditions can be found in the Staff handbooks.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

CHAPTER 6 GENERAL

- 6.10 SCHOOL LEVELS OF INSTRUCTION**
- 6.20 SCHOOL YEAR CALENDAR**
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- 6.80 CONFIDENTIAL INFORMATION**
- 6.90 AAS STRATEGIC PLAN**

6.10 SCHOOL LEVELS OF INSTRUCTION

1. The School will provide education for children from age 4 through age 18 (Pre-Kindergarten through Grade 12).
2. The School will be divided into three sections: an Elementary School (Pre-Kindergarten through Grade 5); a Middle School (Grades 6-8) and a High School (Grades 9-12).

Adopted: June 1998
Revised: Fall 2001
Revised: May 2009
Reviewed: May 2013

6.20 SCHOOL YEAR CALENDAR

1. No later than March of each school year, the Director shall present the Board with a proposed calendar for the year following the subsequent academic year, thereby ensuring that the School has two years' of calendar dates approved in advance. Construction of the calendar shall be based on the following principles:
 - A. There will be at least 180 teaching contact days for students, averaged over three years to allow for local holidays and other events;
 - B. There will be 188 duty days for teachers, including 8 days allocated to school-directed staff development, again averaged over three years;
 - C. There will be two semesters, broken into four reasonably equal quarters, the first starting before the end of August, the last finishing by the end of June;
 - D. There will be a summer break between academic years; other holidays will be scheduled during semesters to support reasonable conditions for teaching and learning.
2. In as far as is possible, when constructing the Calendar the Director shall take account of the different summer holiday traditions in the countries of the chartering embassies and shall also consult the wider school community.
3. The Board shall consider the Calendar for approval taking into account the principles set out above. However, once approved, the Director shall have the authority to readjust the Calendar during any academic year to allow for emergencies, special events, and Russian national holidays, subject to consideration of policy 6.52, "Make up of Closing Days".

Adopted: May 2009

Revised: May 2013

6.21 SCHOOL DAY

1. The Administration shall:
 - A. Arrange and schedule the school day so as to offer the greatest educational return;
 - B. Publish the daily schedule and ensure the AAS Community is notified of any changes.
2. To attain optimum time use for each student, variations to the daily schedule may be arranged to enable individual students or groups of students to receive special instruction.
3. The length of the school day shall be determined by the program to be offered in each division. It shall run a minimum of seven hours with special provision for a shorter day for the younger students if deemed advisable. The transportation needs of all members of the AAS Community shall be taken into consideration when assigning the starting and ending times of the day.

Adopted: June 1998

Revised: May 2009

Revised: May 2013

6.30 GENERAL NON-DISCRIMINATION POLICY

Subject to the conditions of the Charter, the School will not discriminate on grounds of age, gender, race, color, religion, political affiliation, sexual orientation in its employment and personnel practices, admissions and educational programs.

Adopted: January 2002

Revised: May 2009

Reviewed: May 2013

6.31 HARASSMENT

1. The school will not tolerate harassment or bullying at any time by any member of the community, student, teacher, administrator, parent, school or contract staff or visitor.

2. Definitions

Harassment is the creation of a hostile environment by speech or conduct. Not all unpleasant speech or conduct constitutes harassment. However, conduct or communication, be it verbal or written, such as notes, graffiti or email, that is either intended to or reasonably could be expected to create an intimidating, hostile or offensive environment constitutes harassment. Harassment may be subtle and ambiguous or direct and overt. It may arise between students, between a student and an adult, including visitors to the school, and between adults.

It is not, therefore, possible to give a complete list of conduct that constitutes harassment. The following are examples of conduct prohibited by this policy:

- A. Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship;
- B. Unwelcome and offensive jokes, remarks or epithets, including, but not limited to, those based on race, color, religion, age, sex, sexual orientation, physical appearance, national origin or disability;
- C. Speech or the display of materials (including, but not limited to, any display of materials on the internet or otherwise by electronic means) that is intended to be demeaning or degrading or reasonably could be considered so; and
- D. Physical contact including, but not limited to, violence, patting, pinching, hugging or kissing that is unwelcome, persistent and/or intentional.

3. Education and Prevention

The prevention of harassment requires a thoughtful educational program. Each year, Administrators and counselors will discuss bullying and harassment with Faculty, Staff and students so that everyone will understand the intention of this policy, how to take action and the possible consequences of violating the policy. Reflecting their joint responsibilities, parents are urged to support school efforts by discussing the issues covered by this policy at home and to address any questions to the administration.

4. Faculty and staff members who witness or are informed about conduct that may constitute harassment must take action to stop it and must report it to a Principal or to the Director. Other adults and students are encouraged to do likewise.

5. What should be done by those who believe they have been harassed?
A member of the School community who believes he or she has been subjected to harassment should first consider telling the other person(s) that the conduct is offensive and request that it stop. If it is difficult for the student or adult to speak directly to the person or, if the offensive conduct does not stop after a request to cease, a student should report it to any Faculty member or to the relevant Principal, guidance counselor, or Director, or may ask a parent or guardian to do so. A Faculty member affected should report the conduct to the relevant Principal or the Director. A prompt and thorough investigation will follow.
6. Confidentiality
Reports of harassment will be treated confidentially as far as is possible and will be reported to others within the School community only on a need-to-know basis. However, in almost every circumstance, the alleged offender will have to be informed so that the relevant facts can be gathered. The School reserves the right to bring any complaint to the attention of parents and guardians of any students involved at any stage.
7. Consequences
The relevant supervisor, Principal or Director will investigate all complaints regarding harassment promptly. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The behavior need not be intended to be harassment to constitute harassment. It is considered to be harassment if one knows or ought reasonably to know that the behavior is offensive or unwelcome. If the complaint is determined to have merit, the school will place a record of it in the relevant student's or employee's file and take appropriate action such as counseling, detention, suspension or probation.
8. Where the Director determines that expulsion of a student is appropriate the Chairperson of the School Board will be notified in accordance with Policy 7.50. If the Director determines that dismissal of a member of Faculty or Staff is appropriate, the Director will proceed in accordance with the terms of the employee's contract and the relevant employment law.
9. Where a complaint is against the Director, it should be made in writing to the Chairperson of the School Board and will be investigated promptly and thoroughly in accordance with the other provisions of this Policy.
10. No member of the community should be afraid to make a complaint for fear of reprisal or getting another person in trouble. Retaliation or threats of retaliation against anyone who makes a complaint of harassment is itself a violation of this policy.

11. A person who knowingly makes a false report of harassment also may be considered to have violated this policy.
12. If harassment has taken place and the harasser has not left the School, there will be a follow-up to ensure that the behavior has ceased.

Formerly: Trust, Respect and Tolerance Policy, Policy 6.31

Adopted: April 2003

Revised: May 2009

Revised: May 2013

6.40 ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES

The Director shall:

- A. Produce a document showing the outline of the School administrative structure (the “**Organizational Chart**”);
- B. Provide members of the School Board with copies of the Organizational Chart at the beginning of each school year;
- C. Ensure that the Organizational Chart is kept under regular review;
- D. Ensure that accurate job descriptions with details of reporting and supervision responsibilities are kept up to date by the Director of Human Resources.

Adopted: June 1998

Revised: June 2002

Revised: May 2009

Revised: May 2013

6.50 EMERGENCY PROCEDURES

1. The Board considers the safety of children and Staff in the School as its most serious responsibility.
2. Every member of the School Community should be prepared to deal with any actual or potential threat to the School or all persons in the School. To that end, the Director shall develop an Emergency Plan which will:
 - A. Set out procedures for any necessary evacuation of the school for whatever reason the Director deems necessary;
 - B. Set out procedures for any bomb, terrorist or other potential threat to the School or any member of the school Community while on School premises;
 - C. Set out procedures to communicate with members of the School Community as well as the relevant authorities in the event of emergency;
 - D. Require regular drills to test the evacuation plan or other procedures for each type of emergency in a variety of weather;
 - E. Require the Director to consult with the School Board if actual or potential hazards threaten the safety and well-being of students and/or employees to the extent where the Director reasonably feels that it is necessary to close the school, and set out the procedures for any such closure; and
 - F. Require that the Director, while having the authority to make all necessary decisions in any situation covered by this Policy, or the Emergency Plan, liaises with the security departments of the three founding Embassies (“**Embassy Security**”).
3. The Emergency Plan will be submitted to the Board for approval and will be kept under review by the Director once approved. After the initial Board approval, each year the Director will submit the Emergency Plan to the Board, where possible at the Board’s annual retreat, highlighting any changes made since the last review.
4. The Emergency Plan will be made available on the School’s website in order to ensure that all members of the AAS community are familiar with its provisions.
5. In any situation covered by this Policy, or the Emergency Plan, any public announcements and releases to news media will be made only by the Director or the Board Chairperson.

