



MIDDLE SCHOOL  
HANDBOOK **2020-2021**

# MS HANDBOOK

This handbook is an annually updated set of guidelines, rules and requirements for students and parents. These are aligned with the relevant School policies from the School Board Policies which are noted in parentheses following each item title. The [Board Policy Manual](#) is posted on the School website.

Students and parents are recommended to get themselves familiarized with it as the school year starts and use this handbook as the immediate reference resource throughout the school year.

If students or/and parents do not find an answer to questions or queries in this handbook, they may seek clarifications from the student's advisor, counselor, or divisional principal.

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# 1. THE ANGLO-AMERICAN SCHOOL OF MOSCOW

## 1.1 MISSION STATEMENT (2.10)

AAS empowers each student to

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

in order to achieve individual academic and holistic excellence.

Academic excellence encompasses content knowledge, skills, and dispositions that demonstrate and communicate student progress on the standards as outlined in our school-wide curriculum.

Holistic excellence focuses on developing the whole child emotionally, physically, and socially.

## 1.2 VISION (2.10)

All AAS students will thrive as innovative and agile learners, using their experiences, abilities and talents to improve the world.

## 1.3 CORE VALUES (2.10)

Anglo-American School of Moscow has adopted the following Core Values:

Respect  
Integrity  
Courage  
Curiosity  
Care

Core Values are the fundamental beliefs of the School. These beliefs convey expected behavior for interactions of those within the school community. Core Values also assist the School in fulfilling its Mission and Vision, as well as establishing goals and objectives in support of student learning.

## 1.4 SCHOOL COLORS AND MASCOT

The school colors are black and white. The school mascot is the AAS Penguin.

## 2 PROGRAM OF INSTRUCTION

### 2.1 AAS MIDDLE SCHOOL

Middle School is a period of transition in the lives of students. In order for students to successfully make this transition from childhood to young adulthood, they must be offered a wide range of exploratory and experiential opportunities, both social and academic. This is also a time when students learn the skills that enable them to take responsibility for their learning. The AAS Middle School provides a wide range of inclusive activities that encourage student involvement in the life and conditions of the school and foster responsibility. Our Middle School is committed to the international community, placing value on cross-cultural experiences and promoting respect for all individuals. The program of the AAS Middle School is designed to provide the environment and opportunity for students to identify their own areas of success, to increase their competencies, and to continue to define who they are, what they are capable of, and what role they see themselves playing in a global society.

### 2.2 ACADEMIC PROGRAM

In the Middle School, the target enrolment is approximately 18 students per class and the language of instruction is English. The basic curriculum for all Middle School students includes English language, science, mathematics, and social studies.

In addition, classes in art, music (either instrumental or vocal), physical and health education, technology, theatre arts, electives, and Advisory are required for all students. Foreign language (Russian, French, or Spanish) is also a required course for all students not enrolled in the English as an Additional Language (EAL) or Learning Support (LS) program.

The traditional subjects of English and social studies are combined into one course called Humanities. This class is one of the major building blocks of the Middle School student's schedule. In this class, the subjects of history, economics, sociology, and geography are integrated with the traditional areas associated with language arts: reading and literature, writing, and public speaking.

### 2.3 ELECTIVES

There are four Middle School elective sessions each year. At the beginning of each session, students have the opportunity to indicate their choices for elective classes. The electives are diverse and in recent years have included: advanced computer courses (robotics, animated art, etc.), community service groups, literary magazines, newspapers, life skills, self-awareness, cooking, various crafts, ecological clubs, culture clubs, applied math and science, etc. The elective choices are posted on the school website <http://www.aas.ru/learning/ms>.

### 2.4 ADVISORY PROGRAM

It is our strong belief that each Middle School student should be known well by at least one adult in the Middle School. While small classes ensure that all students have close contact with each of their teachers, it is in the Advisory Program that teachers and students are able to interact on a more personal level.

Each year, students are assigned to an Advisory. Each Advisory has an advisor who serves as the students' advocate and guide through the year. The advisors closely monitor each student's academic and social progress by attending grade level meetings, reviewing reports, talking with an advisee's teachers and conducting one-on-one conferences with each student in order to facilitate a positive, productive relationship.

Each Advisory has approximately 10 students and meets four days a week for 30 minutes. During this time, students engage in activities and discussions that focus on academic progress, social development, personal growth, and

community awareness. For example, during one week Advisories may focus on organizational/study skills, and the next week students may be involved in self-awareness activities. Advisory activities are designed and differentiated to address the developmental needs of each grade level. Advisory time also remains flexible so that attention may be given to a specific current event.

It is the responsibility of the advisors to establish good channels of communication between the school and home. For specific classroom issues, parents should contact the class teacher directly. When a parent needs to communicate any concerns regarding a student's general progress or wonders whom to turn to with issues or concerns in the Middle School, the advisor should first be contacted. Advisors will attend any meetings involving one of their advisee's academic or disciplinary problems if requested.

## 2.5 HOMEWORK

Homework is to be used only to enhance students' learning. In an effort to support a well-balanced lifestyle and encourage students' non-academic and extra-curricular interests, we believe in focused and meaningful homework that directly relates to course objectives. Therefore, all homework is classified in one of these categories:

Completion - Work not finished during provided class time, such as essay revisions, lab reports, etc.

Practice - Vocabulary from World Languages, practice problems for math, practicing a musical instrument, etc.

Preparation Work - Pre-reading, research, studying for an assessment, etc. This translates to about 20 minutes per night per subject, on average, recognizing that there will be an ebb and flow of no homework vs. more homework

## 2.6 ASSESSMENT POLICY (2.60) AND PRACTICE

### 2.6.1 EXCERPT FROM POLICY (2.60)

"Assessment is a key component of student learning. It provides students with evidence of their progress towards learning standards in subject areas and develops student ability to self-monitor progress, set goals and prepare for future assessments. It also informs, promotes and improves teaching. Assessment is an integral part of the learning process and should not be viewed as a single event or opportunity...."

While the School does not modify assessment, it does accommodate the needs of learners consistent with the Board policy.

AAS shall use multiple sources and forms of assessment, to provide evidence of growth in learning relative to expectations."

### 2.6.2 PRACTICES - STANDARDS BASED GRADING AND REPORTING

The key role of assessment is to inform students of where they are on their path to learning and to provide feedback on how to close the gap between where they are presently and where they need to be to meet the identified learning outcomes.

AAS Middle School uses Standards Based Grading and Reporting to assess student learning. "Meeting" standard is our goal for students. Students that are making progress toward the learning standards are assessed as "Approaching" standard. Students that are not yet able to demonstrate sufficient understanding are "Not Meeting" the standards.

Occasionally, student understanding is communicated at a very high level and students will be rated as “Beyond Meeting” in a standard, while students who have not completed sufficient work so as to be actively assessed are denoted as “In sufficient Evidence”.

In Assessments of Learning, if a student does not Meet the Standard he or she will be given an opportunity to redemonstrate their knowledge. Below are the requirements for redemonstration:

#### AAS MS REDEMONSTRATION REQUIREMENTS

Student rewrites are intended for students who have not achieved a “meeting” on their assessments.

- (I) Original assessment signed by parents
- (II) Students complete corrections/revisions + a reflection on why they were not prepared or successful
- (III) Student meets with teacher and receive additional review materials
- (IV) Student may rewrite assessment at a time of teacher discretion
- (V) Any rewrites must occur minimum one week before the end of grading period.

Certain subject areas such as Music, Art, Drama, PE and World Language may adapt these 5 steps to appropriately reflect their assessments.

#### STANDARDS-BASED GRADING PROFICIENCY LANGUAGE

##### BEYOND MEETING (B)

Learner reliably demonstrates the concepts, knowledge and/or skills beyond what is indicated by the stated learning outcome (standard).

*Note: This could include evidence of learning outcomes from other grade level standards OR application or performance at a higher/deeper level of proficiency, quality or application. Not all standards allow for a demonstration beyond the learning outcome.*

##### MEETING STANDARD (M)

Learner reliably demonstrates the concepts, knowledge, and/or skills indicated by the stated learning outcome (standard).

##### APPROACHING (A)

Learner requires additional instruction, support and/or practice in order to demonstrate the concepts, knowledge, and/or skills indicated by the stated learning outcome (standard).

##### NOT MEETING (NM)

Learner has not demonstrated the concepts, knowledge and/or skills indicated by the stated learning outcome (standard). Immediate and focused intervention is required.

##### INSUFFICIENT EVIDENCE (IE)

Learner has had no or insufficient opportunity to provide evidence to demonstrate the concepts, knowledge, skills and/or dispositions indicated by the stated learning outcome (standard). This may be a result of absence, behavior or academic considerations.

## APPROACHES TO LEARNING

Student approaches to learning (dispositions) are also assessed for all courses each semester. The dispositions and how they are assessed are included in the following tables.

