



BOARD POLICY MANUAL

School Year 2021– 2022

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CHAPTER 1. SCHOOL LEGAL STATUS AND BOARD ORGANIZATION

1.10 CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW

1.20 SCHOOL BOARD BY-LAWS

1.21 FACULTY OBSERVER

1.10 CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW

As Amended June 2010

1 Purpose

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

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

2 Enrollment

The order of priority in enrolment is:

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

3 Governance

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

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

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

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

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

4 By-Laws

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

5 Faculty and Administration

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

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

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

6 Curriculum

The School in general will follow the American Standard pedagogical curriculum. Additionally, the curriculum shall take account of the need to prepare children for school in the countries of the governing Embassies and shall reflect the broad academic requirements of state and independent primary and secondary schools in these countries and the spectrum of their teaching programs. The curriculum shall ensure a solid grounding in the basic skills of English language, mathematics, science and social

studies. Foreign languages, physical education, music, technology and the arts shall be included.

7 Fees and Revenues

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

8 Dissolution

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

9 Charter Amendment

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

APPROVED:

John R. Beyrle
American Ambassador

Anne Pringle
British Ambassador

Ralph J. Lysyshyn
Canadian Ambassador



1.20 SCHOOL BOARD BY-LAWS

1. School Board Powers and Duties

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

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

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

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

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

2. Composition of Board

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

3. Board Officers' Functions

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

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

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

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

4. Minutes of Board Meetings

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

5. Individual Board Member Authority and Liability

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

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

decisions of the Board of Directors, or actions or decisions of individual Board members within the scope of their authority..

6. Board Member Conflicts of Interest

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

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

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

7. Election of Non-Appointed Board Members

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

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

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

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

Whenever a non-appointed School Board position becomes vacant, the remaining members of the Board shall elect a new member, in accordance with procedures outlined below.

Because the Board is a self-perpetuating body, elected members shall serve until they resign or are removed from membership by a majority vote of the Board.

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

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

8. Vacancies in Board Membership

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

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

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

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

9. Advisory Committees to the Board

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

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

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

by the Board. The Board will retain sole authority to set School policy, as required under the By-Laws.

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

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

10. Board's Legal Counsel

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

The attorney should be available for telephone consultations on general routine matters relating to actions or decisions of the Board. He/she will be kept fully familiar with the legal and tax issues of the School, and his/her services will be called upon in connection with these as needed.

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

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

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

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

11. Board-Director Relationship

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

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

Board, the Director, and the Staff to interpret intelligently the School, its policies, its procedures, and its relationships to the parents and the students.

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

12. Board Self-Evaluation

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

- A. The evaluation should be a positive, constructive process, aimed at improvement rather than criticism;
- B. Board members themselves will develop the standards against which they will measure their performance. Areas to consider will include, but not be limited to, the relationship between the Board and the Director; the conduct of meetings; the effectiveness of policy development procedures; the relationships between the Board and the public media. These standards should be agreed upon at the beginning of each school year, so that the evaluation at the end of the year can be based upon what the Board planned for itself;
- C. The evaluation should be based on the Board's own goals, not on goals for the school system as a whole;
- D. The Board should evaluate itself as a Board, not as individuals. Evaluations which focus on Board action rather than on personalities are more productive;

- F. If an evaluation "instrument" or "form" is to be used, the Board should not be limited in its discussions to those items that appear on the form. Free discussion and informal comments are valuable;
- F. The outcome of the evaluation should be a written, composite report on how the Board views its own performance. This report should then lead to the development of new objectives and strategies for improvement. In-service programs for Board members, and a sound orientation program for new members, will help in the formulation of Board goals and expectations for the following year;
- G. The Director's view of the Board's performance will be sought, and is expected to add a helpful dimension to the evaluation procedure;

13. Regular Board Meetings

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

14. Executive Committee

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

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

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

15. Closed Sessions

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

- A. Discussion of an individual's qualifications to hold a job or pursue training;
- B. Materials and information concerning criminal or civil actions;
- C. Strategy sessions pertaining to pending or potential litigations;

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

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

16. Involvement of Community Members

A. Staff

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

B. Parents

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

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

C. Faculty Observer

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

The Faculty Observer shall not be counted towards a quorum or be entitled to vote on any Board decisions.