Adopted: January 1995

Revised: May 2009

Revised: May 2013

6.51 INDEFINITE OR LONG-TERM CLOSINGS

1. The Board, upon the recommendation of the Director, will close the School indefinitely, or for such term as it may determine, if the Board determines that the continued operation of the School will be accompanied by such tension, potential disorder, or potential impairment of peace and goodwill in the community that the effective education of the students becomes impossible; or if the Board determines that the continued operation of the School is not in the best interest of the School itself.
2. The Emergency Plan will include provisions setting out how the school will deal with temporary or permanent closings of the School in accordance with this Policy. Such provisions will include:
 - A. Procedures for ensuring that all financial and student records are maintained safely, as well as ensuring that student records remain available to relevant parents and/or guardians as well as students of adult age (18 or older) as set out in Policy 7.70;
 - B. A predetermined location for the establishment of an alternative Director's office;
 - C. Procedures for the payment of all ongoing contractual obligations of the School using School funds;
 - D. Details of the Director's responsibilities in such circumstances in relation to all School Staff, including the payment out of School funds of salary and benefits for specified time periods during any such closing, as well as:
 - i. payment for travel to home of record for Overseas Hire Staff (as defined in Chapter 5 of this Policy Manual); and
 - ii. compensation for such Overseas Hire Staff for loss of or damage to personal belongings following an emergency evacuation, up to a maximum amount agreed by the Board and set out in the relevant staff handbook as well as the Emergency Plan itself;
 - E. Instructions regarding the maintenance and secure order of the School site while the School is closed;
 - F. Provisions relating to the obligations of Staff during any such closing (such as the provision of contact information and contact with the Director).

Adopted: January 1995

Revised: May 2009

Reviewed: May 2013

6.52 MAKE-UP OF CLOSING DAYS

Instructional days lost due to emergency closings may, depending on the number of days lost, be rescheduled through extended days, Saturday classes, or an extended school year by order of the Board, on the recommendation of the Director.

Adopted: June 1998
Revised: May 2009
Reviewed: May 2013

6.60 HEALTH AND SAFETY

1. The Board recognizes the need to provide a safe and healthy environment at the School for all members of the School community. To that end it shall ensure that the Director develops, implements and reviews procedures, so far as is reasonably practicable, in order to:
 - A. Provide a safe and healthy working environment;
 - B. Provide such information, instruction, training and supervision as is necessary for Staff and students to undertake their work safely;
 - C. Provide safe systems of work, plant and equipment, inclusive of routine maintenance of First Aid boxes, in appropriate locations and on school trips;
 - D. Provide for the safe use, handling, storage and transport of articles and substances; and,
 - E. Ensure that all contractors and their supervisors are aware of the importance of adequate health and safety procedures.
2. The Director shall commission a review of the Health and Safety standards and procedures every 3 years to ensure they substantially comply with recognizable, internationally acceptable, best practice.
3. The Director shall ensure that all students, Staff, contractors and any others using the school premises know that they each have a duty to:
 - A. Take responsible care for their own and others' health and safety and to cooperate with the Board and Administration to enable them to carry out their responsibilities;
 - B. Be aware of relevant safety procedures and instructions;
 - C. Not to interfere with or misuse provisions for health and safety;
 - D. Cooperate with those with delegated responsibilities and promptly report through the appropriate channels any problems, defect or hazard likely to lead to a lack of safe or healthy conditions for themselves or others.
4. The Director has responsibility for developing emergency policies and procedures in the case of on campus accidents or on a school trip, including an assessment of casualties and arrangement of an appropriate response.

Adopted: May 2009

Revised: May 2013

6.70 SECURITY AND KEY CONTROL

1. The Board recognizes the need for, and importance of, procedures to secure the School's buildings and grounds (the "**Campus**"), in particular to guard against trespass by unauthorized persons and against damages or loss caused by carelessness, vandalism, or theft. In the interest of protecting the overall security of the Campus, the Director is authorized to develop and implement procedures that will:
 - A. Put in place procedures to enhance the security of all students and Staff as well as School property, and properly screen outside visitors, without losing the open nature of the Campus;
 - B. Advise all members of the School community, students, parents, Staff, about the importance of maintaining the security of the Campus;
 - C. Handle problems at the lowest level possible, at the discretion of the Director, complying with direction from Embassy Security; with the stipulation that the Director should notify the Chairperson of the Board as soon as possible after any incident in which local police authorities are or might be involved;
 - D. Set specific times during which the Campus will be open and closed,
 - E. Ensure that keys are only in the hands of responsible persons whose duties require that they have access to School buildings or to certain rooms, desks, files, or storage places.
2. With respect to the personal security of students, Staff and visitors, the Director is authorized to take such steps and install such equipment as will most effectively ensure the security of those in the buildings as well as of students on their way to and from school buses and other transportation.
3. It is the policy of the Board to discuss details of security measures only in closed session, and to keep careful control of access to any information which pertains to the security of the Campus or otherwise of students, staff and visitors.

Adopted: May 1999

Revised: May 2009

Reviewed: May 2013

6.80 CONFIDENTIAL INFORMATION

1. The Board directs that the Administration shall treat all information relating to all students and staff with the utmost duty of confidentiality.
2. The Administration shall put in place procedures to protect the confidentiality of all information pertaining to students and Staff regardless of what form that information is in (paper or electronic).
3. Such procedures shall also contain methods for students (or, in the case of students under the age of 18, their parents or guardians), former students and current and former staff to gain access to information about themselves (subject to the provisions of Policy 5.30 regarding Staff Records and Policy 7.80 Child Protection).

Adopted: May 2009

Revised: May 2013

Revised: May 2017

6.90 AAS STRATEGIC PLAN

1. The Board will review the AAS Strategic Plan at the beginning of each Academic Year. The review will result in a prioritized list of specific actions to be accomplished in current and future years.
2. Each Academic Year, the Administration will provide the Board a mid-course report on Strategic Plan actions during the January Board Meeting. At the close of the Academic Year the Board will conduct a final assessment of the progress toward any goals set out in the Strategic Plan.
3. The Board will provide strategic direction, approve goals and set annual priorities for the Plan. Also it will ensure the availability of necessary resources and oversee the implementation of the Plan .
4. The Administration will manage the execution of the Plan and provide the Board with periodic updates on progress and/or limiting factors affecting completion of action items.
5. Staff and Faculty will share in the execution of the Plan and provide feedback to the Administration on the implementation of the Plan.
6. The Community will be given opportunities to provide feedback to the Board, Administration, Staff and Faculty on the Plan and its implementation.
7. Publication Goals.
Yearly updates: The current Strategic Plan will be updated annually and reissued under the same cover at the beginning of each Academic Year, to reflect progress towards goals set out in the Plan as determined by the Board as set out above.

Adopted: June 2004

Revised May 2009

Revised: May 2013

7.00 STUDENTS

7.10 ADMISSION AND PLACEMENT OF STUDENTS

7.20 ATTENDANCE POLICY

7.25 GUARDIANSHIP POLICY

7.30 STUDENT CONDUCT

7.31 DRUG, ALCOHOL AND TOBACCO ABUSE

7.32 SEARCHES

7.40 DRESS CODE

7.50 STUDENT DISCIPLINE

7.60 STUDENT PUBLICATIONS

7.70 STUDENT RECORDS

7.80 CHILD PROTECTION

7.10 ADMISSION AND PLACEMENT OF STUDENTS

General

1. Subject to the order of priority of enrolment as set out in the Charter and repeated below, the Anglo-American School of Moscow will enroll students from a broad section of the international community in Russia who meet the admissions criteria set out in this Policy, including, without limitation, enrolment policies with regard to ESOL (English for Speakers of Other Languages) and special educational needs.
2. The order of priority in enrolment is:
 - A. Category 1. Qualified children of diplomatically accredited employees of the American, British and Canadian Embassies in Moscow; then
 - B. Category 2. Qualified children of the American, British, Canadian, Australian and New Zealand communities as defined in the School's admissions procedures; then
 - C. Category 3. Qualified children of diplomatically accredited employees of embassies and missions in Moscow other than the American, British and Canadian Embassies; then
 - D. Category 4. Qualified siblings of students currently enrolled in the School and qualified children, who have previously been enrolled in the School; then
 - E. Category 5. Qualified children of the expatriate community, as defined in the School's admissions procedures; then
 - F. Category 6. Qualified dual national children, as defined in the School's admissions procedures; then
 - G. Category 7. Other qualified children as defined in the School's admissions procedures.

Notwithstanding the foregoing, with regard to Categories 1, 2, and 3 above, qualified siblings of students currently enrolled in the school and qualified children who have been previously enrolled in the school and their siblings shall be given priority within their respective categories where possible.

3. In order to maintain the international balance of the School, with the exception of citizens of the three founding embassies - US, UK and Canada - no country will be represented by more than 15% at each grade level of the student body; provided, however, that with regard to the St. Petersburg campus the percentage shall be calculated based on projected capacity at each grade level rather than the annual projected student body.
4. The Premium Seat Program (2009) grants dependents of sponsoring entities Priority 1 admission for a single place per subscribed seat for a period of five years, under the conditions stated in Board Policy 3.42

Special Educational Needs

The School Board recognizes the importance of providing as wide a range of educational services as possible to those students in the international community in Moscow who fall within the categories for admission listed above.