APPROACHES TO LEARNING: SELF-MOTIVATED LEARNING				
The student demonstrates:	CONSISTENTLY (C)	USUALLY (U)	SOMETIMES (S)	RARELY (R)
By working independently and seeking assistance when required.	<p>When working on tasks, student is <b>consistently</b> able to:</p> <ul style="list-style-type: none"> <li>- work without distraction or redirection</li> <li>- ask for help to expand understanding</li> <li>- manage time effectively</li> </ul>	<p>When working on tasks, student is <b>usually</b> able to:</p> <ul style="list-style-type: none"> <li>- work with minimal distraction or redirection</li> <li>- ask for help when needed</li> <li>- manage time</li> </ul>	<p>Student shows <b>inconsistencies</b> with attending to tasks and may:</p> <ul style="list-style-type: none"> <li>- be distracted; requiring teacher redirection</li> <li>- require frequent teacher check-ins to ensure instructions are clear</li> <li>- require additional teacher support to manage time</li> </ul>	<p>Student requires consistent teacher intervention and redirection to engage in tasks and assignments during class time. Student has not demonstrated ability to self-advocate for seeking clarity or teacher support.</p>
By reflecting on his/her own learning and taking appropriate steps to improve.	<p>When considering his/her learning, student is <b>consistently</b> able to:</p> <ul style="list-style-type: none"> <li>- reflect on progress through writing or discussion (with teacher or peer)</li> <li>- set 'next step' actions for improvement</li> <li>- show evidence of continued growth as a result of following an action plan</li> </ul>	<p>When considering his/her learning, student is <b>usually</b> able to:</p> <ul style="list-style-type: none"> <li>- reflect on progress through writing or discussion (with teacher or peer)</li> <li>- set 'next step' actions for improvement</li> <li>- show evidence of trying to take 'next steps'</li> </ul>	<p>When considering his/her learning, student can, <b>with teacher direction:</b></p> <ul style="list-style-type: none"> <li>- discuss or write about progress</li> <li>- set 'next step' actions for improvement, but may not be able to fully follow a 'next steps' plan</li> </ul>	<p>When considering his/her learning, student is not able to fully engage in reflection of learning and may not be able to set or follow next steps for improvement. Teacher direction is required, but not always followed.</p>

## APPROACHES TO LEARNING: MANAGING ASSIGNMENTS

The student demonstrates:

By completing assignments on time, including homework and/or music practice.

<b>CONSISTENTLY (C)</b>	<b>USUALLY (U)</b>	<b>SOMETIMES (S)</b>	<b>RARELY (R)</b>
<p>When managing assignments, student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>- completes tasks on time</li> <li>- submits tasks to a peer or the teacher as needed</li> <li>- submits homework according to the class policy</li> <li>- completes music practice as per expectation</li> </ul>	<p>When managing assignments, student <b>usually</b>:</p> <ul style="list-style-type: none"> <li>- completes tasks on time</li> <li>- submits tasks to a peer or the teacher as needed</li> <li>- submits homework according to the class policy</li> <li>- completes music practice as per expectation</li> </ul>	<p>When managing assignments, student shows <b>inconsistencies</b> and requires teacher reminders, direction or interventions to:</p> <ul style="list-style-type: none"> <li>- complete and submit tasks on time</li> <li>- meet deadlines</li> </ul> <p>Some work is managed with success while other projects and engagements may need additional time or intervention.</p> <p>Shows little evidence of music practice.</p>	<p>In order to complete and/or turn in assignments student requires frequent teacher reminders. Tasks are often submitted late. Student is assigned to Extended Day with high frequency and/or additional measures are required.</p>

## APPROACHES TO LEARNING: PREPAREDNESS FOR CLASS

The student demonstrates:

By being punctual, ready and prepared to begin each class with the correct materials.

<b>CONSISTENTLY (C)</b>	<b>USUALLY (U)</b>	<b>SOMETIMES (S)</b>	<b>RARELY (R)</b>
<p>When preparing for class, student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>- arrives on time to class</li> <li>- brings necessary materials to class</li> <li>- is in place, attentive, and ready to begin when class starts</li> </ul>	<p>When preparing for class, student <b>usually</b>:</p> <ul style="list-style-type: none"> <li>- arrives on time to class</li> <li>- brings necessary materials to class</li> <li>- is in place, attentive, and ready to begin when class starts</li> </ul>	<p>When preparing for class, student shows <b>inconsistencies</b> attending to tasks at the start of class and may:</p> <ul style="list-style-type: none"> <li>- arrive late</li> <li>- be missing necessary materials</li> <li>- be out of appropriate seat</li> <li>- be distracted</li> </ul>	<p>Student is frequently tardy to class and/or does not have necessary materials without reminders from teacher. Student is regularly off task when class begins.</p>

## APPROACHES TO LEARNING: ENGAGEMENT IN CLASS

The student demonstrates:	<b>CONSISTENTLY (C)</b>	<b>USUALLY (U)</b>	<b>SOMETIMES (S)</b>	<b>RARELY (R)</b>
By paying attention, following directions and using time productively in class.	<p>During class, student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>- follows directions</li> <li>- remains focused during instruction</li> <li>- starts work independently</li> <li>- uses time productively</li> </ul>	<p>During class, student <b>usually</b>:</p> <ul style="list-style-type: none"> <li>- follows directions</li> <li>- remains focused during instruction</li> <li>- starts work independently</li> <li>- uses time productively</li> </ul>	<p>When considering his/her learning, student may benefit from <b>teacher direction to</b>:</p> <ul style="list-style-type: none"> <li>- follow directions</li> <li>- focus for instruction</li> <li>- start work independently</li> <li>- use time productively</li> </ul>	<p>During class, student needs significant teacher redirection to productively engage in lessons and/or independent or collaborative learning engagements. Student progress is highly impacted.</p>
By working well with others in the class.	<p>During class, student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>- communicates and collaborates well with peers on group work</li> <li>- supports classmates with work as needed and/or seeks help from classmates as appropriate</li> <li>- respects rights of others</li> <li>- resolves conflict</li> <li>- is responsible for collective goals</li> </ul>	<p>During class, student <b>usually</b>:</p> <ul style="list-style-type: none"> <li>- communicates and collaborates well with peers on group work</li> <li>- supports classmates with work as needed and/or seeks help from classmates as appropriate</li> <li>- respects rights of others</li> <li>- resolves conflict</li> <li>- is responsible for collective goals</li> </ul>	<p>Student shows <b>inconsistencies</b> when working with peers on specific tasks and engagements which may affect their ability to:</p> <ul style="list-style-type: none"> <li>- communicate and collaborate for a successful process and/or product</li> <li>- be responsible for their part of group work</li> <li>- support classmates as needed</li> </ul>	<p>During class, student struggles to serve as a productive member of the group and/or often distracts more than contributes to the learning environment.</p>

## APPROACHES TO LEARNING: ENGAGEMENT IN CLASS

The student demonstrates:	<b>CONSISTENTLY (C)</b>	<b>USUALLY (U)</b>	<b>SOMETIMES (S)</b>	<b>RARELY (R)</b>
By contributing appropriately to all class activities.	<p>During class, student <b>consistently</b> positively contributes to class discussions by:</p> <ul style="list-style-type: none"> <li>- posing questions for class inquiry and to seek clarity</li> <li>- sharing similar and differing opinions, ideas, insights, comments, and reflections</li> <li>- providing observations, summaries, and relevant personal examples as appropriate</li> </ul>	<p>During class, student <b>usually</b> positively contributes to class discussions by:</p> <ul style="list-style-type: none"> <li>- posing questions for class inquiry and to seek clarity</li> <li>- sharing similar and differing opinions, ideas, insights, comments, and reflections</li> <li>- providing observations, summaries, and relevant personal examples as appropriate</li> </ul>	<p>Student <b>inconsistently</b> demonstrates an ability to contribute appropriately during class engagements and discussions. Student requires occasional teacher reminders and/or intervention in order to actively engage in any of the processes and strategies used in group discussion or class interactions.</p>	<p>During class, student does not engage in discussions or learning engagements and/or may negatively impact the learning of others.</p>

## APPROACHES TO LEARNING: SOCIAL RESPONSIBILITY

The student demonstrates:	<b>CONSISTENTLY (C)</b>	<b>USUALLY (U)</b>	<b>SOMETIMES (S)</b>	<b>RARELY (R)</b>
By respecting class and school rules.	<p>During class, student <b>consistently:</b></p> <ul style="list-style-type: none"> <li>- demonstrates full respect for students, the teacher and other faculty, i.e. substitutes</li> <li>- adheres to class and school expectations and behavior outlined in the handbook</li> <li>- takes ownership of choices and make necessary changes</li> <li>- can be relied on to help others be successful in these areas</li> </ul>	<p>When working on tasks, student <b>usually:</b></p> <ul style="list-style-type: none"> <li>- demonstrates full respect for students, the teacher and other faculty, i.e. substitutes</li> <li>- adheres to class and school expectations and behavior outlined in the handbook</li> <li>- takes ownership of choices and make necessary changes</li> </ul>	<p>When demonstrating social responsibility, student shows <b>inconsistencies</b> which affect their ability to:</p> <ul style="list-style-type: none"> <li>- show respect for students, the teacher and other faculty</li> <li>- adhere to expectations with other stakeholders, i.e. substitutes or duty teachers</li> <li>- adhere to class and school expectations and behavior outlined in the handbook</li> <li>- take ownership of choices and make necessary changes</li> </ul>	<p>During class, student is unable to demonstrate respect for self and others. Even with constant support and intervention, student adhering to classroom and/or school expectations for behavior is a challenge.</p>

### 2.6.3 REPORTING

In January and June, each student receives a report card that provides evaluation of academic performance feedback on study habits and, comments about overall performance, and if necessary, suggestions for improvement.

In November and April, at the half-way mark of the semester, teachers will share updates on student progress towards the standards.