If requested by the Board, the Faculty Observer shall not attend a Board meeting (or any part thereof) at which matters of a confidential or sensitive nature are being discussed (for example, changes to staff salaries or disciplinary matters).

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

1. allow anyone a fair and adequate hearing;
2. take action under existing policies of the School Board, so that the matter need not be brought to a Board meeting but can be resolved at once;
3. minimize the possibility that the School Board may make ill-advised, illegal, or improper rulings due to hasty action in the absence of adequate information and study, especially in instances where no clear policy exists;
4. see that time devoted to public participation is used effectively, without interfering with the Board's scheduled business.

17. Board Policy Development

A. Policies of the School Board

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

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

B. Development and Adoption of Board Policies

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

1.20

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

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

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

The formal adoption of policies will be recorded in the minutes of the Board meeting. Only those written statements so adopted and so recorded will be regarded as formal

policy of the Board. Policies will be effective immediately upon adoption, unless a specific effective date is provided in the motion to adopt.

C. Emergency Procedure

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

18. Policy Review

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

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

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

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

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

19. Administration in Policy Absence

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

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

Revised: September 2007

Revised: March 2013

Revised: October 2016

Revised: May 2018

1.21 FACULTY OBSERVER

Role

- 1 As set out in paragraph 17.C. of the By-Laws:
 - (a) It is the position of the Board that one teacher be invited to regular Board meetings as an observer (the “**Faculty Observer**”). The Faculty Observer will be elected by the Faculty and will serve for one year. Any teacher may be nominated or may offer him- or herself up for election;
 - (b) The Faculty Observer shall not be counted towards a quorum or be entitled to vote on any Board decisions; and
 - (c) If requested by the Board, the Faculty Observer shall not attend a Board meeting (or any part thereof) at which matters of a confidential or sensitive nature are being discussed (for example, changes to staff salaries or disciplinary matters).

- 2 This policy sets out certain additional matters regarding the role and responsibilities of the Faculty Observer.

Substitution

- 3 If the elected Faculty Observer is unable to attend a Board meeting, then he or she may arrange for another teacher to attend that Board meeting in his or her place as the Faculty Observer, provided that the substitution will not cause undue disruption to planned School activities and has been approved by the Director.

Reporting to Faculty

- 4 The Faculty Observer shall prepare a summary report of each Board meeting which shall be made available to all members of the Faculty, and provided to the Board prior to its next regular meeting. Any such report, and any other statements made by the Faculty Observer to members of the Faculty about Board-related matters, shall:
 - (a) only address matters discussed at Board meetings which are relevant to the Faculty;
 - (b) report on such matters in a way that accurately reflects the Board’s decisions taken at the relevant meeting;
 - (c) not attribute any statements to individual Board members or (unless approved by the Director) members of the School Administration who participated in the meeting;
 - (d) not contain any statements about matters which:

- (i) in the opinion of the Director, are of a confidential or sensitive nature or are otherwise inappropriate to disseminate to a wider group (for example, because they relate to matters which are the subject of ongoing Board
 - (ii) deliberations and on which the Board is yet to reach a consensus or decision); or
 - (iii) the Board has directed the Faculty Observer not to include in his or her report prior to its release to the Faculty;
- (e) not record any objections (formal or otherwise) made by Board members to decisions which were approved by the Board at the relevant meeting; and
 - (f) not express personal views of the Faculty Observer on matters discussed at Board meetings (except for reporting on any such views expressed at the relevant Board meeting by the Faculty Observer) or on the performance of Board members or the Board as a whole.
5. Prior to each Faculty Observer's report being made available to members of the Faculty, it shall be reviewed by the Director who may require such modifications to the report as he or she considers necessary to ensure that the statements in the report meet all of the criteria set out in paragraphs (a) to (f) above.
 6. The Board recognizes the value and importance of timely communications being made to members of the Faculty by the Faculty Observer. For that reason, the Board supports the Faculty Observer's report on each Board meeting being made available to members of the Faculty following that meeting (subject to the requirements set out above), notwithstanding that the Board's practice is only to approve the minutes of each Board meeting at the immediately following Board meeting.
 7. If the Board considers that any Faculty Observer's report made available to the Faculty members does not meet all of the criteria set out in paragraphs (a) to (f) above, then it may require the Director to send to the Faculty members such further statement to redress that situation as the Board may direct.
 8. The Director shall ensure that pre-reading and other materials provided to the Board relating to matters which:
 - a) in the opinion of the Chairperson and/or the Director, are of a confidential or sensitive nature or are otherwise inappropriate to disseminate to a wider group; or
 - b) the Board has previously directed the Faculty Observer not to include in his or her report prior to its release to the Faculty