5. As set out in Policy 2.45, the School also endorses structured intervention for students with special educational needs as a positive step to enable their academic, behavioral, social and emotional development.
6. To that end, the School Board encourages the admission, and continued enrolment, of such students who are either highly able and require an extension of the School curriculum or who otherwise have mild to moderate special educational needs requiring the support of the School. However, this is subject to the following guidelines:
 - A. The admission of students with special educational needs will be determined on an individual basis following a review of all application documentation and the results of additional assessments as required, by the relevant staff members and/or Administrator and taking into account:
 - i. the resources available;
 - ii. the number of students already receiving services in each division and each class; and
 - iii. the extent of the support they are receiving, or should be receiving, from the School;
 - B. While the School Board is committed to meeting the needs of highly able students and students with special educational needs, it also recognizes that the School cannot admit students for whom it cannot provide appropriate or adequate support, and to this end prospective students with special educational needs and parents of such students will be made aware of the extent of the services which the School provides to students with special educational needs in any academic year as set out in Policy 2.45;
 - C. Any student to be admitted or re-enrolled must have a good chance of success (as determined by the School) in an educational setting with the resources available;
 - D. In cases where the student in question has not been formally diagnosed with any special educational need, or where such a diagnosis has not been provided to the School, but the School suspects that the student may have some relevant special educational need, the School may require that the student in question is appropriately tested as a condition of admission or continued enrolment.

English for Speakers of Other Languages

7. The language of instruction of the School is English. However, where possible the School will also seek to accommodate the needs of students who are not fluent English speakers.
8. The total number of students requiring the support of an ESOL specialist or whose program is modified because of the need for English language acquisition should not exceed one third of the students enrolled in a core subject or class; provided, however, the Administration may admit a Category 1 applicant notwithstanding the fact that the one third limit may be exceeded. The Administration may place further criteria on the admission of students who are not fluent English speakers.
9. Placement.
Placement decisions are the sole discretion of the Administration taking into account the following:
Admissions testing may be required for any child applying for admission to the School and will be required for:
 - A. students coming from schools with a different calendar year (see paragraph 12);
 - B. any student who is seeking to be admitted under paragraph 5 above (Special Education Needs).
10. An English language proficiency test will be administered to every student whose first language is not English unless a satisfactory record is presented from a school where English is the language of instruction.
11. Age at time of admission will be limited as follows:
 - Pre-Kindergarten – four years old on or before September 1
 - Kindergarten – five years old on or before September 1

Notwithstanding the above, the Administration may accept and review applications for early entrance of Category 1 Kindergarten students with birthdates between September 1st and December 31st using generally accepted methods for assessing school readiness.

12. Eligible students may enter the Anglo-American School throughout the year in accordance with admissions procedures. When a student seeks entry in January from a school where the school year ends in December, the student will be placed in the grade just completed. However, the student will be given the opportunity to advance to the next grade by achieving satisfactory grades in the semester-end English and Mathematics tests of the grade requested. If the

student subsequently successfully completes the requirements of the second semester, he or she will receive credit for the entire school year. Late entry to the High School must be planned carefully with regard to the course credits and work required to be awarded a diploma.

Adopted: June 1998
Revised: November 2000
Revised: March 2004
Revised: May 2007
Revised: June 2008
Revised: March 2010
Revised: March 2011
Revised: May 2012
Revised: June 2013

7.20 ATTENDANCE POLICY

1. Students benefit from being present at school every day. Classroom activities, discussions, laboratory work, group work, and presentations cannot be duplicated and are an intrinsic part of the educational experience at the School. Therefore, in order to receive the maximum benefit of the education offered, in accordance with the foregoing philosophy, students and parents are expected to adhere to the following:
2. No Elementary student will be absent for more than 18 days during one academic school year.
3. Middle and High school students cannot be absent for any more than 6 class periods in any given course per semester.
4. Absences exceeding the preceding limits may prevent promotion to the next grade level or result in withdrawal from AAS. In addition, High School students will not receive credit for the semester course. *
5. Counted in that total will be:
 - Absences due to school-sponsored activities such as CEESA events, ISTA and other off campus overnight trips.
 - Absences both excused and unexcused due to illness, family travel, visa renewal, appointments, and early and late departure before and after vacation periods. (It is an expectation that students will not be absent prior to or following vacations.)
6. Absences due to school mandated activities such as Discovery Week trips or day field trips will not be counted as absences.
7. Attendance will be continuously monitored and reviewed by the Faculty and Principals. The record of all absences will appear on all student report cards.

**High school students who receive no credit in one or more subjects for a semester may have the opportunity to work with teachers, counselors, the IB Coordinator and/or the Principal to formulate a plan to make up the lost credit (only with pre-approval) either at AAS or another accredited institution.*

Adopted: June 2000
Revised: March 2011
Revised: June 2013

7.25 GUARDIANSHIP POLICY

1. The School believes that it is essential for the well-being of the student that the student live with a parent (for purposes of this document, use of the word “parents” shall include permanent legal guardians). It is essential that the School should know who is responsible for every student at all times in order to be able to respond to a medical, security, or other emergency. Accordingly, except in a family emergency or for brief travel, it is expected that each student shall live with his or her parent or parents. In the event that a family requires an exception to this policy, the Director shall be notified in writing of such request and the basis for the request. The decision to grant such an exception shall be determined on a case by case basis. If the basis for such separation is deemed unacceptable, the family shall have a suitable time period as determined by the Director to remedy the situation. If this situation repeats frequently, the student may be withdrawn from the School.
2. If parents are planning a trip without their child that will leave that child at home without a parent, they must notify the relevant Principal or Principal’s office and provide the office with the expected duration of the time away and where they can be reached if needed, as well as who will be staying with the student and the appointed temporary guardian’s contact information. The person responsible for the student must be English or Russian-speaking or be able to have someone close by who can translate in order to ensure communication with the School.
3. If it comes to the attention of the School that a student is not living with a parent and the School has not been notified, the student will not be allowed to return to School until written notice has been delivered pursuant to paragraph 1 or 2 above (as applicable).

Adopted: October 1999,
Revised: April 2000
Reviewed: March 2007
Revised: March 2011
Revised: June 2013

7.30 STUDENT CONDUCT

1. Student Rights. Each student in our School has the right to be treated with respect, courtesy and consideration by every other student, teacher, School employee, or other adult in the School. He/she has the right to be informed of the rules and the responsibility to know and adhere to them.
2. Student Responsibilities. The code of behavior expected from AAS students rests on three basic rules: students are expected to behave with self-respect, respect for others, and respect for their own and others' property in both on and off campus settings. All detailed School regulations will be logical extensions of these basic expectations, and will be explained to children in those terms, including, without limitation, regulations concerning:
 - A. unacceptable harassment behavior, as set forth in Policy 6.31, "Harassment";
 - B. disciplinary matters, as set forth in Policy 7.50, "Student Discipline", and
 - C. financial restitution for damage to school property as set forth in Policy 7.50(5), "Financial Compensation for Damaged Property".
3. Sportsmanship. Good sportsmanship is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. Good behavior rests again upon the three basic principles set forth in Section 7.30(2) above: students are expected to behave with self-respect, respect for others, and respect for their own and others' property. Specific regulations pertaining to behavior and discipline during school-related activities will be developed and enforced by the Administration.
4. Student Grievances. Most complaints shall be resolved at the level at which they arise: between the student and the teacher or other School employee, as necessary with the help of the Principal. If any matter cannot be resolved at the divisional level, the Principal, the student, or parent may consult the Director. The Director's decision shall be final.

Adopted: November 1994
Reviewed: March 2007
Revised: May 2011
Revised: June 2013
Revised: January 2016

7.31 DRUG, ALCOHOL AND TOBACCO USEZero Tolerance

1. The School Board supports policies and procedures that send a clear and unmistakable message to students, parents and all School staff that the use by students of any prohibited substance will not be tolerated.
2. No student will possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any Prohibited Substance (as defined in paragraph 6 below) on School premises, or off School premises during School hours, or at any School-sponsored or School-related activity, function or event.
3. The possession, use or transmittal of any paraphernalia related to any Prohibited Substance is also prohibited under this policy.
4. Students are not allowed to attend school under the influence of any Prohibited Substances. Students under the influence of any Prohibited Substances will therefore not be admitted to lessons or to any activities organized by the school. In accordance with the provisions outlined in paragraphs 16 and 17 below (Testing), students may be subject to a Substance Test and/or Breathalyzer Test.
5. If the school has reason to believe that the use of any Prohibited Substances outside the School is interfering with a student's learning or that of his/her peers, or is a threat to safety, the School will meet with the student concerned and decide upon the measures to be taken, including informing the parents or authorities.

Definitions

6. *Prohibited Substance* –
 - A. any controlled substance or dangerous drug as defined by the laws of any of the US, the UK, Canada or by any local laws, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, anabolic steroid or other performance-enhancing substances, or barbiturate;
 - B. any pharmaceutical drug without the knowledge and permission of the relevant student's parents, or where express prior written notification of the use of such pharmaceutical drug has not been given to the School;
 - C. any glue, aerosol paint, or similar chemical substance for inhalation;
 - D. any intoxicant, or mood-changing, or mind-altering drugs;
 - E. any alcoholic beverage;
 - F. any other substance which is represented to be any of the above listed substances.