### 2.6.4 STUDENT-TEACHER-PARENT CONFERENCES

These take place twice a year: a full day in November and a full day in March. An important part of our school mission is to help students become self-directed in their learning. To that end, it is important that they engage in conversations about their present level of performance and what they need to do to make further growth. In support of that goal, we wish to actively encourage student participation in our parent teacher conferences. Parents or teachers may also initiate contact and request conferences at other times during the school year as the need arises. We want to work in partnership with parents in order to provide the best possible education for all students. If a parent has a concern related to a specific subject area, she/he should contact the relevant teacher. If the parent and teacher cannot resolve an issue satisfactorily, then the parent may contact a counselor or the Associate Principal.

## 2.7 ATTENDANCE POLICY (7.20)

“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 AAS. Therefore, in order to receive the maximum benefit of the education offered, in accordance with the above-stated philosophy, students will be expected to adhere to the following:

- Middle School students cannot be absent for any more than 6 class periods in any given course per semester.

- Absences exceeding the preceding limits may prevent promotion to the next grade level or result in withdrawal from AAS.
- 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.)
- Absences due to school mandated activities such as Discovery Week trips or day field trips will not be counted as absences.”

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### 2.7.1 ABSENCES

When a student is absent, parents should contact the Middle School office at +7 495 231 4483 or at [ms.office@aas.ru](mailto:ms.office@aas.ru) by 08:30. This is particularly important for emergency procedural reasons.

If a student is absent from school, then she/he will not be allowed to participate in after-school or evening school events on the day of her/his absence unless otherwise mutually arranged by school and home.

If your child is absent for more than 3 days we require a medical ballot/note.

The school will track and record all absences, which will then appear on the semester report card.

We do not distinguish between excused or unexcused absences. We are sensitive towards the sometimes unavoidable need to be absent from school, but believe that this policy allows adequate flexibility in its totals and consequences, while also supporting the student’s need to be in school and their right to learn. A total of six classes is equivalent to more than two weeks of school and should be sufficient to meet all personal absence needs.

It is a requirement that all students remain current with assigned work given the days missed. It is the responsibility of the student to consult with the teachers involved to find out what the missing work is, and when it will be due upon return from the absence. While it is preferable that students contact their teachers via email before or during their absence to make a plan for missed work, it is expected that this discussion will be initiated by the student on the first day back to school.

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### 2.7.2 TARDINESS

When students are late to school in the morning, they must proceed immediately to the Middle School office for a late slip before reporting to class. Once on campus, students are expected to arrive to each class on time. Arriving late to a class is disruptive to the classroom environment and may have an adverse effect on the grade of a student.

In the event of tardiness the following procedure is used: If a student is late three times in a quarter parents are notified. The student will earn a detention in the event of subsequent tardiness during this time period. Tardiness is tracked on a weekly basis. Each tardy after the initial three tardies will result in a weekly detention. Parents will be asked to a special conference with the administration in the case of excessive tardiness.

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### 2.7.3 EXTENDED ABSENCES

When a family must take a student away from school for an extended period, prior notice equal to the anticipated time away must be given to the Middle School Office. This notice is necessary so the student’s advisor and/or teachers can provide the student with the school work that will be missed. In most circumstances, an effort will be made to provide students with work that might be accomplished outside of school. The student is responsible for making up missed work. The school cannot take responsibility for diminished achievement resulting from a student’s absence. Teachers

and administrators at AAS are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays.

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#### 2.7.4 TRUANCY

Students are expected to be in attendance at school every day unless they are on a school-sponsored trip or their parents excuse them for medical reasons or essential family business. Students who leave home in the morning and choose not to attend class at any time during the school day are considered truant and face suspension from school. Repeated trancies can result in expulsion. Students who are on the school campus but are truant from one or more classes, including advisory period, will face similar disciplinary action.

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#### 2.7.5 CLOSED CAMPUS RULE

For safety and security reasons, students may not leave the fenced area of the school without permission from the Principal. If a student needs to leave on any family or personal business, a parent should contact the Middle School office in advance. +7 495 231 4483, [ms.office@aas.ru](mailto:ms.office@aas.ru)

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### 2.8 SCHOOL DAY

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#### 2.8.1 SCHOOL HOURS (6.21)

PreK - Grade 1	08:30-15:25
Grade 2 - Grade 12	08:30-15:30
Late start - Wednesday	09:15

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#### 2.8.2 MIDDLE SCHOOL DAILY SCHEDULE AND ROTATION

MS Students may enter the Middle School area of the building after 08:00. Classes begin promptly at 08:30. On Wednesdays, classes begin promptly at 09:15. Any student who arrives at school after that time must sign in at the Middle School office before going to class. The last class of the day ends at 15:30. Students engaged in extra-curricular activities finish at 16:30 or 17:45 depending on the activity.

During the school day when transitioning between classes, students may use their lockers on the 2nd, 3rd, or 4th floor of the Middle School wing. Students should not be in classrooms unless a teacher is also in the room. At specific times of the day, students may also be in the North Gym area, the library, the student lounge or the courtyard.

The class day operates on a two-day block schedule. The scheduling of blocks of time gives ample opportunity for labs and extended projects to be a regular part of each student's experience. It also provides for a more unified and less frenetic day for both students and faculty.

There are also two recesses a day - each approximately 20 minutes long.

MIDDLE SCHOOL DAILY SCHEDULE			
Mon/Tue/Thurs/Fri		Wednesday	
Period 1	8:30 - 9:45	Period 1	9:15 - 10:25
Passing	9:45 - 09:55	Passing	10:25 - 10:30
Period 2	09:55 - 11:10	Period 2	10:30 - 11:40
Outdoor time	11:10 - 11:30	Outdoor Time	11:40 - 12:00
Lunch	11:30 - 12:00	Passing	12:00 - 12:05
Passing	12:00-12:05	Period 3A	12:05 - 12:40
Advisory	12:05 - 12:30	Lunch	12:40 - 13:10
Passing	12:30 - 12:35	Passing	13:10 - 13:15
Period 3	12:35 - 13:50	Period 3B	13:15 - 13:50
Outdoor time	13:50 - 14:10	Outdoor Time	13:50 - 14:10
Passing	14:10 - 14:15	Passing	14:10 - 14:15
Period 4	14:15 - 15:30	Period 4	14:15 - 15:30

Rotation	
Day 1	Day 2
A	E
B	F
C	G
D	H

### 2.8.3 LUNCH AND BREAKS

Students are strongly encouraged to bring or purchase healthy lunches and snacks. The adage “an apple a day keeps the doctor away” serves adolescent minds and bodies well. Healthy eating and enjoying the outdoors at breaks during pleasant and sometimes not-so-pleasant weather are important with respect to health promotion.

During the morning, a scheduled break allows students to get a snack. There are light snacks available for sale in the 2nd and 3rd floor corridors of the Middle School wing. Students may also bring their own healthy snacks from home.

Lunch is served in the North Cafeteria. Students are able to sit in the cafeteria, the student lounge or in the Hall of Flags. During warm weather, they may also eat in the courtyard. Lunch time is a device free time - no phones or laptops are allowed.

Students also have two outside recess breaks per day. During this time, all students must go outside.

## 2.8.4 SCHOOL DISMISSAL

After a student is dismissed from their last class, commitment, or after-school activity, they should quickly make their way home. In the event that a student must wait for a ride home, they may work in the Extended Day room to complete homework. If their work is up to date, students may wait for their ride home in the Student Lounge.

## 2.9 TRANSFER/WITHDRAWAL

At the end of the school year or at the time of withdrawal, all textbooks, library books, locks and any other school equipment on loan will be collected by teachers. Students are responsible for the return of all items in good condition. Replacement costs for lost or damaged books or equipment will be charged and no school records will be released until all books and equipment have been accounted for and all financial obligations met.

If students are leaving AAS during the school year, parents should contact the Admissions Office and the MS Office to fill out the appropriate paperwork.

If students are applying to other schools at any time during the school year, all reference and document requests need to come through both the MS Office and the grade level counselor - not to the teachers directly.

## 3 AN EFFECTIVE SUPPORT SYSTEM

At AAS, we seek to provide an effective support structure for all students. This section outlines the various elements of support and indicates whom parents and students should contact for different situations.

### 3.1 COUNSELING SERVICES

The Middle School Counseling Program is designed to provide academic and social support to all members of the school community. The major functions of the counselors are as follows:

- Facilitating problem-solving and communication among all members of the school community including students, teachers, parents, and administrators.
- Supporting students and families with immediate social emotional issues and making referrals to outside support services where necessary.
- Assisting advisors, grade-level leaders, and administration in monitoring student progress.

Our counselors are available to meet with students or parents during the school day. Students may drop into the counselors' offices during the school day or may schedule an appointment for a specific meeting. Parents are also invited to call the Middle School office to schedule appointments with a counselor or attend regular Counselors' Coffees

### 3.2 STUDENT SUPPORT TEAM

The Student Support Team supports student learning and emotional development. The team meets regularly to review the progress of students and formulate plans of intervention that include support and strategies for students who are struggling or underachieving. The team consists of SEN teachers, administrators and counselors who work in cooperation with the students and classroom teachers to find appropriate intervention strategies to bring about student success.

### 3.3 STUDENT PLANNERS

Each Grade 6 student receives a paper AAS student planner at the beginning of the school year. Grade 7 and 8 students may purchase a paper planner from the MS Office. All students are issued a digital copy of the handbook and planner from their advisory. Students can purchase a new planner from the Middle School office should they lose the planner given to them.

All Grade 6 students are expected to record daily assignments, long-term assignments, quizzes, tests, exams, etc. in their AAS student planner. Grade 7 and 8 students may choose to use other methods to record their homework. Teachers and advisors will ask to see them on a regular basis to ensure students are on track. These planners help students learn the benefits of organizational and planning skills.