shall not be provided to the Faculty Observer (or shall be provided to the Faculty Observer in a redacted format which excludes such matters). If the Chair of any Committee believes that any pre-reading and other materials to be provided to the

Board in relation to the work of the relevant Committee should not be provided to the Faculty Observer, then he or she shall inform the Director of this prior to circulation of the relevant materials to the Board.

Adopted: May 2018

CHAPTER 2 INSTRUCTIONAL PROGRAM

- 2.10 GUIDING STATEMENTS**
- 2.20 MEETING OUR MISSION**
- 2.30 ACADEMIC PROGRAM**
 - 2.43 TEACHING ABOUT SENSITIVE ISSUES**
 - 2.44 TEACHING ABOUT SUBSTANCE USE AND ABUSE**
 - 2.45 STUDENT SUPPORT SERVICES**
- 2.50 CURRICULUM RESOURCE SELECTION POLICY**
- 2.60 ASSESSMENT**
- 2.70 GRADUATION REQUIREMENTS**
- 2.80 EXPERIENTIAL LEARNING OPPORTUNITIES (ELO)**

2.10 GUIDING STATEMENTS

(Mission Statement, School Vision and Core Values)

MISSION STATEMENT

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.

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

Adopted: June 1998

Revised: April 2000

Revised: April 2007

Revised: May 2010

Revised: September 2011

Revised: March 2013

Revised: January 2020

THE SCHOOL'S VISION

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

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

Adopted: June 1998

Revised: April 2000

Revised: April 2007

Revised: May 2010

Revised: September 2011

Revised: March 2013

Revised: January 2020

CORE VALUES

1. 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.

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

- Respect
- Integrity
- Courage
- Curiosity
- Care

Formerly: School Philosophy and Purpose, Policy 2.10
Adopted: January 1995
Revised: May 2010
Revised: September 2011
Revised: March 2013
Revised: January 2020

2.20 ACHIEVING OUR MISSION

(Academic Competence)

1. The Anglo-American School of Moscow (AAS) strives to create outstanding learning opportunities that enable all students to achieve academic and holistic excellence as defined in Policy 2.10.
2. AAS identifies and utilizes both internal and external data points to track, monitor, and celebrate the achievement of our Mission.
 - For internal data analysis, protocols are established, maintained, and utilized in determining whether students are demonstrating expected achievement of the AAS adopted curriculum standards and are achieving holistic excellence.
 - For external data analysis, international/world, regional, and US comparative cohorts and assessment norms are utilized as a basis of comparison to determine whether students are demonstrating expected achievement.
3. The Director shall provide an annual report to the Board which analyzes results and indicates whether and to what extent students are:
 - meeting, or beyond meeting, identified internal academic standards and external academic targets
 - developing and demonstrating specifically identified skills and dispositions from the IB framework and/or the AAS Strategic Priorities.
4. Based on this report, the Board shall determine whether or not the School's Mission is being met. Additional information or specific action may be requested and required by the Board.
5. The School will share information with the School community about its performance and results on an annual basis.

Adopted: May 2012

Revised: March 2013

Revised: June 2014

Revised: January 2016

Revised: November 2017

Revised: October 2020

2.30 ACADEMIC PROGRAM

The School exists to offer an excellent educational experience through its Academic Program.

The Director shall ensure that academic and holistic learning experiences are implemented that support the development and growth of all students in the realization of the School's Mission, and consistent with adopted content standards and skills and dispositions as identified in the School's curriculum, the IB framework and the Strategic Plan.

Academic Program refers to the School's written, assessed, and taught curriculum.