7. *Under the Influence* – any student will be treated as under the influence of a Prohibited Substance where that student does not have the normal use of his or her mental or physical faculties due to the use of the relevant Prohibited Substance. A student is considered to be *under the influence* when he/she tests positive for any Prohibited Substance at any level; that student need not be legally intoxicated (as prescribed by the laws of the US, UK, or Canada, or any applicable local laws) in order to be considered *under the influence*.
8. *Possession* – any individual will be considered in *possession* of a Prohibited Substance when that substance is found on the person of that individual, among the personal effects which that individual has introduced onto the school campus (e.g., backpack, purse, wallet), or in a space controlled by that individual (e.g., locker).
9. *Transmission* – the act of transferring an object or substance from one individual to another, whether or not a monetary exchange takes place in association with the transfer.
10. *Substance Test* – an analysis used to determine the presence of Prohibited Substances in the body of an individual, based on scientific methods. Such tests include, but are not limited to, a chemical urine analysis or a blood test.
11. *Breathalyzer Test* – an analysis of an individual's breath, using a generally accepted non-invasive technology that determines the presence of alcohol in the exhaled breath of an individual.

Tobacco Use

12. The School is a non-smoking campus. Smoking is not permitted on the School grounds, nor are students allowed to leave campus in order to smoke and then return.
13. Students are prohibited from using, possessing or transmitting any tobacco products at school or at school sponsored events.
14. Students found in violation of this policy shall be subject to the consequences outlined in the “consequences” section below.

Prescription Medication

15. Where any student has been prescribed any medication which he or she is required to take during school hours or during School-sponsored events:
 - his or her parents must inform the School in writing; and
 - the medication in question must be submitted to the School's Health Office staff, who shall determine the manner in which the medication shall be dispensed.

Testing

16. Where any School Principal, or the Director, or his or her appropriate designee, has a reasonable suspicion that any student is using or otherwise under the influence of any Prohibited Substance in violation of this Policy, that Principal, Director or designee may direct that the student submit to (i) a Breathalyzer Test; or (ii) a Substance Test to determine what, if any, Prohibited Substances have been used. In relation to this Policy:
- A. the relevant Administrator will keep a written record of any grounds for administering a Breathalyzer Test or a Substance Test, as well as keep a record of all steps taken in accordance with this section. Such a record will not form part of the relevant student's permanent record;
 - B. In relation to any Substance Test, the relevant student's parent or legal guardian, where possible, will be offered an opportunity to be present to observe the procedure;
 - C. The School will ensure that each Substance Test is undertaken by the Health Office staff and verified by a reliable and reputable agency;
 - D. Any faculty member who is supervising students when they are at any School-sponsored or School-related activity, function or event which is not on School premises is entitled to administer a Breathalyzer Test to any student under his or her supervision;
 - E. By signing and returning to the School a copy of this policy in accordance with paragraphs 28 and 29 below, each student and parent acknowledges that testing may be undertaken in accordance with the section on Testing (above) and gives their consent to such testing.
17. The attention of students and parents will be drawn to the right of the Director, Principals or their appropriate designee to authorize a search of any student or his or her possessions as set out in Policy 7.32.

Gathering Information

18. The School Board encourages and supports policies and procedures implemented by the Director and Administration which involve gathering information about student attitudes and experiences in relation to Prohibited Substances on a voluntary basis.
19. Faculty members should be actively encouraged to discuss with the relevant Principal any instances of suspected possession or use of a Prohibited Substance by any student.

Consequences

20. Any student found in possession of tobacco or tobacco products will have such products confiscated. Repeated violations of this policy by a student

may result in more serious consequences, including those outlined in section 7.50 Student Discipline.

21. With regard to any violation of this policy excepting that outlined in the preceding paragraph, any student who:
 - A. violates this Policy, or
 - B. is reasonably suspected of violating this Policy, or
 - C. who is found to have any Prohibited Substance in his or her body following a test administered in accordance with the section on Testing above, or
 - D. who refuses to take such a test

will be immediately suspended from classes while consideration is given as to the appropriate repercussions and intervention for that student.

22. Where any student is found to have transmitted, or attempted to transmit, or possessed with the intention to transmit any Prohibited Substance in violation of this Policy, their enrolment at the School will be terminated immediately.
23. In relation to any other violation of this Policy the guidelines relating to Student Discipline set out in Policy 7.50 will apply. However, the Director will be entitled to exercise his or her reasonable discretion when deciding whether a student's enrolment should continue at the School following any violation of this policy, and what conditions may be attached to that student's enrolment.
24. The School will ensure that, where possible, any student who violates this Policy is given any necessary guidance and intervention in this area. Mandatory participation in and completion of a substance abuse program are among the conditions that may be required for continued enrolment.
25. The School Board, Administration and Faculty will encourage students who feel they may have a substance abuse problem or other chemical dependence to seek help from the School Administration and/or Faculty and these students will be supported in their genuine efforts to seek help. In such cases, penalties for violation of this policy may be reconsidered and modified accordingly.

Instructional Program

26. Please refer to Policy 2.44 regarding the instructional program the Administration is required to undertake in relation to the prevention of abuse of drugs, alcohol and tobacco.

Communication

27. At the beginning of each academic year, a copy of this policy will be distributed, in English and in Russian, to each student in grade six and above.
28. As a condition of enrolment or continued enrolment, each academic year every student in Grade Six and above and at least one of his or her parents or guardians must acknowledge in writing that they have received, read and understood a copy of this policy.
29. Students will be reminded of this policy at the beginning of any school trips that involve a stay outside of Moscow overnight.
30. The School will make reasonable efforts to provide a translation of this Policy into languages other than English and Russian upon request.
31. Parents play a vital role in the education of their children and should be included in the discipline process. At the discretion of the Principal, parents should be informed as early as possible in any process that may lead to serious sanctions, for example, suspension and expulsion. Where there has been any violation or suspected violation of this Policy the Administration will take all reasonable steps to inform the relevant student's parents or legal guardians as soon as possible.

Adopted: 1999
Revised: June 2008
Revised: May 2011
Revised: June 2013

7.32 SEARCHES

1. All school property is under the control of the School Board and its officials, and a search of School property, including but not limited to lockers, may be made at the discretion of the Director or a Principal if a suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at School. All personal possessions brought onto School property may be subject to such conditions.
2. The Director, Principal, or appropriate designee may authorize the search of a student's person and/or possessions only if, in their opinion, there are reasonable indications that a student has drugs or drug paraphernalia, narcotics, stolen or illegal goods, weapons, explosives or other dangerous contraband in his/her possession. Searches of students will be made only in the presence of two adults, at least one of the same sex as the person being searched, and a written report will be made to the student's parent and/or guardian and to the Director.
3. At the Director's discretion, School Security and/or local officials may become involved in cases of illegal activity, the discovery of forbidden items listed above, or when the safety of other students is considered at risk.

Adopted: March 1994

Revised: June 2006

Reviewed: January, 2011

Revised: June 2013

7.40 DRESS CODE

1. Students are responsible for being neat, clean and dressed appropriately for serious study.
2. Dress and grooming should respect the values and standards of the people of our host country, and reflect well upon the School and the international community.
3. Dress regulations shall be established by the Administration. Specific regulations and consequences for infringement shall be published in each Division handbook, and made available to incoming students.
4. Students are expected to follow dress regulations for School-sponsored activities both on and off campus.

Adopted: November 1994

Revised: April 2006

Reviewed: January 2011

Revised: June 2013

7.50 STUDENT DISCIPLINE

1. Rules of Behavior and Enforcement. The Director and the Principals are responsible for ensuring that rules of behavior and consequences for violations of such rules are set and enforced, and for responding to behavior problems in a manner appropriate to the students' age and maturity. Because student behavior is a shared responsibility among students, parents and staff, every effort will be made to ensure that parents or guardians are notified as soon as possible of disciplinary issues and are included in the process.
2. Breaches of Student Conduct. Breaches of standards of student conduct shall be dealt with using progressively severe consequences that appropriately meet the seriousness of the offense. In some cases, the offense may require moving immediately to a more severe consequence.
3. Categories of Disciplinary Processes (in no particular order)
 - A. Detention. Detention shall mean a disciplinary measure that requires a student to remain in a designated and supervised area of the School for a specified time. Detention may be imposed by the faculty or administration, and parents will be notified.
 - B. Saturday School. Saturday School shall mean a disciplinary measure that requires a student to remain in a designated and supervised area of the School for a specified time on Saturday. Saturday School may be imposed by the faculty or administration, and parents will be notified.
 - C. Disciplinary Probation. Disciplinary Probation shall mean a disciplinary measure limiting a student from certain events or activities. The student will be expected to maintain a certain standard of behavior in order to avoid further disciplinary action. Students may be placed on disciplinary probation following a conference between the student, parent(s) or guardian, and the administration.
 - D. Suspension. Suspension shall mean a disciplinary measure that requires the student to be removed from the regular classroom environment and after-school activities programs for a specified length of time (from one to five school days). Suspension may take place either in-school or out-of-school. A suspended student cannot return to classes until a conference is held between the student, parent(s) or guardian and the Administration.
 - E. In-school Suspension. In-school suspension will take place in a specified area of the school under adult supervision. The student will not be allowed to attend regular classes or socialize with his/her peers nor will he or she be allowed to participate in any School extracurricular activity scheduled the day(s) of the suspension. The suspended student will work on classroom assignments during

his or her time in in-school suspension. Class work and/or assessments missed during in-school suspensions must be made up, and will be accepted for credit.