Parents should also look at the planners. This way, they will not only stay abreast of their child's program of study, but also, if needed, can correspond with their child's teacher with routine questions, comments or concerns. The planner must be brought to each class daily.

### 3.4 EXTENDED DAY PROGRAM

The Extended Day is a program for students who neglect to complete class work or homework assignments. This faculty-supervised period meets after school and is required for any student so assigned by a teacher or advisor. Any student assigned to Extended Day must fulfill their obligations before attending any after-school activity, rehearsal, or practice session. Sometimes by mutual agreement between home and school, a student may be placed in Extended Day regularly in an effort to promote and reinforce positive work habits.

### 3.5 MEDICAL CARE

**Illness or Injuries at School** - The Health Office is equipped to provide immediate first-aid and to treat minor injuries. In the event of illness (temperature greater than 100 F/ 37.8 C, vomiting, diarrhea, head lice, contagious conditions) or accident requiring further medical treatment, parents will be notified.

**Contacts:** The Health Office staff will call the home, office and/or emergency telephone numbers listed on the student's Emergency Card. Parents or appointed guardians will be asked to collect their child at school and arrange medical treatment. If absolutely necessary, the Health Center staff will accompany the student to the hospital.

**Contagious Conditions** - If your child has a contagious condition such as chickenpox, strep throat, measles, mumps, head lice, etc., you should notify the school immediately. On a weekend or holiday, call the Health Office on the next school day to report it. Children with a contagious condition must stay home from school.

**Illness:** All children who are sick must be kept home. A child may not attend school with a fever of 100 F (37.8 C) or higher and must be fever-free for at least 24 hours without the use of antipyretics (Tylenol, Panadol, Acetaminophen, Ibuprofen, etc.) before returning to school. Lengthy illnesses may require a doctor's note.

**Accidents at school:** In the event of a serious accident requiring immediate life-saving measures, ambulance service will be summoned. While awaiting the ambulance, the student's parents/emergency contact/health provider will be notified.

**Medication** - If your child needs to receive medication while at school, please send the medication in a container labeled with the student's name, medication name, medication dose, and regimen. Your child must bring the medication and the completed medication authorization form available on the AAS Website to the Health Office first thing in the morning and return to the Health Office at the time medication is prescribed. If the medication contains a controlled substance (Ritalin, Codeine, etc.), must be brought to the Health Office by a parent or guardian with a copy of the doctor prescription.

Medical Conditions: If a child has asthma, severe allergies seizures or is diabetic, a separate Action Plan Form is required to be submitted. The forms are available on the AAS website.

Emergency Cards - On the first day of school, a Student Emergency Card and a Student Health Record will be given to your child. These are important documents that should be completed and returned to the school as soon as possible and kept updated throughout the school year.

## 4. A SOUND SET OF SCHOOL OPERATIONAL POLICIES AND PROCEDURES

### 4.1 GUIDELINES FOR ACADEMIC INTEGRITY

AAS believes that integrity and positive character development are integral parts of our role in educating young people and in preparing them to successfully integrate into society as a whole. We consider it our responsibility to teach our students about the importance of high ethical standards and expect all of our community to adhere to these principles.

All students are expected to be honest and forthright in taking responsibility for their own learning by doing their own work, at all times.

As part of the learning process, students are given guidelines for the honest and ethical completion of work, as well as clear definitions and examples of actions that directly violate our expectations of academic integrity. Students are provided with definitions of academic dishonesty, including, but not limited to, plagiarism and cheating. Where possible, teachers provide students with strategies to help them avoid making mistakes of plagiarism, as well as to protect themselves from involvement in cheating.

#### 4.1.1 ASSESSMENT FOR LEARNING - HOMEWORK AND CLASSROOM

Most homework assignments are given as learning experiences and so getting help from others may be considered appropriate. However, a student who copies another person's assignment to make a teacher think that the student has done the work is considered to be cheating and violates academic integrity.

"Examples of class assignments and homework that DO NOT violate the guidelines of academic integrity include:

- Working with another person, as instructed by the teacher, on a cooperative assignment when both names are affixed to the final submission for grade attribution.
- Reviewing a question or problems with another person for the purpose of getting suggestions to help find a solution, as long as the solution is worked out entirely by the student alone. This includes work done with friends, tutors, teachers, or others capable of providing assistance.
- Collecting data as a group, as instructed by a teacher.

Examples of activities that DO violate the guidelines of academic integrity include, but are not limited to:

- Solving problems or answering questions for which another student receives credit.
- Copying or paraphrasing another student's work or the work of an author, or information from the internet, in whole or in part, and claiming it as one's own.
- Turning in someone else's work as the student's own.
- Allowing/encouraging another student to copy all or part of one's own work and claim it as his or her own.
- Submitting work that has been purchased from the internet or that has been completed by another individual.
- Presenting data tables in the exact same format as group members."

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## 4.1.2 ASSESSMENTS OF LEARNING - TESTS, QUIZZES, PROJECTS, AND ESSAYS

Exams, tests, quizzes and other summative assessments are an integral part to the learning and assessment process. Information collected is used to assess a student's current level of achievement as well as to guide further learning and review. It is expected that all work completed on exams, tests, and quizzes is the student's own.

Obtaining unfair help with tests and/or quizzes is a violation of the Guidelines for Academic Integrity. The following are examples of unacceptable test behavior and are provided to give an idea of common mistakes:

- Discussing (in detail) a test/quiz that the student has not yet taken with a person who has already taken it.
- Bringing hidden notes or using unauthorized notes during a quiz or test. The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the AAS Guidelines for Academic Integrity.
- Looking at another person's work during a test or quiz.
- Talking to another person during a test or quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at work during a test or a quiz.
- Assisting another person during a test or a quiz through noises, silent signals or electronic means.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.
- Taking another person's quiz or test for them at their request.

This list is neither exhaustive nor all-inclusive. All issues of academic dishonesty are taken seriously and will be dealt with by both the teacher and the administration; consequences are designed to deter and reform poor decision-making, but can have a long range impact.

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## 4.1.3 Consequences for Academic Dishonesty

1st Instance Of Academic Dishonesty (Remedial Actions):

- Parents will be contacted by the teacher
- Discussions on the reason why a student is partaking in academically dishonest behavior
- Counseling or training on proper academic conventions and techniques
- Student completes an alternate assignment without loss of marks
- Record of incident made
- Clear explanation of the consequences associated with future academic dishonesty

2nd Instance of Academic Dishonesty:

- Meeting with parents
- Student completes an alternate assignment without loss of marks
- Note in student's file
- Possible in-school suspension

Further instances of Academic Dishonesty:

In addition to the above-mentioned consequences, students may be suspended from school for 1-3 days or suspended from extra-curricular involvement for a 2-week period.

## 4.2 GUARDIANSHIP POLICY (7.25)

"It is essential that the school knows who is responsible for each student at all times in order to be able to respond to a medical, security, or other emergency. Further, the school believes that it is essential for the well-being of the student that the student live with a parent (or permanent legal guardian). Accordingly, except in a family emergency or for brief travel, it is expected that each student will live with his or her parent/s or legal guardian/s.

In the event that a family requires an exception to this policy, the Director shall be notified in advance of the separation of parent and student. This notification must be in writing and must give reason for separation. The decision whether to grant such 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 shall be asked to withdraw from the school.

If parents are planning a trip without their daughter/son, they must notify the Principal and complete a Statement of Temporary Guardianship form, which provides information on:

- Expected duration of the time away
- Where parents can be reached if needed
- Who will be staying with the student
- The appointed guardian's contact information.

The person responsible for the student must speak English and/or be able to have someone close by who can translate in order to ensure communication with the school.

If it comes to the attention of the school that a student's parents are not at home and a guardian has not been named, the student will not be allowed to return to school until the school has received written notice from the student's legal guardian or the person authorized to act in place of the parents."

## 4.3. CHILD PROTECTION POLICY (BASED ON SCHOOL BOARD POLICY 7.80)

*Overview:* The school considers the safety of children and staff in the school as its most serious responsibility and child well being is essential to realizing academic and holistic success. Child abuse and neglect are significant issues across the world. Child abuse and neglect are violations of a child's human rights and are impediments to the child's education as well as to their healthy development. The Anglo-American School of Moscow (AAS) endorses the UN Convention on the Rights of the Child, of which our host country, Russia, is a signatory.

All staff employed at The Anglo-American School of Moscow must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, is suffering or might suffer abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with the AAS child protection policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective embassy in Moscow, to the appropriate child protection agency in the home country, and/or to local authorities.

Please see the AAS homepage for the complete Child Protection Handbook.

### *Child Protection Officers*

At every grade level, AAS has a designated Child Protection Officer (CPO). This person is a member of the faculty and has received additional training in child protection. They can provide training for students and maintain communication with the school community regarding child protection.

### *Reporting a Child Protection Concern*

If you have any concern about the welfare of an AAS student please contact the relevant CPO, counselor or administrator. All reports are kept confidential. If you have a concern please report it, through this shared responsibility we can work together to keep our community safer.

### *Designated Middle School CPOs for 2020-2021*

Grade 6 - Jessica Long

Grade 7 - Shalene Huth

Grade 8 - Matthew Treinen

Counselor - James Villers

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## 4.3.1 Child Protection in the Middle School

Through both our Advisory program and Health class, students are educated on child protection issues and how to keep themselves safe. Topics covered include trusted adults, peer to peer abuse, and reporting processes.