1. The Academic Program shall be well-rounded, comprehensive, research-based, reflect the international nature of the School and take advantage of the opportunities available in Russia, be accessible and challenging, and encourage problem solving and innovation, through:
 - differentiation to meet varying student needs of instruction within the adopted curriculum to ensure that all students have appropriate learning objectives and are supported to meet them;
 - use of rich, relevant, and authentic resources;
 - core standards of English language arts, mathematics, social studies and science being taught and assessed;
 - alignment with the philosophy of the IB Primary Years Program and the IB Diploma Program which act as external frameworks underpinning the Academic Program.
2. The Academic Program shall
 - be regularly monitored and evaluated by School leadership with appropriate modifications made;
 - be reviewed by the Board annually through updates of any significant considerations or issues;
 - be reported to and approved by the Board as regards adoption or elimination of external frameworks that guide the School's curriculum identity.
3. The Academic Program incorporates Language into its philosophies and practices. Language at AAS includes our World Language Program and English as an Additional Language (EAL) Program. English is the primary language of instruction, and all students, regardless of their language(s) spoken at home, are expected to achieve fluency in writing, reading, speaking and listening. Our EAL program provides additional support for non-native English speakers as they access our school-wide curriculum. AAS values all students' first language and literacy as a foundation for acquiring more languages and as a cornerstone of culture and expression such that students are encouraged to achieve proficiency in either Russian, Spanish or French as part of the AAS World Language

program.

4. Finally, based on demand and resource availability, the school will do its best to support the development and maintenance of the language(s) spoken in the homes of AAS families through our after school language activities.
5. The Academic Program shall recognize that the transient nature of the School community requires a curriculum which, while providing continuity of curriculum through grade levels, is flexible enough to accommodate students with differing prior educational backgrounds, allows for smooth transitions into the School and prepares students for a range of other educational institutions. Where possible, the School will seek to provide support to students to facilitate their transition to their next educational institution.
6. The Learning Coordinators and Division Leadership are responsible for curriculum development at the School level; the Division Leadership along with the teacher leaders are responsible for implementing the curriculum on a divisional level.

Former Policy 2.35

Adopted: May 2012

Revised: March 2013

Revised: September 2019

Revised: December 2020

2.43 TEACHING ABOUT SENSITIVE ISSUES

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

Formerly Policy 2.40
Adopted: December 1994
Revised: April 2006
Reviewed: May 2010
Reviewed: March 2013
Reviewed: May 2019

2.44 TEACHING ABOUT SUBSTANCE USE AND ABUSE

The School will provide age-appropriate learning experiences to safeguard the health, character, and personal development of its students related to the dangers of use and abuse of prohibited substances such as alcohol, drugs, tobacco and e-cigarettes (vaping). This learning environment should promote awareness and a climate in which students will feel free to seek information related to the dangers of use of such substances consistent with Policy 7.31.

Formerly: Teaching About Alcohol, Drugs and Tobacco, Policy 2.41

Adopted: March 1994

Revised: June 2008

Reviewed: May 2010

Reviewed: March 2013

Revised: May 2019

2.45 STUDENT SUPPORT SERVICES

1. The School Board recognizes the importance of providing as wide a range of educational services as possible to those students in the international community in Moscow taking into consideration available and qualified staffing resources to support the needs of these students.
2. Student Support Services (formerly referred to as Special Educational Needs (SEN)) at AAS include Learning Support (LS), English as an Additional Language (EAL), Therapeutic Programming, Gifted and Talented (GT) and Psychology Services.
3. The School's Mission is to meet students' academic and holistic needs within an inclusive learning environment.
4. AAS has a philosophy of education that places value on the contributions of all members who are a part of the AAS learning community. All AAS students are provided with opportunities to meaningfully interact with and learn alongside their peers, as appropriate for their individual needs. At AAS, learning for all students is thoughtfully managed and planned to ensure equitable access to high-quality learning for every student.
5. Considering this commitment, the School will strive to offer Student Support Services to students requiring mild to moderate learning support – that is, individualized accommodations in order to demonstrate grade level standards and/or highly able students who require an extension of the School curriculum that the school is able to provide. Any student needing a modification to the program or 1:1 resources in order to function at school is beyond a mild to moderate level and cannot be considered for admission or re-enrollment.
6. The re-enrollment of a student who is receiving Student Support Services is subject to he or she continuing to have a good chance of success (as determined by the School consistently with its Mission) in the School's educational setting within the resources available, which will be determined on an individual basis following a review of learning progress and the results of additional assessments as required by the School.