- F. Out-of-School Suspension. Out-of-school suspension will take place in the home of the suspended student. The student will not be allowed on campus during the days or evenings of the out-of-school suspension nor will he/she be allowed to participate in curricular or extracurricular activities on the day(s) of the suspension. The student is encouraged to complete any classroom assignments which had been assigned to him/her prior to the suspension. Furthermore, long-term classroom assignments assigned during the suspension period and which are due after the suspension period will be accepted for credit. However, class work and homework assigned and due during the suspension period, and exams administered during the suspension period, will not be accepted for credit.
- G. Expulsion. Expulsion shall mean a disciplinary measure that requires the student to be struck from the School rolls. Expulsions will be used in response to behavior that is of such a serious nature that the administration feels the student should no longer be allowed to attend the school. Parents will be notified immediately in such cases. Students who are expelled will not be permitted onto the campus without advanced written permission by the school and parental supervision. While it is the responsibility of the Director to expel, he/she will notify the Chair of the Board (or one of the other two board executive members) prior to any action.
4. Appeal Process for Expulsions. The Board will act as a court of appeals for parents who wish to contest the expulsion. The Director will notify the parents that they have the right of appeal to the Board of Directors at the time of the expulsion. A minimum of three Board members, including an officer of the Board, should meet to hear the appeal. Board Members should refrain from discussions with parents and other interested parties concerning disciplinary actions outside the appeals process.
5. Financial Compensation for Damaged Property. Financial compensation for damaged property shall mean that, should School property be damaged by a student, the School administration may, at the discretion of the Director, require reimbursement to the school for the replacement or repair cost of the property damaged. (Ref: Student Records, 7.70.8, Release of Records)

Adopted: November 1994
Revised: October 2005
Revised: May 2011
Revised: June 2013
Revised: June 2015

7.60 STUDENT PUBLICATIONS

1. Responsible Journalism. The School encourages students to exercise their right to speak freely and express their views in School-sponsored printed and electronic publications, provided that they observe rules for responsible journalism. This means that material that is (a) in poor taste, (b) libelous, (c) obscene, (d) defaming, (e) misleading, (f) false; (g) advocating racial or religious prejudice, hatred, violence, the breaking of laws or school regulations or (h) designed to disrupt the educational process (collectively, "Inappropriate Materials") will not be permitted.
2. Publication or Broadcast of Materials. The School encourages School-sponsored publications and broadcasts as an educational activity through which students can gain experience in reporting, writing and editing, and an understanding of responsible publication and/or broadcasting. Faculty reviewing such publications or broadcasts may determine to withhold the publication or broadcast of any material based on a determination that such publication or broadcast contains Inappropriate Material.
3. Adherence to Other Policies. It is expected that the policies set forth in this Policy Manual shall be enforced in the event of issues arising from the publication or broadcast of student materials, including, without limitation, the policies on Harassment (6.31) and Student Discipline (7.50).

Adopted: November 1995

Revised: May 2006

Revised: May 2011

Revised: June 2013

7.70 STUDENT RECORDS

Records

1. Student record data are designed to promote the welfare of the students. When parents and students fill out forms and give personal information about themselves, they have a right to expect that such information will be used in a professional manner and in the best interests of the students.
2. Each student at the School will have on file a cumulative records folder containing registration forms, test scores, copies of transcripts, report cards, and certain health information. All such records will be preserved, either in original form or in a permanent database.
3. A copy of each student's health forms and other medical records will also be kept by the Health Office.

Access

4. Parent(s) or guardian(s) of students have the right of access to information about their children in School record-keeping systems. Former students of adult age (18 years or older) have the same right of access to information about themselves.
5. Appropriate School personnel have the right to view student records. Those other than appropriate School personnel may view or obtain copies of student records only after securing written parental or former (now adult) student permission.

Outside Sources

6. Surveys, questionnaires, and study proposals that are submitted to the School by outside organizations or individuals and that involve student data must be referred to the Director for review, recommendation, and coordination.

Release of Records

7. For purpose of application to other educational or academic institutions, the school will provide requested information, including on a confidential basis, to other institutions only upon receipt of written permission from a parent or a student (if over 18).
8. No records or transcripts of students leaving will be released unless all School fees have been fully paid, and unless any charges assessed for damages to the School have been settled to the School's satisfaction.

Adopted: November 1995
Revised: May 2007
Revised: May 2011
Reviewed: June 2013

7.80 CHILD PROTECTION

1. The Board considers the safety of children in the school as its most serious responsibility.
2. The Director shall ensure that every member of staff at the school understands their responsibility for contributing to the safety and well being of students at the school and in all school related setting. This includes the following:
 - A. Setting out procedures for suspected cases of child abuse or neglect,
 - B. Creating a plan of action to assist the child and family,
 - C. Reporting identified cases of abuse or neglect to relevant school authorities,
 - D. Identifying services the counseling staff shall be expected to provide, and
 - E. Ensuring that all stakeholders are aware of where they can access our Child Protection Policy and Procedures.
3. The Director shall assure that the Child Protection Policy and Procedures are followed and implemented consistently throughout the school including appropriate structures for both prevention and intervention.
4. The Child Protection Policy and Procedures shall be submitted to the Board for approval annually and kept under review by the Director.
5. The Child Protection Policy and Procedures shall be made available on the school's website and other measures to ensure that all members of the community are aware of the provisions.

Adopted: May 2016

8.00 SCHOOL COMMUNITY RELATIONS

8.10 PARENT-TEACHER ORGANIZATION

8.20 FACILITY USE

8.30 COMMUNITY AND PARENT COMPLAINTS AND GRIEVANCES

8.10 PARENT-TEACHER ORGANIZATION

1. In recognition of the concept that parent participation in the affairs of the School is essential if the School is to sustain a high level of educational excellence, the Board endorses the School's Parent Teacher Organization (PTO).
2. The purpose of the PTO is to work for the benefit of the students and the entire School community as a non-political, non-profit social organization. Its aim is to help achieve the School Mission and foster a strong, supportive, positive community. The PTO may assist the School with communication between parents and the School, and organize volunteer services and fund-raising activities to assist the School and the children it serves.
3. The PTO shall have written by-laws, determined by the PTO itself, that support a clear structure of officers, meetings and financial accountability. The PTO by-laws shall be consistent with this Board Policy Manual and, in the event of conflict, this Board Policy Manual shall prevail.
4. The Director of the School shall be a member of the PTO executive committee.
5. Fund-raising activities shall follow the methods outlined in Policy 3.41.
6. Funds of the PTO shall be held separately within the overall accounting structure of the School, and shall be subject to standard accounting practices ensuring separation of duties and transparency. The PTO by-laws shall include processes for spending authority and approvals.
7. The Administration of the School shall not make payments from PTO funds without specific instructions from the PTO in accordance with proper process agreed between the School and the PTO.
8. The PTO representative to the Board shall be nominated and elected in accordance with the procedures outlined in Policy 1.20.

Adopted: February 1995

Revised: June 2008

Revised: March 2009

Revised: June 2013

Revised: May 2016

8.20 FACILITY USE

Introduction

1. The School seeks to be a center of activities for its students and families. In addition, the School recognizes that its facilities can also be considered to be a resource for the wider community. To achieve these goals the Administration will permit organized use of school facilities when such use either enhances the School's educational program or does not conflict with the normal operation of the school, and is consistent with School policies and philosophy

Use of the Facilities.

2. Use of the facilities can be categorized into one of three groups:
 - A. *School Activity*. First priority for use of School facilities shall be given to activities extending the normal educational program, directly benefiting School students. This can include after-school or weekend activities involving School staff, outside specialists, parents, and student-centered PTO activities.
 - B. *School Community*. Second priority shall be given to activities serving school related groups and organizations, directly benefiting School students, staff, and parents. This can include PTO social events, activities serving the whole community, and activities again involving school staff, outside specialists, and parents.
 - C. *Wider Community*. Third priority shall be given to use by responsible non-school organizations, associations, or individuals (as appropriate). Requests from outside the School community will be reviewed on a case by case basis by the Administration. These can include, but not be limited to, social, cultural, sporting, charitable, and even commercial companies and activities.

Guiding Principles.