## 4.4 LOCKERS

All students are assigned a locker for their school materials and personal belongings. Only locks issued by the school may be used on the lockers. Students are required to keep their locks on their lockers. A fee will be charged for a replacement lock. As a precaution, students should leave extremely valuable items that are not needed for school at home.

Students are allowed to decorate the inside of their lockers but should not post anything on the outside of the locker. However, approved school spirit decorations are an exception to the above.

## 4.5 SECURITY REQUIREMENTS

The school considers it very important to provide a secure and protected environment that enables students to study, staff to work, and parents and others to be active members of the AAS community. A full version of the AAS Security Policy is available at the reception desk at the main entrance. Please inform your family helpers about these requirements.

The main security requirements are:

- All adults and students (Grades 6-12) are required to have the AAS badge in their possession while on the school compound.
- All persons who do not have their badge with them must report to the reception desk to get a temporary badge.
- Visitors must be announced in advance and must identify themselves.
- Unless participating in a scheduled evening event, all non-staff community members must leave the school before 18:00.
- Family helpers (nannies and drivers) are not allowed on the AAS compound between 08:35 (09:20 on Wednesdays) and 14:55.
- Students are not allowed to leave the school compound during school hours without written permission from the Principal.

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#### 4.5.1 SCHOOL VISITORS

Visitors are welcome in the Middle School. However, so as not to disrupt the academic program of the school, we ask that visitors adhere to the guidelines below:

- All school visitors must possess a school ID badge or obtain a visitor's pass from Security.
- Parents or family helpers who need to speak with a student or make a delivery should report to the Middle School office. The office staff will arrange the delivery or contact the classroom teacher to have the student released from class when it is convenient.
- With appropriate advanced planning, it may be possible for a visiting student to attend classes for up to two days, accompanied at all times by an AAS student. Permission to bring a student guest to the school must be sought in advance from the Principal and the Director of Security.

In order to secure advanced permission the AAS host student will:

- a. Complete a Guest Visitor Form (available in the MS Office) that includes the signatures of parents and each teacher for the day of the visit.
  - b. Return the completed form to the Principal or Assistant Principal at least one day in advance of the visit.
  - c. Apply for a visitor's pass from Security one day in advance of the visit.
- On the day of the visit, the visiting student must sign in at Security and wear a visitor's badge at all times. The visiting student must be introduced to the High School office (at least one secretary and one administrator) before the start of classes.
  - Visitors are expected to follow all school rules; the host is responsible for the behavior of the guest
  - We do not accept student visitors the day before breaks or the day after breaks.

#### 4.6 TRANSPORTATION RULES

AAS does not provide home-to-school bus services directly. Bus services are contracted between families (or in some cases companies and embassies) and service providers. The school does maintain a cooperation agreement with Transport Link Service (TLS), which has proved to be reliable over the years.

Please visit [www.aas.ru/bus](http://www.aas.ru/bus) for more information about TLS. Parents are free to make arrangements with any transportation provider they wish.

Cars are allowed in the school compound to drop off and pick up students. To ensure a safe and smooth flow of traffic on the compound, AAS enforces a Traffic Policy. A full version of the AAS Traffic Policy is available at the reception desk at the main entrance.

The main requirements are:

- Only vehicles with an AAS Parking Permit can enter the AAS compound. The permit states where the vehicle can be parked. For a detailed description of the parking regulations please read the Traffic Policy.
- The maximum speed on the AAS compound is 10km/h.

- Pedestrians always have the right-of-way on the AAS compound.
- The direction of traffic is one-way only. Vehicles are not allowed to block traffic.
- All drivers must follow the instructions of AAS security personnel at all times.
- Repeated violations of the Traffic Policy will result in confiscation of the parking permit.

#### 4.7 EMERGENCY SITUATIONS (SCHOOL BOARD POLICY 4.20)

To respond quickly and effectively to emergency situations, AAS has developed emergency procedures. Those procedures are known to all students, faculty and staff and are exercised regularly.

Fire Alarm. If an emergency occurs, a fire alarm rings and the school is evacuated immediately. The entire AAS community must respond according to the directions stated below:

- Remain calm, stop talking, listen to instructions, and go to the nearest exit immediately.
- Do NOT go against the flow of people and do NOT use the elevators.
- Go to one of the assembly areas: Elementary School - to the Lower Fields, Middle School - to the Upper Field, High School - to the Tennis Court, Administrative Staff - to the Lower Fields.
- Remain in the assembly areas until further instructions are given.

Code Red. In case of an intruder on the school compound, a "Code Red" will be announced via the loudspeaker system. The aim of the "Code Red" is to get everybody out of the public areas and into a locked room as quickly as possible so they are out of harm's way. The entire AAS community must respond according to the directions stated below:

- Remain calm and get into a classroom, office, or the PTO Shop as soon as possible.
- Turn off the light, lock the room, remain silent and wait for further instructions via the loud speaker system.
- Do NOT open the door before the "ALL CLEAR" message is announced via the loud speaker system.

Code Blue. In the case of certain emergencies, a "Code Blue" will be announced via the loudspeaker system. All should proceed to their classrooms. Classes that are outside for an activity should return to areas where they normally meet. "Code Blue" does NOT require locking of doors or blocking of windows. It does require gathering of students into classrooms and confirming that all are present. Students are not allowed to leave the supervision of their teacher for any reason until the "All Clear" signal. Hallway and common areas are to be cleared, similar to "Code Red." The key in "Code Blue" is to continue some normal quiet activity in your classroom while you wait for further instructions. These instructions might include any of the following:

- Announcement to move to "Code Red" and lock down
- Evacuate the building (we will use the fire alarm for this and evacuation will commence)
- Announcement to evacuate to other location in the building (e.g. - gyms, theaters, cafeterias, etc.)

- Announcement directly to individual classrooms or zones to evacuate to a specified location

An “All Clear” signal will be given when the emergency has been resolved.

Please instruct your family helpers regarding these emergency procedures.

## 4.8 SCHOOL INSURANCE (4.40)

AAS carries insurance coverage for the usual risks such as general liability vehicle liability and damage to or loss of school-owned property. AAS does not carry medical insurance for students or guests, nor insurance covering loss of or damage to their personal property, such as mobile phones or laptop computers. Student medical insurance coverage is dependent upon the family’s health insurance policy, so parents must arrange for medical and accident insurance to cover their children and are strongly encouraged to arrange for property insurance covering personal property

### 4.8.1 INDIVIDUAL HEALTH INSURANCE

The Anglo-American School does not carry individual health insurance for students. This is the responsibility of the parents. Student medical insurance coverage is dependent upon the family’s health insurance policy, so parents must arrange for medical and accident insurance to cover their children and are strongly encouraged to arrange for property insurance covering personal property.

## 4.9 POSSESSION AND USE OF PORTABLE ELECTRONIC DEVICES

Students may bring portable electronics such as mobile phones, iPods, and iPads to school at their own risk. The school takes no responsibility for them. AAS does not carry insurance that covers the loss of or damage to personal property. Parents are encouraged to purchase property insurance covering personal property.

Students may not engage in gaming in the MS from 7:45 until 16:00. Electronic devices may not be brought into the cafeteria at lunch. In the classroom, student use of electronics is at the discretion of each teacher. Students should use electronic devices appropriately in line with our Digital Citizenship Agreement. Abuse of this privilege will result in disciplinary action. Mobile phones are now equipped with many features that can support learning, and may be useful in the classroom. The school aims to find a use policy that supports learning opportunities, while also restricting unnecessary distractions. As such, mobile phones may be brought to school and used by students in accordance with the following expectations:

- Mobile phones are not allowed in classrooms unless specifically permitted by the teacher.
- When not in use, mobile phones should be off and in the student’s locker.
- Mobile phone are not permitted in classrooms, or examination halls during quizzes, tests, or examinations.

Students are allowed to check their phones at their lockers during break times. If needed, you may reach students during the school day through the Middle School Office: +7 495 231 4483, [ms.office@aas.ru](mailto:ms.office@aas.ru).

Messages for students will be delivered at the first appropriate opportunity. Students will not be excused from class to make or receive a phone call unless it is an emergency.

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## 4.9.1 Bring-Your-Own-Device (BYOD) guidelines

Web: AAS BYOD Email: [byod.support@aes.ru](mailto:byod.support@aes.ru) Visit: IT Helpdesk (room 4031)

The Bring Your Own Device (BYOD) program is a key component of Learning at AAS. BYOD provides students with ready opportunities to use technology responsibly and effectively.

Students in grades 5-12 are required to have a BYOD to enhance instruction and learning every day at school as stated in the student handbooks.

AAS is responsible for:

Resources - AAS provides students with core learning tools that are web or cloud-based.

- Google Suite for Education - Docs, Sheets, Slides, Drawing, etc.
- Microsoft Office

### Support

- Support for using school-provided learning resources will be offered within classrooms, online, and by divisional Technology Integrationists.
- BYOD support is available at the IT Helpdesk Office (4031) during school hours or via email . Individual app/software purchases may not be supported by our IT Helpdesk.
- A limited supply of loaner laptops are available for one-day checkout in the Library for emergency, on-campus use during school hours.

### Infrastructure

- AAS provides an open WiFi network for all community members. The school monitors use of technology and Internet traffic on our network.
- Wireless printing from BYODs is available in numerous locations.

Students/Families are responsible for\*:

- Device maintenance - AAS strongly recommends installing routine OS and app updates.
- Transportation - Students/families should provide safe transport of BYOD devices (i.e., backpacks with padded pockets, laptop sleeves, and/or cases).
- Charging - Students must bring fully charged devices to school each morning along with their charging cable. Lockable charging stations will be available for students to charge devices.