Formerly: An Education Policy for All Students, Policy 2.25
 Adopted: August 2000
 Revised: June 2008
 Revised: May 2010
 Revised: March 2013
 Revised: May 2015
 Revised: March 2021

2.50 CURRICULUM RESOURCE SELECTION POLICY

The Board supports the School in providing a wide range of learning resources at varying levels of challenge, with the diversity of appeal and presentation of different points of view to meet the needs of Students and Faculty in the AAS learning environment. The primary objective of learning resources shall be to support and enrich student learning at the School.

The selection and purchase of these resources will be in alignment with adopted curriculum and learning objectives, goals, and strategic planning as well as being within the existing budget parameters and made in accordance with the School's purchasing procedures.

Any concerns or challenges expressed by School community stakeholders will follow the processes set out in Policy 8.30 "Partnership in Conflict Resolution".

Formerly: Policy 8.40; 2:52

Adopted: November 1995

Revised: November 1999

Revised May 2010

Revised: March 2013

Revised: May 2019

2.60 ASSESSMENT

1. 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.
2. Assessments shall be developed based on researched best practices to ensure consistency and reliability for all learners. Assessments shall allow students to demonstrate learning, both formally and informally.

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.

3. Assessment grading and reporting practices shall be made available to parents, students and other relevant stakeholders. These practices shall also be documented in Divisional Handbooks. In support of learning, assessment results shall be reported to students and parents throughout the academic year.
4. Internal assessment is a part of the learning in the classroom, course, or grade level. These assessments are designed and conducted by the teachers themselves, in order to assess the progress and achievements of their students at different stages. These assessments include, but are not limited to, quizzes, periodic tests, end of unit tests, presentations, papers, performance based evaluations, portfolios, projects, etc. Internal assessments are factored into student grades as shown on report cards.
5. External assessment is a third party designed exam often used for benchmarking at the standard, program, or school level. AAS conducts these assessments for several purposes such as, but not limited to:
 - to improve individual student learning;
 - for external benchmarking to other students and schools;
 - to support students in their next steps educationally;
 - to support adjustments in classroom instruction;
 - to identify areas of celebration, further analysis, or monitoring at the divisional level.

External assessment scores are not factored into student grades and not shared on report cards.

Formerly: Assessment Policy, Policy 2.15
Adopted: June 2004
Revised: May 2010
Reviewed: March 2013
Revised: January 2020

2.70 GRADUATION REQUIREMENTS

AAS offers a rigorous college preparatory curriculum to all of its students in Grades 9 through 12.. All students who meet the Grade 9 through 12 requirements listed below are awarded an AAS High School diploma.

1. Credit Requirements

The graduation requirements of the School reflect a belief that all students should be exposed to a broad curriculum in each of their years in High School. Students must gain credit in all of the following academic and elective areas (one credit is awarded for successful completion of a full academic year in a given subject):

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

2. Additional Requirements

The School's Mission and the High School Student Profile collectively set out our approach to educating students, which require students to fulfill a set of graduation requirements that extend beyond their accumulated credits, as follows:

- In both Grade 9 and Grade 10, all students must take part in at least one community service project per semester;
- In both Grade 11 and Grade 12, all students must complete the Creativity, Action, Service (CAS) requirements as required by the International Baccalaureate (IB) and adopted by the School.

IB Diploma candidates must complete the Extended Essay as outlined by the IB.

AAS Diploma must candidates complete the Extended Research Project.

Those High School students who choose both the IB Diploma and the AAS High School diploma must meet all requirements of the IB Curriculum as designed by the International Baccalaureate Organization (IBO) and adopted by the School.