3. Use of School facilities under this policy is proposed to complement and enrich the School educational program or otherwise benefit principally members of its school community. Primary facility use will always be for school programs. Secondary use will be permitted when such use does not contravene or negatively affect the facility's primary purpose and be consistent with The Charter.
4. It is the clear intention that this Facility Use Policy be transparent in its implementation; that it be enacted equitably and be as inclusive as practicable.
5. Further, it may not impede or otherwise contradict other School contractual obligations for use of its properties, nor will it promote diversion of School material and personnel resources without fair compensation.
6. It should be appreciated by users that as the primary purpose of the premises is for the School educational program, there do have to be restrictions on use of

part or all of the site during school holidays, to enable maintenance and repairs to take place, and to ensure that there is sufficient staffing availability to enable the supervision and safety of users at all times. In addition, during holidays and weekends there has to be time allowed to enable the facilities to be prepared for normal school use.

Disclaimer.

7. Approval for the use of School facilities under provisions of this policy is not to be interpreted as School endorsement of, or agreement with, the principles espoused by those using the facilities.

8. Charging and Fees

- A. *School Activity.* Charges may sometimes be made to cover additional costs incurred by the school. These may include the cost of materials used in the activity, of an external provider, or another element specifically necessary to enable the activity to take place.
- B. *School Community.* Charges may be made to cover additional costs incurred by the school, and to contribute towards the proportionate costs of running the particular facility.
- C. *Wider Community.* Charges will be made to cover additional costs incurred by the school, and for facility costs.
- D. *Fees.* Fees may be charged as listed in the Facilities Use by Outside Groups (FUBOG) client agreement, or may be individually determined according to the nature of the activity, at the sole discretion of the Director. This can include a security deposit, refundable after an event (or balance thereof) depending on damages caused or additional costs incurred.

Responsibilities.

AAS Facility Users will:

- A. Acknowledge primacy of School programs;
- B. Protect School facilities, only use School facilities and resources for which permission has been approved, and leave facilities exactly as found;
- C. Adhere to School facility use guidelines, and follow the normal rules of the school (e.g. no smoking);
- D. Ensure adequate supervision for all those taking part in activities under their control, including responsibility for leaving site at the end of the activity;
- E. Ensure that all activity organizers are properly qualified and experienced to run the activity on offer, and that due consideration is given to the health and safety of those taking part and other persons on the premises;
- F. Release the School from any liability claims;
- G. Disclose provenance affiliations;
- H. Pay fees as applicable, and as charged by the School's Administration;

- I. Adhere to conditions established for use of School resources to promote their activities ;
- J. Honor their obligation to refrain from claiming any School affiliation;
- K. Obtain an approved Facility Use Form prior to commencement of the activity.

The AAS Administration will:

- A. Protect School interests, programs and facilities;
- B. Apply discretion when reviewing requests, and consider each on their own merit;
- C. Delineate School after-school activities from all others;
- D. Develop and maintain procedures to implement this policy;
- E. Exercise proprietary responsibility over School information and media;
- F. Withhold the security deposit, or reclaim damages and other costs, as appropriate;
- G. Monitor and review user compliance with contractual obligations;
- H. Uphold standing facility use obligations that may coincide with implementation measures of this policy.

The AAS Board will:

- A. Safeguard School programs and integrity;
- B. Support administrative measures undertaken to enact this policy;
- C. If appropriate, entertain appeals against decisions taken by the Administration in implementing this policy in individual cases.

Adopted: November 1991

Adopted: April 2004

Revised: June 2008

Revised: June 2013

8.30 COMMUNITY AND PARENT COMPLAINTS AND GRIEVANCES

1. Goals. The Staff, Administration and Board shall endeavor to provide an environment within the School that is positive and conducive to growth and learning. Accordingly, the Staff, Administration and Board shall strive to address any complaints and concerns in a constructive manner.
2. Resolution of Complaints.
 - A. All complaints or grievances of parents or interested parties should initially be discussed, and problems solved by those immediately concerned and, where appropriate, their immediate supervisor. Issues should be taken to a higher authority only when an adequate resolution of the relevant matter has not been found in this way.
 - B. If any parent or interested party has a complaint or grievance that cannot be satisfactorily resolved in a meeting with those immediately concerned:
 - i. the complaint should be submitted in writing to the next higher authority according to the Organizational Chart; then
 - ii. the written complaint should be answered, in writing, within one week; and
 - iii. a meeting should be scheduled with the relevant parties and the relevant authority according to the Organizational Chart.
 - C. If a complaint is still not resolved to the satisfaction of all parties, it should be brought to the attention of the Director.
 - D. Where the procedure in this Policy 8.30 has been followed but the matter has not been resolved satisfactorily, the Board may, at its own Discretion, serve as a body to hear any appeals in relation to the matter.
3. Confidentiality. Good faith efforts shall be made to protect the confidential nature of any complaint or grievance, including, without limitation, avoiding the discussion of the matter in the presence of uninvolved parties.
4. Anonymous Complaints. None of the Staff, Administration or the Board shall be under any obligation to consider anonymous complaints or petitions.

Adopted: February 1995

Revised: June 2010

Revised: June 2013

POLICY REVIEW CYCLE. Approved March 2014

Policy	Policy Title	Policy References	Cycle Year	Summary Count		School Year	S PI
1.10	CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW	1.2	A				
1.20	SCHOOL BOARD BY-LAWS	3.20, 3.30, 5.50, 8.10	A	A	13	2014-2015	1-4
2.10	CORE VALUES	6.90, 2.50, 2.45	B	B	13	2016-2017	2-3
2.20	SCHOOL MISSION AND VISION	6.90, 2.50, 2.41	B	C	21	2017-2018	2-3
2.30	ACADEMIC COMPETENCE	2.31, 2.60, 2.70	B	D	23	2018-2019	2-3
2.31	ACADEMIC PROGRAM	2.30, 2.70, 610	B	E	Gap	2015-2016	1-3
2.40	INSTRUCTIONAL PROGRAM	7.10, 2.50	B				
2.41	REVIEW AND REVISION OF INSTRUCTIONAL PROGRAMS	2.20	B				
2.42	LANGUAGE POLICY		B				
2.43	TEACHING ABOUT SENSITIVE ISSUES	7.31, 7.32, 2.44	C				
2.44	TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO	7.31, 7.32, 2.43	C				
2.45	AN EDUCATION POLICY FOR ALL STUDENTS	2.10, 7.10	B				
2.50	CURRICULUM RESOURCE SELECTION POLICY	2.10, 2.20, 2.40	B				
2.60	ASSESSMENT POLICY	2.30	B				
2.70	GRADUATION REQUIREMENTS	2.30, 2.31	B				
2.80	FIELD TRIPS AND SCHOOL TRAVEL	4.30, 4.40	C				
3.10	FISCAL MANAGEMENT		C				
3.20	BOARD MEMBER DUTIES AND RESPONSIBILITIES RELATED TO FISCAL GOVERNANCE	1.20.9	A				
3.30	FINANCE AND FACILITIES COMMITTEE	1.20.9	A				
3.40	BUDGETING AND FINANCIAL PLANNING		C				
3.41	EXTERNAL AUDIT	8.10	C				
3.42	SOURCES OF INCOME	7.10	C				

3.50	CASH HOLDINGS, CUSTODIANSHIP, AND EXPENDITURES		C			
3.60	ACCOUNTING STANDARDS AND PROCEDURES		C			
3.70	PROCUREMENT AND PROJECTS		C			
4.10	FACILITIES EVALUATION AND PLANNING		C			
4.11	CLOSING OF SCHOOL FACILITIES	6.50, 6.51, 6.52	C			
4.20	SCHOOL BUILDINGS AND GROUNDS	2.80, 8.20	C			
4.21	SECURITY AND KEY CONTROL	2.80, 6.70	C			
4.30	STUDENT TRANSPORTATION IN PRIVATE VEHICLES	2.80	C			
4.40	INSURANCE MANAGEMENT	5.80	C			
4.50	SYSTEMS MANAGEMENT		C			
5.10	STAFFING PHILOSOPHY AND GOALS		D			
5.11	CLASSIFICATION OF STAFF		D			
5.20	STAFF RECRUITMENT AND RETENTION		D			
5.21	SUBSTITUTES		D			
5.30	STAFF RECORDS	6.80	D			
5.40	STAFF EVALUATION		D			
5.41	PROFESSIONAL DEVELOPMENT		D			
5.50	STAFF CONDUCT AND POTENTIAL CONFLICTS OF INTEREST	6.30, 6.31, 7.30	A			
5.51	STAFF COMPLAINTS AND GRIEVANCES	6.31, 7.30, 8.30	A			
5.60	SALARY AND BENEFITS FOR STAFF		D			
5.61	BENEFITS FOR OVERSEAS HIRE STAFF		D			
5.70	LEAVE AND ABSENCES		D			
5.80	STAFF INSURANCE	4.40	D			
5.90	RETIREMENT PLANNING		D			
6.10	SCHOOL LEVELS OF INSTRUCTION		A			
6.20	SCHOOL YEAR CALENDAR		D			