\*AAS is not responsible for lost or stolen devices, and the school's insurance policy does not cover personal property. It is the responsibility of students to keep their devices secure and provide their own insurance protection. Students

are provided with lockers and locks to secure their belongings. Devices should not be left unattended at any time. Devices found unattended will be sent to Lost & Found at the Security Desk.

#### Minimum BYOD Requirements\*\*

- Apple, Windows, or Chromebook laptop, less than 3 years old
- 128 GB or more storage capacity on an Apple/Windows laptop; 32 GB or more on a Chromebook
- 8 GB RAM or more recommended (4GB RAM in a Chromebook)
- 6+ hours battery
- Webcam
- Headphones/Earphones

\*\*Cost is always an important consideration in choosing a device. Less expensive devices can fulfill a student's needs. Higher cost devices offer greater capability and perhaps increased longevity and durability. However, even high-end laptops generally have a 3-to-4-year lifespan.

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#### 4.9.2 AAS Digital Citizenship Agreement

AAS develops student digital citizenship throughout our integrated curriculum. Our Middle School Digital Citizenship Agreement supports students and families in developing positive citizenship in the digital world. As members of the AAS community, students and families agree that digital citizenship applies in and out of school, with school-owned devices, BYODs, and other personal devices.

The Anglo-American School of Moscow believes that the Internet and digital devices offer vast, diverse, and unique resources to students, parents, faculty and staff to support their love of learning. Our goal in providing Internet access and utilizing digital devices with students through our BYOD policy is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement, which includes but is not limited to:

- Respecting and protecting myself and others by making reflective, responsible decisions about my actions including:
  - a. How my actions will impact other people's feelings, reputations, and work; I will not flame, bully, stalk, hack, or otherwise harm people or property, even as a joke.
  - b. Being mindful of my own and other people's public and private spaces; I will protect passwords, accounts, and resources.
  - c. The impact the websites I visit will have on others; I will not support websites that are degrading to others, pornographic, racist, or otherwise inappropriate.
  - d. How my actions make me appear to others, including: my online names and images, groups I start or join, personal information about me, my life, experiences, experimentation, or relationships.
  - e. Reporting abuse and not forwarding inappropriate materials or communications.
- Using technology to develop my love of learning, including:
  - a. Exploring and utilizing relevant technologies

b. Supporting the development of technology for learning in the AAS community

• Contributing as a globally aware citizen including:

a. Respecting and protecting intellectual property rights

b. Purchasing and registering all software, or using free and open source alternatives rather than pirating software

c. Not knowingly creating, uploading, or downloading computer viruses or other malicious software.

Failure to abide by the school's Digital Citizenship Agreement may result in one or more of the following:

• Disciplinary action by the Secondary Principal and/or Director of the school

• The notification to the appropriate legal authorities for prosecution, if required

• Responsibility for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or willful acts of vandalism.

NOTE: The Anglo-American School of Moscow monitors use of technology including school resources and Internet.

#### 4.10 STUDENT CONDUCT (7.30) AND BEHAVIOR

Students at AAS are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, their school, their families, and their countries. The Director and/or the Principals reserve the right to take appropriate disciplinary action in the case of violation of these standards.

The school expects parents to support its authority and to direct any questions regarding an action taken by the school to the particular teacher or Principal involved without delay.

The Director and/or the Principals reserve the right, where in their opinion sufficient cause exists, to suspend from school, temporarily or permanently, any student who has demonstrated that she/he is unwilling or unable to comply with the school's Code of Conduct.

Our Mission states we "Respect Self and Others." Any actions or attitudes that convey less than that will not be tolerated. Mutual respect and consideration, whether inside or outside the classrooms, guide all of our interactions with others. To help maintain and foster the above, all students, teachers and parents are expected to model the following behaviors:

• Treat people and property with dignity and respect

• Participate actively in the learning process

• Complete assignments within the agreed time frame

• Exhibit a positive attitude and act responsibly and honestly

• Arrive at school punctually and prepared to learn

- Use appropriate language
- Abide by our Digital Citizenship Agreement

There are a few specific rules that will also help community life. Students should not:

- Disrupt classes with unacceptable behavior
- Be absent from class without the permission of a teacher
- Leave school grounds without permission
- Bring to school weapons (real or any resemblance)
- Use devices inappropriately

Please note that violations of the standards of basic conduct can result in immediate suspension from school, specifically:

- Violence, bullying or cyberbullying
- Stealing
- Bringing weapons to school
- Purposeful destruction of property
- Showing intolerance based on race, religion or sexual orientation

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#### 4.10.1 Progressive Discipline Model

The Middle School uses a Progressive Discipline Model. As young adolescents are still developing, we view discipline as “teachable moments”. The goals of this model are to prevent recurrence of negative behaviors and for students to learn from their mistakes. It is important that when students are engaged in unacceptable behavior they:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Be given the opportunity to learn strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior recurs

In determining a response for inappropriate behaviour, several things will be taken into consideration: the scope and severity of the behavior, the circumstances/context in which the behavior occurred, the previous discipline history of the student being disciplined, and the frequency and duration of the behavior.

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## 4.10.2 Harassment Policy (6.31)

### Introduction

The best education takes place in a community where there is trust and respect so that everyone feels free to take risks. Students and teachers come to the Anglo-American School of Moscow from many different countries and represent many different ethnic ancestries, races, and religions. The school community will go beyond tolerance to treasure differences and to look upon them as an opportunity for learning that will enrich each individual and promote personal growth.

### Policy Statement

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

### Definition

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 e-mail, that is either intended to or reasonably could be expected to create an intimidating, hostile, or offensive environment, and thereby interfere with the goals of the school, 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, or 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:

- Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship.
- Unwelcome and offensive jokes, remarks or epithets based on race, color, religion, age, sex, sexual orientation, physical appearance, national origin, or disability.
- Speech or the display of materials that is intended to be demeaning or degrading or reasonably could be considered so.
- Unwelcome physical contact including but not limited to violence, patting, pinching, hugging, or kissing that is either persistent or intentional.

### Education and Prevention

The prevention of harassment requires a thoughtful educational program. Each year, administrators and counselors discuss bullying and harassment with teachers, staff, and students so that everyone will understand the intention of the 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.

An adult who witnesses or is informed about conduct that may constitute harassment must take action to stop it and must report it to the Principal or to the Director. Students are encouraged to do likewise.

#### What Should Be Done by Those Who Believe They Have Been Harassed?

A member of the school community who believes she or he 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 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 Principal or the Director. A prompt and thorough investigation will follow.

#### Confidentiality

Reports of harassment will be treated confidentially as far as 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 the students involved at any stage.

#### Consequences

The relevant supervisor, Principal, or Director will promptly investigate all complaints regarding harassment. 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 student's or employee's file and take appropriate action such as counseling, detention, suspension, or probation. If expulsion or dismissal is deemed appropriate by the Director, the Chairperson of the School Board will be notified.

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. A person who knowingly makes a false report of harassment also may be considered to have violated this policy.

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.

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### 4.10.3 Substance Use and Abuse (7.31)

AAS recognizes the established developmental, physical, emotional, and educational risks associated with student alcohol and drug use. AAS is also located in a country where the penalties for drugs use can be severe.

No student shall possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any of the following substances on school premises or off school premises at a school-sponsored or school-related activity, function, or event:

- Any controlled substance or dangerous drug as defined by either US, UK, Canadian or local law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, anabolic steroid or other performance enhancing substances, or barbiturate
- Any pharmaceutical drug without knowledge and permission of parents
- Any glue, aerosol paint, or any other chemical substance for inhalation
- Any intoxicant, or mood-changing, mind-altering, or behavior-altering drugs
- Any alcoholic beverage
- Tobacco or e-cigarettes
- Any other substance which is represented to be any of the above listed substances

The possession, use, transmittal, or sale of paraphernalia related to these prohibited substances is also prohibited under this policy. The possession, transmittal, sale, or attempted sale of what is represented to be any of the above listed substances is also prohibited under this policy.

“Use” by definition is when a student has voluntarily introduced, by any means, into his or her body a prohibited substance recently enough that it is detectable in the student’s physical appearance, actions, breath, speech, or chemical analysis. “Under the influence” is defined as not having the normal use of mental or physical faculties due to the use of the drug or alcohol. 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.

Where there is reasonable suspicion that any student is using or otherwise under the influence of a prohibited substance in violation of this policy, a School Administrator or their designee may direct that the student submit to a breathalyzer test, or chemical urine analysis (a Substance Test) to determine what, if any, prohibited substances have been used.

Any student who violates this policy, is reasonably suspected of violating this policy, who is found to have any prohibited substance in his/her body, or refuses to take the directed test will be immediately suspended from classes while consideration is given as to the appropriate repercussions and intervention for that student.

Appropriate consequences may include suspension, mandated completion of a support program, and/or expulsion from school. Participation in extra-curricular activities and related opportunities to travel, including Discovery Week trips, will be prohibited as a result of a violation of this policy.

The school encourages students who feel they may have a substance abuse problem or chemical dependence to come forward. These students will be supported in their efforts to seek help. In such cases, penalties for violation of this policy will be reconsidered and possibly modified.

As a condition of enrolment or continued enrolment, each student in Grade 6 and above and one of their parents must acknowledge in writing that they have received and read a copy of this policy.