Former Graduation Requirements, Policy 2.70, and Academic Program, Policy 2.71

Adopted: March 2003
Revised June 2005
Revised: November 2006
Revised: May 2010
Revised: March 2013
Revised March 2020

2.80 EXPERIENTIAL LEARNING OPPORTUNITIES (ELO) (with or without travel)

The Board encourages the School to provide a broad range of learning experiences for students on or off campus to support the core curriculum program which are approved by the Division Principal and/or the Director. These experiences shall be educational, holistic, safe, planned so as to be as accessible as practicable to all students they are aimed at and provide relevant and meaningful experience.

All ELOs require a sufficient number of chaperones as stipulated in the School's handbooks and, if off campus, will employ appropriate and safe means of transportation.

In addition, all ELOs will require a prior risk assessment to be completed and approved by the Principal and/or the Director.

All ELOs require parent or guardian written permission.

The School will ensure that the Child Protection Policy and Procedures are followed for all ELOs.

Formerly: Field Trips and School Travel, Policy 2.50

Adopted: November 1992

Revised: June 2006

Revised: May 2010

Reviewed: March 2013

Revised: September 2019

CHAPTER 3. FISCAL GOVERNANCE

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

3.10 FISCAL MANAGEMENT

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

Adopted: June 2012
Reviewed: January 2015
Reviewed: May 2018

3.20 BOARD MEMBER DUTIES AND RESPONSIBILITIES RELATED TO FISCAL GOVERNANCE

1. Board Member Interests

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

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

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

2. Indemnity

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

3. Board Insurance

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

4. Board Remuneration

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

Adopted: June 2012
Reviewed: January 2015
Reviewed: May 2018

3.30 FINANCE AND FACILITIES COMMITTEE

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

1. Membership

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

2. Responsibilities.

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

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

3. Recommendations to the Board.

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

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

Adopted: June 2012

Reviewed: January 2015

Reviewed: May 2018

3.40 BUDGETING AND FINANCIAL PLANNING

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

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

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

The timetable for preparation of the budget is as follows:

1. Finance and Facilities Committee

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

2. Board

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

Adopted: June 2012
 Reviewed: January 2015
 Revised: May 2018

3.41 EXTERNAL AUDIT

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

Adopted: June 2012
Reviewed: January 2015
Reviewed: May 2018

3.42 SOURCES OF INCOME

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

A. Tuition and Other Fees

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

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

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

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

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

Late accounts are subject to interest charges at a rate at least equal to that paid by School on its outstanding debt, and administrative charges as deemed appropriate. The founding Embassies are exempt from late charges. The

school administration has authority to negotiate payment plans in specific cases.

In the event that a student leaves the School, fifty per cent of Tuition Fees paid will be refunded for each full quarter in which the student does not attend school

The Start Date identified in the contract determines fee and refund calculations regardless of actual attendance. Neither the Capital Fee nor the EAL. Fee are refundable.

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

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

B. Capital Fees

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

C. Grants

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

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

D. Gifts and Bequests

The School Board may accept, on behalf of the School, any bequest or gift of money or property for a purpose deemed by the Board and the Director to be suitable. The Director will use judgment, in line with the criteria listed below, in recommending to the Board the acceptance of gifts and bequests and will make sure that such acceptance will be in the best interests of the School and in keeping

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with its not-for-profit status and educational goals. For any gifts which the Director recommends to the Board for approval, the Board shall be informed of the identity of the donor. A letter of appreciation signed by the Board, Director or the relevant Principal of the School receiving the gift may be sent to a donor if and as appropriate.

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

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

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

E. Fund Raising

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

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

It is the explicit policy of the School Board that no staff member will solicit donations or contributions from any agency, institution, or individual without approval of the

Director, who shall establish transparent procedures for the approval and conduct of fundraising activities which shall be made available to the School community.

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

- i. Each campaign or project must have a stated objective, and must be approved by the responsible authority (Principal, Director or Board);
- ii. Annually the School shall present to the Board a summary report detailing fund raising activities;

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- iii. Collection, receipting and disbursement of funds shall be controlled by the responsible administration which has approved the venture with oversight and reporting to the School's Director of Finance and Operations;
- iv. All funds raised and any expenses incurred in relation thereto shall be appropriately documented and recorded in the School's accounting records and as appropriate deposited in the School account;
- v. No organization shall establish an account in the name of the School.