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6.21	SCHOOL DAY		D			
6.30	GENERAL NON-DISCRIMINATION POLICY	5.50, 7.30	A			
6.31	HARASSMENT	5.50, 5.51, 7.30, 7.60	A			
6.40	ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES		D			
6.50	EMERGENCY PROCEDURES	4.11	C			
6.51	INDEFINITE OR LONG-TERM CLOSINGS	4.11	C			
6.52	MAKE-UP OF CLOSING DAYS	4.11	C			
6.60	HEALTH AND SAFETY		D			
6.70	SECURITY AND KEY CONTROL	4.21	D			
6.80	CONFIDENTIAL INFORMATION	5.30, 7.70	D			
6.90	AAS STRATEGIC PLAN	2.10, 2.20	B			
7.10	ADMISSION AND PLACEMENT OF STUDENTS	2.40, 2.45, 3.42	B			
7.20	ATTENDANCE POLICY		D			
7.25	GUARDIANSHIP POLICY		D			
7.30	STUDENT CONDUCT	5.51, 6.30, 6.31, 7.50, 8.30	A			
7.31	DRUG, ALCOHOL AND TOBACCO USE	7.32, 7.50, 2.44	C			
7.32	SEARCHES	7.31	C			
7.40	DRESS CODE		D			
7.50	STUDENT DISCIPLINE	7.30.2, 7.31	A			
7.60	STUDENT PUBLICATIONS		D			
7.70	STUDENT RECORDS	6.80	D			
7.80	CHILD PROTECTION POLICY	6.30, 6.31	ANNUALLY			
8.10	PARENT-TEACHER ORGANIZATION	1.20.17.B, 3.42	A			
8.20	FACILITY USE	4.20	C			
8.30	COMMUNITY AND PARENT COMPLAINTS AND GRIEVANCES	5.51, 7.30	A			

AAS BOARD POLICIES REVIEW FLOW

- **Revised** – visited and changes made
- **Reviewed** – visited with no changes made

1.00 SCHOOL LEGAL STATUS AND BOARD ORGANIZATION

- 1.10 Charter (amended May 2003, amended June 2010)
- 1.20 By-Laws (amended May 2003, revised September 2007, revised March 2013, September 2016)

2.00 INSTRUCTIONAL PROGRAM (as of May 2010)

- 2.10 Core Values (adopted Jan 1995, former 6.10, revised May 2010, revised September 2011, revised March 2013)
- 2.20 School Mission (formerly 6.11, adopted June 98, revised Apr 2000, April 2007, March 2010, revised September 2011, revised March 2013)
- 2.30 School Goals (formerly 6.11 adopted June 1998, revised May 2010, removed March 2013)
- 2.30 (2.31) Academic Competence (Former Policy 2.31, adopted March 2012, reviewed March 2013. Revised June 2014, Revised January 2016))
 - 2.31 (2.35) Academic program (former Policy 2.35, adopted March 2012, reviewed March 2013)
- 2.40 Instructional Program (adopted December 1994, revised March 2010 by incorporated parts from 2,10, 2.11, 2,13;revised March 2013)
 - 2.41 Review and Revision of Instructional Program (formerly 6.20 adopted November 94, revised and title changed in April 2006, revised May 2010, revised March 2013))
 - 2.42 Language Policy (formerly 6.16 adopted June 2008, reviewed May 2010, revised March 2013)
 - 2.43 Teaching about Sensitive Issues (formerly 6.40 adopted December 94, revised April 2006, reviewed May 2010, revised March 2013)
 - 2.44 Teaching about Alcohol, Drugs and Tobacco (formerly 6.41 adopted March 1994, revised June 2008, reviewed May 2010, reviewed March 2013)
 - 2.45 Educational Policy for All Children (formerly 6.25 adopted August 2000, revised June 2008, revised May 2010, revised March 2013, revised May 2015))
 - 2.50 Curriculum Design (formerly 6.20 adopted June 98, revised May 2010, partially incorporated with Policy 2.52 and removed March 2013)
 - 2.51 Curriculum Methods (part of former 6.20 adopted June 1998, revised May 2010 partially incorporated with Policy 2.52 and removed March 2013)
- 2.50 (2.52) Curriculum Resource Selection (former 8.40, adopted Nov.95, revised Nov.99, moved from Chapter 8 and revised May 2010 and renamed from 2.50)
- 2.60 Assessment (former 6.15 adopted June 2004, revised May 2010)
- 2.70 Graduation Requirements (former 6.70 and 2.71 adopted March 2003, revised June 2005, November 2006, revised May 2010)
- 2.80 Field Trips (former 6.50 adopted November 92, revised June 2006, reviewed May 2010)

2.00 (6.00) INSTRUCTIONAL PROGRAM: (CHAPTER 6 before May 2009)

- 2.10 (6.10) Instructional Goals and Objectives (adopted December 94, moved to Chapter 2 in May 2009)

- 2.10 School Philosophy and Purpose (adopted January 95, moved to this Chapter in May 2009)
- 2.11 Statement of Mission - Principles and Goals (adopted June 98, Revised April 2000, Revised Sept.2007, moved to this Chapter in May 2009)
- 2.13 The AAS of Moscow – an Institution of International Learning (adopted April 2002, moved to this chapter in May 2009, dropped March 2010))
- 2.15 (6.15) Assessment Policy (adopted June 2004)
- 2.16 (6.16) Language Policy (adopted June 2008)
- 2.20 (6.20) Basic Curriculum Design (adopted June 98)
- 2.25 (6.25) An Educational Policy for All Students (adopted August 2000, revised June 2008)
- 2.30 (6.30) Review and Revision (Evaluation) of Instructional Programs (adopted November 94, revised and title changed in April 2006)
- 6.30-R Curriculum Changes (adopted November 94, removed April 2006)
- 2.40 (6.40) Teaching about Sensitive Issues (adopted December 94, revised April 2006)
- 2.41 (6.41) Teaching about Alcohol, Drugs and Tobacco (adopted March 94, revised June 2008)
- 2.50 (6.50) Field Trips and Excursions (adopted November 92, revised June 2006)
- 6.50-R Field Trips and Excursions (adopted January 93, removed June 2006)
- 2.60 (6.60) Grading Systems/Report Cards/Conferences (adopted November 94)
- 2.70 (6.70) Graduation Requirements (adopted March 2003, revised June 2005)
- 2.71 (6.71) Academic Program (adopted March 2003, revised November 2006, incorporated with 2.70 March 2010)

3.00 FISCAL MANAGEMENT (replaced with Fiscal Governance Chapter in June 2012)

- 3.10 Annual Operating Budget (adopted April 97, revised, Nov 2006, revised March 2009)
- 3.11 Budget Preparation and Management (adopted June 98, revised March 2009)
- 3.20 Deposit of Funds (adopted June 98, revised March 2009)
- 3.30 Tuition and Fees (adopted June 98, revised March 2001, revised May 2008, revised March 2009, revised May 2010)
- 3.31 Tuition/Fee Payments and Schedules (adopted June 1998, revised March 2001, revised and merged with 3.30 March 2009)
- 3.40 Fund Raising/Gifts and Bequests (adopted June 96, revised March 2009, and split into 3.41 Fund raising and 3.42 Gifts and Bequests)
- 3.41 (f. 3.41-R) Fund Raising (adopted June 98 revised turned into policy 3.41 in March 2009)
- 3.42 (f. 3.42-R) Gifts and Bequests (adopted April 96, revised and turned into Policy 3.42 in March 2009)
- 3.50 Accounting and Reporting (adopted June 98, revised March 2009)
- 3.51 Audits (adopted June 98, revised March 2009)
- 3.60 Purchasing Function (adopted April 96, revised March 2009)
- 3.61 Expense Reimbursements (adopted June 98, revised March 2009)
- 3.70 Fixed Assets (adopted June 98, revised March 2009)
- 3.80 School Properties and Disposal Procedure (adopted April 96, revised March 2009)
- 3.90 Cash Reserve (adopted March 2009)