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#### 4.10.4 Use of Tobacco Products (7.31)

Use, possession, or trafficking of tobacco products, including e-cigarettes, at school or school-sponsored events by students is unacceptable. Appropriate consequences will be applied to students who violate this expectation. Students may not leave the school premises during the school day in order to smoke. Any student who leaves the campus, or attempts to do so, will be considered to be truant and may be suspended. This policy applies to the use and possession of electronic cigarettes.

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#### 4.10.5 Searches (7.32)

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.

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.

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.

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#### 4.10.6 Dangerous Weapons

The possession of any weapon is regarded as a serious offense. Possession of weapons, will result in suspension, or possibly, expulsion from AAS. Replicas of any type of weapon are also prohibited on the school campus.

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#### 4.10.7 Fighting

AAS provides a safe, welcoming environment for all students. Physical violence or intimidation will not be tolerated and may result in suspension or possibly expulsion. We expect that students will find constructive ways to negotiate differences.

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#### 4.10.8 Care of Property (7.50.5)

It is expected that all students will do their utmost to preserve and take good care of all school property and property of others in the school community. Vandalism and purposeful damaging of property at school is unacceptable and will

result in the student repairing or replacing the damaged property, in addition to a further disciplinary consequence, including possible suspension or expulsion from school.

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#### 4.10.9 Middle School Dress Code (7.40)

Students are expected to dress in a safe and healthy manner that is suitable for a professional learning environment. Clothing choices should also be sensitive to the variety of cultures and values represented in the school and should not detract from the learning environment. Middle School students at AAS adhere to a dress code in order to:

- Create a sense of ambassadorship and loyalty to AAS.
- Equalize student dress, so students will not be known by what they wear, but by who they are.
- De-stress the daily routine of choosing the appropriate attire.
- Build a sense of community spirit in the students.
- Encourage a sense of propriety and discipline.

Please follow the guidelines found at [www.aas.ru/student-life/uniforms](http://www.aas.ru/student-life/uniforms).

Note: no large brand logos are allowed on the uniform.

The uniform code applies to field trips, traveling groups, and other school related activities when required. The final judgment on the appropriateness of student dress will rest with the Principal.

Students who do not honor the uniform code will be issued a uniform violation slip on the first and second occasion. For a third infraction of the uniform code students will be required to contact home via telephone. The fourth and subsequent infractions will result in 30 minutes detention each.

Dress Code Expectations Are As Follows:

ITEMS	DESCRIPTION	COLORS
Girls' and boys' shirts	short- or long-sleeved polo shirts without logos	Russian red*, white
Boys' pants/shorts	pleated or plain front, shorts must be knee-length	navy blue, khaki, black
Girls' pants/skirts/skorts/shorts	pleated or plain front, skirts/skorts/shorts must be knee-length	navy blue, khaki, black
Girls' pinafore	must be knee-length	navy blue
Shoes (boys & girls)	closed toes and heels; trainers or leather uppers (no boots) with minimal logos	primary colors
Socks (boys & girls)	crew or sport; girls may also wear tights or knee-high socks	navy blue, white, black
Outerwear (boys & girls)	Sweatshirts or sweaters, hooded or not hooded, or AAS sweatshirts/hoodies	Russian red*, navy blue, white, black
<b>Dress Uniform:</b> White, long-sleeved oxford button-down collar shirt, navy blue slacks/trousers, tie, black shoes, black socks, and black belt. Girls may wear the above or the navy pinafore or skirt with the white long-sleeved oxford, tie, and tights or socks.		

\* Russian red is between a true red and burgundy, more red than burgundy. Please view

the AAS website for a photograph: [www.aas.ru/student-life/uniforms](http://www.aas.ru/student-life/uniforms).

In consultation with the school, the Student Council has created a modified dress code considered appropriate for Middle School socials. It is also important to note that on occasion the Student Council organizes special dress days where students can wear clothes that fit the day's theme.

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#### 4.10.10 Public Display of Affection

We recognize that genuine feelings of affection exist between students. However, public displays of affection on campus or at school-sponsored events must be in moderation and be sensitive to the school environment and in keeping with the decorum of a professional learning environment. We expect students to conduct themselves in a mature manner in all areas of the school, understanding that their behavior is a model for other students. Students

must refrain from inappropriate behavior such as intimate and prolonged embraces, kisses, and similar actions which may cause discomfort to members of the community.

#### 4.11 SUPPLIES AND TEXTBOOKS

The school furnishes any necessary textbooks. Students should take every precaution to protect school-issued textbooks from excessive wear and tear. Replacement costs for lost or damaged books will be charged to the student and school reports will be withheld until replacement or payment is made.

#### 4.12 VALUABLES

All personal belongings and articles of clothing brought to school are the student's responsibility. It is unwise for students to bring considerable amounts of money or valuable equipment such as smart devices: cameras, iPods, etc. The school is unable to accept liability for lost articles.

#### 4.13 LOST AND FOUND

The school-wide Lost & Found closet and valuables cabinet is located by the Security Desk at the main entrance. Parents and students may check this area for missing items. Any missing items not claimed after a reasonable period of time will be donated to local charities.

#### 4.14 CAFETERIA USE

The cafeteria is open before school hours for breakfast and after school hours for snacks. Middle School students are not permitted to visit the cafeteria during breaks.

Students eat lunch in the North Cafeteria each school day. All Middle School students must be present for the lunch period. Those who wish to do so may purchase lunch in the cafeteria. Rubles are used as payment in the cafeteria. Students are expected to assist in keeping the cafeteria clean and tidy. It is required that students clear their table before leaving the cafeteria.

Students are not permitted to consume carbonated soft drinks, sugared drinks such as iced tea or coffee drinks from the cafeteria during the school day. Soft drinks and sugary drinks may be purchased and consumed after 15:30 in the school cafeteria.

#### 4.15 ELEVATOR USE

Students are not permitted to use the elevator except in the case of medical necessity or when escorted by an adult. Students who have been granted permission to use the elevator should carry an official pass issued by their divisional (Middle or High) office or by the nurse and be prepared to show it to staff, if requested. Students are not permitted to take a friend with them, unless the pass specifically indicates that it is necessary, for example, to push a wheelchair.

## 5. OPPORTUNITIES BEYOND THE CLASSROOM

### 5.1 SERVICE LEARNING

Students engage in many service activities throughout the year. The students sponsor orphanages, raise awareness and funds for the environment, address global issues, and help the local community. Grade levels, at times, sponsor different activities, and throughout the year groups of students engage in special field trips to visit, work with, and assist the organizations we support. Service initiatives are usually run through Advisory, electives, and clubs.

### 5.2 PENGUIN LIFE: ATHLETICS, AQUATICS, ACTIVITIES

We believe that participation in co-curricular activities is an important part of a student's school experience. We try to offer a wide range of choices to all students, regardless of ability, through the "Penguin Life" program. Penguin Life encompasses our after-school athletics, aquatics, and activities programs, which include a variety of enrichment and recreational pursuits. The program offers a wide range of choices to all students, regardless of ability. Penguin Life is strongly linked to our CEESA sports and activities.

At the same time, participation in activities is a privilege that must be earned by maintaining acceptable academic achievement and behavior. Students who participate in co-curricular athletics or activities are expected to be passing all classes and show good effort in class. Students who do not meet these criteria may be ruled ineligible for the sport or activity.

Students who are suspended for incidences of academic dishonesty or other behavioral issues may also be ruled ineligible for a sport or activity. In such situations, the Athletic Director and coach will meet with the teacher, student, and relevant members of the Special Educational Needs Team to decide upon the best course of action. The Principal will make the final determination of a student's eligibility.

The following sports and activities offer opportunities for international events and competition, either within CEESA (Central Eastern European Association) or through other organizational invitations: band, basketball, choir, cross-country, Drama Festival, Knowledge Bowl, math competition, Model United Nations, soccer, softball, Speech and Debate, strings, swimming, tennis, volleyball, water polo, track and field.

These activities and athletics have a cost to the student if they involve traveling outside of Moscow.

### 5.3 STUDENT LEADERSHIP OPPORTUNITIES

Student leadership opportunities exist through year-long activities such as MS Student Council or Global Impact Club..

The Middle School Student Council consists of representatives from the three grade levels and derive from their House. Each House in the grade level chooses a representative for Student Council (5 Houses = 5 grade level reps). Officers, the President, and the Vice President are chosen the previous spring through a MS school wide selection. Grade 8 students may run for President and Grade 7 students may run for Vice President. Student Council is designed to be a voice for all students in effecting change within the Middle School as well as to represent the school on various committees and at community events. The Middle School Student Council has hosted social dances and created and supported school spirit activities, such as "Wacky Days." These representatives also work diligently to facilitate communication between school administration and the Advisories.

A variety of other special interest clubs or recreational programs also exist, based on student and faculty interest. Proposals for these activities are welcomed by the Penguin Life department and if approved, will usually run for one 6-8 week period.

Students can register for most of our co-curricular programs on the AAS website (<http://www.aas.ru/student-life/penguin-life/ms>). Announcements to sign-up for activities are actively promoted at the start of every season. Please contact the Penguin Life office with questions.

#### 5.4 DISCOVERY WEEK (2.80), FIELD TRIPS AND EXCURSIONS

All students are involved in the Discovery Week program, which will take place in May for Grades 7 and 8 and in early June for students in Grade 6. These trips are designed as an extension of the Middle School curriculum and give students the opportunity to explore a variety of interests, engage in team building, and learn about themselves and each other as well as our wonderful host country.