Adopted: June 2012
Revised: June 2014
Revised: January 2015
Revised: May 2018

3.50 CASH HOLDINGS, CUSTODIANSHIP, AND EXPENDITURES

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

- A. Operations

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

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

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

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

- B. Capital Expenditures

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

3.50

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

C. Emergency and Contingency Reserves

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

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

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

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

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

The Board is also authorized, upon the recommendation of the Finance and Facilities Committee, to draw upon the Reserve for purposes other than those for

which it is designated. Such situations would be expected to occur infrequently and be subject to the following criteria:

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

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

2. Cash Custodianship and Borrowing Powers

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

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

3. Investment of Cash Resources

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

- A total return adequate to grow invested capital over the long term;
- To maintain the purchasing power of the investments net after investment fees and expenses, and annual planned spending, and inflation.

The investments would be subject to:

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

Some increased risk of loss to the portfolio could be accepted with greater diversified exposure to developed equity markets or equivalent markets to achieve these investment return objectives subject to the Board's approval.

The Board retains the fiduciary responsibility for AAS, except for those authorities which are "expressly delegated" to the School's Director, the Director of Finance and Operations together with the Finance and Facilities Committee (FFC).

4. Risk Management related to Cash Resources

The investments shall be managed in such a way as to avoid an undue concentration of risk as regards any investment made or financial institution with which it transacts business or deposits cash or other liquid resources. In this regard

the Board shall from time to time set appropriate limits on the amounts it shall invest in any single financial instrument or institution at any given time or permitted to be controlled by third parties.

Unless approved by the Board on recommendation of the Finance and Facilities Committee the School shall not at any one time have a greater of the following:

More than 30 % of the School's total average (based on prior 12 months) cash holdings, other liquid assets and financial investments on deposit or placed with or under the control of any single financial institution or management company, excluding arrangements entered into with any reputable investment manager to hold and cash, other liquid assets and/or financial investments of the School under which (i) the investment manager has to follow the school investment guidance, and (ii) the School is not exposed to the risk of insolvency or bankruptcy of the investment manager itself; or more than a designated amount of funds, to be determined by the Board upon recommendation of the Finance and Facilities Committee, on deposit or placed with or under the control of any single financial institution or management company as set in accordance with policy 3.50.3.

The investment instruments would be at an acceptable level of risk of loss to the portfolio with greater diversified exposure to developed equity markets or equivalent markets to achieve these investment return objectives with the following in place:

Investment Objective	Wealth preservation + income generation
Restrictions	No tobacco or alcohol securities; Limit exposure to any issuer to 4 max
Liquidity	0% - 25% (of total account) in Cash Equivalents (see definitions above)

The performance of these investments shall be regularly monitored by the Finance and Facilities Committee (FFC) in accordance with this policy and reported to the Board. The Board retains the authority to approve the written investment procedures created to be implemented by the FFC, including the appointment of a professional investment management company or individuals to manage the School's cash resources subject always to the criteria of this policy and subject to appropriate oversight by the FFC.

This investment procedure shall be reviewed annually by the FFC and proposed changes will be submitted for review and approval to the Board by the FFC.

Adopted: June 2012
 Revised: January 2015
 Revised: May 2018
 Revised: May 2019
 Revised: June 2021

3.60 ACCOUNTING STANDARDS AND PROCEDURES

1. Accounting Standards

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

2. Accounting Policies and Procedures Handbook

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

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

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

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

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

Adopted:	June 2012
Reviewed:	January 2015
Reviewed:	May 2018

3.70 PROCUREMENT AND PROJECTS

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

Adopted: January 2015

Reviewed: May 2018

CHAPTER 4 BUSINESS MANAGEMENT

4.10 SCHOOL BUILDING AND GROUNDS

4.11 TRANSITION IN LEARNING AND CLOSING OF SCHOOL FACILITIES

4.20 SECURITY AND KEY CONTROL

4.30 STUDENT TRANSPORTATION

4.40 INSURANCE MANAGEMENT

4.10 SCHOOL BUILDINGS AND GROUNDS

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

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

Note: See Policy 8.20 "Facility Use"