- 3.00 FISCAL GOVERNANCE** (adopted June 2012, revised January 2015))
- 3.10 Fiscal Management (adopted June 2012; reviewed June 2015)
 - 3.20 Board Member Duties and Responsibilities Related to Fiscal Governance (adopted June 2012; reviewed 2015)
 - 3.30 Finance and Facilities Committee (adopted June 2012; reviewed 2015)
 - 3.40 Budgeting and Financial Planning (adopted June 2012; reviewed 2015)
 - 3.41 External Audit (adopted June 2012, reviewed 2015)
 - 3.42 Sources of Income (adopted June 2012, revised June 2014, reviewed 2015)
 - 3.50 Cash Holdings, Custodianship, and Expenditures (adopted June 2012, revised 2015, revised May 2017)
 - 3.60 Accounting Standards and Procedures (adopted June 2012)
 - 3.70 Procurement and Projects (adopted June 2015)
- 4.00 BUSINESS MANAGEMENT** (revised January 2015)
- 4.10 (f.4.20) School Buildings and Grounds (adopted May 1999, revised March 2008, revised and renumbered January 2015)
 - 4.10 Facilities Evaluation and Planning (adopted May 1999, revised March 2008, combined with 4.20 and renumbered to become 4.21, January 2015)
 - 4.11 Closing of School Facilities (adopted May 1999, revised March 2008, January 2015)
 - 4.21 Security and Key Control (adopted May 1999, reviewed March 2008, revised, January 2015)
 - 4.30 Student Transportation in Private Vehicles (adopted May 1999, reviewed March 2008, revised January 2015)
 - 4.40 Insurance Management (adopted May 1999, reviewed March 2008, reviewed January 2015)
 - 4.50 Systems Management (adopted June 2016)
- 5.00 STAFF (PERSONNEL)** (Renamed June 2009, revised May 2014)
- 5.10 Staffing Philosophy and Goals (adopted May 1999, revised March 2008, revised June 9, revised May 2014))
 - 5.11 Classification of Staff (adopted June 2009, revised May 14)
 - 5.20 Staff Recruitment (adopted May 1999, revised June 2009, revised May 14)
 - 5.21 Personnel Conflict of Interest (adopted April 2000, revised June 2009 and merged with revised Policy 5.50)
 - 5.22 (5.21) Substitutes (adopted May 1999, revised June 2009 to become Policy 5. 21, revised May 14, renumbered May 2014)
 - 5.23 Personal Gift Policy (adopted Nov 2007, revised and incorporated in Policy 5.50 in June 2009)
 - 5.30 Personnel (Staff) Records (adopted May 1999, revised June 2009, revised May 2014)
 - 5.40 (Professional) Staff Evaluation (adopted May 1999, revised June 2009, revised May 2014)
 - 5.41 Professional Staff Development (and Evaluation) (adopted April 2000, revised June 2002, revised March 2005, revised June 2009, revised May 2014)
 - 5.42 Professional Staff Development (revised and merged with 5.41 June 2009)
 - 5.42-R Teaching Staff Development (adopted May 1999, revised and merged with 5.41 in March 2005)
 - 5.50 Staff Conduct and Potential Conflict of Interest (Staff Professional Responsibilities) (adopted May 1999, revised June 2009, incorporating 5.21, 5.53, 5,23;renamed June 2009, revised May 2014, revised May 2015):

- 5.51 Staff Complaints and Grievances (adopted May 1999, revised June 2009, revised May 2014, reviewed 2015)
- 5.52 Teaching Staff - Non-School Employment (adopted May 1999, dropped in 2005)
- 5.53 Staff Conflicts of Interest (merged with 5.50 June 2009)
- 5.54 Tutoring for Pay (adopted May 1999, incorporated into Policy 5.50)
- 5.55 Staff Dress (incorporated into Policy 5.50)
- 5.60 Salary and Benefits for Professional Staff (Teaching Staff) (adopted May 1999, reviewed 2005, reviewed June 2009, revised May 2014)
- 5.61 Emergency Evacuation Plan (adopted May 1999, revised and moved to new Chapter 6 in May 2009)
- 5.62 (5.61) Benefits for Overseas Hire Staff (Overseas Hire Teaching Staff) (adopted May 1999, revised and renamed in May 2005, revised 2009, renumbered 2009, reviewed 2014)
- 5.70 Support Staff (adopted May 1999, revised June 2009 and incorporated in 5.11)
- 5.62 (f.5.70,f. 5.71) (Professional Staff) Leave and Absences (adopted August 1999, revised June 2009, revised May 2014, renumbered May 2014)
- 5.63 (f.5.80,f. 5.73) Staff Insurance (adopted May 1999, revised June 2009, revised May 2014, renumbered May 2014)
- 5.64 (f.5.90,f. 5.75) Retirement Planning (adopted May 1999, revised June 2009, revised May 2014)
- 5.77 Method of Payment (adopted May 1999, deleted 2005)
- 5.80 Russian National Staff (adopted May 199, deleted 2005)
- 5.81 Overseas Hire Travel Allowance (adopted May 1999, revised Sep. 2001, incorporated into Policy 5.61 in June 2009)
- 5.82 Overseas Hire Shipment Allowance (adopted May 1999, revised Sep. 2001, incorporated into Policy 5.61 in June 2009)
- 5.83 Overseas Hire Accommodation (adopted May 1999, revised Sep. 2001, incorporated into Policy 5.61 in June 2009)
- 5.84 Relocation Allowance(adopted May 1999, incorporated into Policy 5.61 in June 2009)

6.00 GENERAL (SCHOOL OPERATIONS) (former Chapter 2 before May 2009, renamed May 2009)

- 2.10 School Philosophy and Purpose (adopted January 95, moved to New Chapter 2 in May 2009)
- 2.11 Statement of Mission - Principles and Goals (adopted June 98, Revised April 2000, Revised Sept.2007, moved to new Chapter 2 in May 2009)
- 2.12 The AAS of Moscow – an Institution of International Learning (adopted April 2002, moved to new Chapter 2 in May 2009)
- 6.10 (2.20) School Levels of Instruction (adopted June 1998, revised Fall 2001, revised May 2009, reviewed May 2013)
- 6.20 School Year Calendar (adopted May 2009, revised June 2013)
- 6.21 (2.30) School Day (adopted June 98, revised May 2009, revised May2013)
- 6.30 General Non-Discrimination Policy (adopted January 2002, revised May 2009, reviewed May 2013)
- 6.31 Harassment (former Trust Respect and Tolerance) (former Harassment Policy 7.33 adopted April 2003, revised May 2009, revised and renamed back to Harassment May 2013)

- 6.40 (2.40) **Administrative Structure and Responsibilities (School Organizational Chart)** (adopted June 98, revised June 2002, revised and renamed May 2009, revised May 2013)
- 2.41 **Administrative Structure and Responsibilities** (adopted June 98, incorporated in Policy 6.40 in May 2009)
- 6.50 (2.50) **Emergency Procedures (Plans)** (adopted January 95, revised and renamed May 2009, revised May 2013)
- 2.51 **Bomb and Terrorist Threats - Local Unrest** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 2.52 **Earthquakes Unrest** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 2.53 **Severe Cold Weather or Loss of Utilities** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 6.51 (2.54-R) **Indefinite or Long Term Closing (School Closing Procedures for Emergencies)** (adopted January 95, reviewed to become a policy, reviewed May 2013)
- 6.52 (2.54) **Make –up of Closing Days (Emergency Closing/ Make-up of Closing Days)** (adopted June 98, revised and renamed in May 2009, reviewed May 2013)
- 6.60 **Health and Safety** (adopted May 2009, revised May 2013)
- 6.70 **Security and Key Controls** (adopted May 1999, revised March 2009 and moved from Chapter 4, reviewed May 2013)
- 6.80 **Confidential Information** (adopted May 2009, revised May 2013)
- 6.90 **AAS Strategic Plan** (adopted June 2004, revised May 2009, May June 2013)

7.00 STUDENTS

- 7.10 **Admission and Placement of Students** (adopted June 98, revised November 2000, revised March 2004, revised May 2007, revised June 2008, revised March 2010, revised March 2011, revised June 2012, revised June 2013)
- 7.20 **Attendance Policy** (adopted June 2000, revised March 2011, revised June 2013)
- 7.25 **Guardianship** (adopted October 1999, revised April 2000, reviewed March 2007, revised March 2011, revised June 2013)
- 7.30 **Student Conduct** (adopted November 94, reviewed March 2007, revised May 2011, revised June 2013, revised January 2016)
- 7.31 **Drug, Alcohol and Tobacco Abuse** (adopted 1999, revised June 2008, revised May 2011, June 2013)
- 7.32 **Searches** (adopted March 94, revised June 2006, reviewed January 2011, revised June 2013)
- 7.33 **Harassment Policy** (adopted April 2003, revised and moved to chapter 6: policy 6.31)
- 7.40 **Dress Code** (adopted November 94, revised April 2006, reviewed January 2011, revised June 2013)
- 7.50 **Student Discipline** (adopted November 94, revised October 2005, revised May 2011, revised June 2013, revised June 2015)
- 7.60 **Student Publications** (adopted November 95), revised May 2006, revised May 2011, revised June 2013)
- 7.70 **Student Records** (adopted November 95, revised May 2007, revised May 2011, reviewed June 2013)
- 7.70-R **Student Records** (adopted November 95, deleted March 2007)
- 7.71-R **Student Transcripts** (adopted November 94, deleted March 2007)
- 7.80 **Child Protection** (adopted May 2016, revised May 2017)

8.00 SCHOOL COMMUNITY RELATIONS

8.10 PTO: Parent Teacher Organization (adopted February 95, revised June 2008, revised March 2009, revised June 2013, revised May 2016)

Attachment 1: PTO By-Laws (amended June 98, dropped and referred to in 8.10 in March 2009)

Attachment 2: PTO Funding Guidelines (Approved 1998-99, dropped and referred to in 8.10 in March 2009)

8.20 Facilities Use (By Outside Groups) (adopted November 91, revised January 2002, revised April 2004, revised June 2008)

8.30 Community and Parent Complaints and Grievances (adopted February 95, revised June 2010)

8.40 Materials Selection Policy (adopted November 99, moved to Chapter 2 March 2010)