All students are strongly encouraged to participate in the above trips. In the event that a student is unable to travel, a school-based Discovery Week program is available.

Discovery Week trips are organized by Advisory groups, who travel with advisors, faculty and staff supervisors. This affords faculty and students the opportunity to interact in an environment outside of school. In this context, outside of the familiar patterns of school and home, students develop new leadership skills and self-confidence. Discovery Week trip itineraries and travel arrangements are reviewed by security experts, in addition to the scrutiny and analysis provided by the school.

Detailed information about the Discovery Week program will be disseminated to parents and students in a timely manner. Parents are always invited to an informational meeting to discuss the trips before the departure date. Also, please check our school's website at [www.aas.ru/student-life/penguin-life/ms/discovery-week](http://www.aas.ru/student-life/penguin-life/ms/discovery-week) for more detailed information.

Students who do not participate in Discovery Week are considered absent from school. If a student does not travel during Discovery Week, their opportunity to travel with other school groups during that school year may be reviewed.

Students traveling outside of the school are still obliged to adhere to the school's code of conduct.

#### CEESA Sports and Activities

AAS belongs to the Central and Eastern European School Association (CEESA). CEESA brings together a number of American and international schools in the Eastern European region for sports and activities during each school year. At the Middle School level, AAS participates in the following CEESA events: basketball, cross-country, swimming, soccer, volleyball, tennis, softball, Math Counts, Knowledge Bowl, Cultural Arts, Speech & Debate, Robotics, Model United Nations, Band, Choir and Strings festivals. Additionally, the Middle School participates in Drama festivals organized by the International Schools

Theatre Association (ISTA) and Association for Music in International Schools (AMIS).

#### Traveling Groups

Each of the sports and activities allows for a limited number of AAS Middle School students to travel outside of Russia to compete or participate in interscholastic events. Since there are always more students who wish to participate than there are places available, a selection process is used to decide

which students may participate. Skill, aptitude, attitude, and sportsmanship, and academic standing are very important criteria in this selection procedure. The timelines for the selection process are set by visa procurement and flight reservation deadlines.

The Middle School embraces the philosophy of maximum participation where the skills and interests of any attending student are nurtured and enhanced through a process of individual and group coaching, and through competition. When a traveling group is chosen, there are usually one or two students named as "alternates" who will be invited to travel if one of the students on the traveling list withdraws. Those students on the traveling list as well as any students designated as alternates must continue to participate in practices and rehearsals while maintaining an acceptable level of academic performance until the group departs. Also, all team members must continue to demonstrate good citizenship in all areas of their school life. The coaches/sponsors of an activity, in consultation with the Principal, will make the ultimate decision concerning team membership and travel. If a team member's academic performance should deteriorate, or should there be any significant disciplinary problems, permission to travel may be withdrawn by the Principal.

Students who did not participate in Discovery Week or who demonstrated poor conduct on Discovery Week may jeopardize their opportunity to travel with CEESA or other traveling groups.

The parents assume the costs for their daughter's/son's participation in the traveling teams or groups assisted by a set AAS subsidy. In the event of a student withdrawing from a traveling team for family, academic, or disciplinary reasons, the parents assume the responsibility for paying any cancellation costs that may be incurred.

## 6. LIBRARY GUIDELINES AND LIBRARY RESOURCES

All students can borrow up to 15 items at one time, with each item for a 21 day time frame. Renewals are allowed as long as there are no holds placed on the item.

The AAS Library does not charge fees for late material. If there is an overdue item, the patron can take only one book at a time until the late item is returned.

The AAS Library charges fees for lost and damaged items. If an item is returned damaged beyond repair, the patron is responsible for the cost of that item. If a lost item is located and returned to the library, the fee paid for that item is refunded.

The AAS Library offers a one-day check-out of laptops for MS/HS students and for teachers. All AAS students are expected to comply with the school's Digital Citizenship Agreements and policies while using library computers.

## 6.1 LIBRARY RESOURCES

This database information is for the AAS community. Please do not share this information electronically. Find updated links and more on the AAS Library site, <http://www.aas.ru/learning/library>

Username: aasmoscow

Password: penguins

### ABC-CLIO

<http://databases.abc-clio.com/>

ABC-CLIO is a rich source for all historical information. Search any of the four databases here for articles about any historical subject in context. (Databases: Geography, World at War, Ancient and Medieval Eras, The Modern Era).

### Britannica Encyclopedia

<http://school.eb.co.uk>

The Britannica Encyclopedia has resources for all age levels and is easy and fun to browse.

### CultureGrams

<http://online.culturegrams.com/>

Learn about your world with maps and information about different countries, U.S. States, and Canadian Provinces, or check the kid's edition for explorations into daily life across the planet.

### EBSCOHost Collection

<http://search.ebscohost.com/>

Databases include: Academic Search Elite, Newspaper Source, and MasterFILE databases, reference centers for History, Literature, and Science for more. Find a variety of resources here, from academic articles, to newspaper articles of all ages, to information about particular subjects.

### GALE Database Collection

<http://infotrac.galegroup.com/default/aasmos>

Databases include: Opposing Viewpoints, Psychology Collection, Student Resources in Context

Find opposing opinions on a variety of controversial and current topics. Great for debate preparation. Navigate to Student Resources as a great beginning to any research project. Psychology collection is perfect for all DP Psych topics.

JSTOR

<http://www.jstor.org>

Perfect for deep and complex research about specific topics

NAXOS Music Collection

<https://www.naxosmusiclibrary.com>

Perfect for listening to different types of music and exploring composers.

OVERDRIVE

<https://www.overdrive.com/>

Don't forget about Overdrive, for access to ebooks and audiobooks.

World Book Encyclopedia

<http://www.worldbookonline.com/?subacct=FN120308>

World Book Encyclopedia has reference articles, recent news articles, and information about a variety of topics.

We also have access to the New York Times. See the librarians for access information.

## 7 COMMUNICATIONS

AAS makes every effort to include parents in discussions concerning school issues. Through clear and open communication by both parents and school staff, we can ensure that all students have the best educational experience possible.

There are a number of ways in which the school will communicate with parents. These include, but are not restricted to:

### 7.1 EMAIL CORRESPONDENCE

It is necessary for the school to have a reliable email address to contact parents. Newsletters, messages from teachers and administration, and community information are sent to parents via email. Information forms are sent home with your child during the first week of school; please ensure that your correct contact information is included

on these forms and returned to the school as soon as possible. If your email address changes during the year, please contact Admissions or the Middle School office with your new email address.

## 7.2 AAS NEWSLETTER & SOCIAL MEDIA

The weekly online newsletter is published on Wednesdays. Parents and students receive the online newsletters each week by e-mail. The newsletters are also posted on the AAS website, [www.aas.ru/news](http://www.aas.ru/news).

AAS uses Facebook, Flickr and Vimeo to inform parents of school news and student life.

- School news is shared through [www.facebook.com/aasmoscow/](http://www.facebook.com/aasmoscow/).
- School videos can be found at [www.vimeo.com/aasmoscow](http://www.vimeo.com/aasmoscow).
- School photo galleries can be found at [www.flickr.com/photos/aasmoscow](http://www.flickr.com/photos/aasmoscow).

The weekly online newsletter is published on Wednesdays and sent to parents and students by email. Newsletters are also posted on [www.aas.ru/news](http://www.aas.ru/news). Additional school news can be found on our school's Facebook pages at

[www.facebook.com/aasmoscow](http://www.facebook.com/aasmoscow) and

[www.facebook.com/aasmoscowmiddleschool](http://www.facebook.com/aasmoscowmiddleschool)

## 7.3 BACK-TO-SCHOOL NIGHT

Early in the school year, parents are invited to an evening meeting to meet their child's teachers and to follow a sample schedule, during which time parents attend classes as their child would. This is an opportunity to learn more about the teachers and classes.

## 7.4 PARENT MEETINGS

Three times a year, parents are invited to attend a coffee with the Middle School Leadership Team to receive updates on the program and aspects of student life. For detailed times and locations please consult [www.aas.ru/calendar](http://www.aas.ru/calendar).

## 7.5 PARENT CONTACT (EMERGENCY) INFORMATION

It is essential that we are able to contact parents in the event of an emergency. Parents must provide email addresses and mobile phone numbers on the First Day Forms that are sent home with your child during the first week of school. We request that any changes in your contact information are reported to the Middle School office as soon as possible.

## 7.6 COMMUNICATING WITH TEACHERS

Parents should never hesitate to contact the advisor or classroom teacher with any information or concerns. It is strongly encouraged to contact teachers first for any classroom-related questions or concerns. Alternatively, parents may contact the Principal, Assistant Principal or Counselor. Notes or emails that provide teachers with information about special events or difficulties in a student's life are most helpful.

## 7.7 JUMPROPE

JumpRope is our standards-based gradebook. Through the family portal, students and parents can see feedback and progress towards the standards. Class attendance is also tracked through JumpRope.

## 7.8 GOOGLE CLASSROOM

All teachers and students use Google Classroom. It is how homework is posted and often submitted. As well, parents are connected to Google Classroom via either a daily or weekly update. If you are not receiving updates please contact the MS office.

## 7.9 MESSAGES FOR STUDENTS & OUTSIDE COMMUNICATIONS

We understand that there are times when parents need to get a message to their child. We ask that you do not contact your son or daughter on their mobile phone during the school day. If parents have messages for students, they should contact the Middle School office and the message will be relayed through the school secretaries: +7 495 231 4483, [ms.office@aas.ru](mailto:ms.office@aas.ru)