Adopted: May 1999
Revised: March 2008
Revised January 2015

4.11 TRANSITION IN LEARNING AND CLOSING OF SCHOOL FACILITIES

1. The Board, following consultation with the Director, shall make decisions on transitioning to or from learning models which do not involve all students being fully on campus. In addition, the Board will make decisions on closing School facilities, indefinitely, permanently or for such term as it may determine, for health, safety, regulatory, operational or other reasons determined by the Board. In both cases, if an emergency situation arises that requires an immediate decision to be taken, the decision may be taken by the Director.
2. The key operational steps related to transition to a learning model that is not fully on-campus, or the closure of the School shall be set out in the School's Enterprise Risk Management Plan (ERM) (including the Crisis Management Plan), and may be supplemented with other documents specific to the situation. The ERM and its components will be reviewed by the Board annually according to Policy 6.50.
3. In developing and implementing a plan on a transition to a learning model that is not fully on-campus, or closure of the School, the Director and/or the Board shall bear in mind the possible impact of Board policies, such as its admissions policy and its policies and contracts pertaining to personnel. It is the declared intent of AAS to make any of its decisions related to transitions in learning models or closure of the School clear to all concerned, and to provide information to the School community as soon as possible after any decision is taken.
4. If the School transitions to a learning model that is not fully on campus, or is temporarily or indefinitely closed, the Board shall consider whether in all the circumstances, including expense savings, if any, it is appropriate to refund or pay financial concessions to families/fee paying organizations.
5. If the School's facilities and/or operations must be permanently closed, the Board shall seek to protect the best interests of the School while considering the interests of all stakeholders based on the following guidelines:
 - Satisfaction of all its debts and liabilities before refunds or concessions are considered.
 - Fee refunds or financial concessions, based on funds available up to the maximum of full current year fees, and, all or part of Capital fees, shall be paid if approved by the Board.

Adopted: May 1999

Revised: March 2008

Reviewed January 2015

Revised January 2021 (and merged with Policy 6.51 Indefinite or Long-Term Closing)

4.20 SECURITY AND KEY CONTROL

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

Adopted: May 1999
Revised: May 2009
Reviewed: May 2013
Revised: June 2019

4.30 STUDENT TRANSPORTATION

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

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

4.40 INSURANCE MANAGEMENT

1. It is the policy of the School to arrange for adequate insurance coverage for the School's buildings and property, for its employees and students, and for any liabilities it or its employees or Board members may have.
2. It is the duty of the Director, working with the Director of Finance and Operations and with appropriate representatives of sponsoring agencies, to ensure that proper coverage is obtained and maintained, and that insurance policies are in order at all times. From time to time, the School administration will review the School's entire insurance package, and will, together with the appropriate sponsoring agencies, explore ways to obtain the best possible coverage on terms most advantageous to the School.

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

CHAPTER 5 STAFF

- 5.10 STAFFING PHILOSOPHY AND GOALS**
- 5.11 CLASSIFICATION OF STAFF**
- 5.20 STAFF RECRUITMENT AND RETENTION**
- 5.21 SUBSTITUTES**
- 5.30 STAFF RECORDS**
- 5.40 STAFF EVALUATION**
- 5.41 PROFESSIONAL DEVELOPMENT**
- 5.50 STAFF CONDUCT AND POTENTIAL CONFLICTS OF INTEREST**
- 5.60 SALARY AND BENEFITS FOR STAFF**
 - 5.61 BENEFITS FOR OVERSEAS HIRE STAFF**
 - 5.62 LEAVE AND ABSENCES**
 - 5.63 STAFF INSURANCE**
 - 5.64 RETIREMENT PLANNING**

5.10 STAFFING PHILOSOPHY AND GOALS

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

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.11 CLASSIFICATION OF STAFF

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

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

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

Adopted: June 2009

Revised: May 2014

Revised: April 2019

5.20 STAFF RECRUITMENT AND RETENTION

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

Adopted: May 1999

Revised: June 2009

Revised: May 2014

Revised: April 2019

5.21 SUBSTITUTES

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

Adopted: May 1999
Revised: June 2009
Revised: May 2014
Reviewed: April 2019

5.30 STAFF RECORDS

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

Adopted:	May 1999
Revised	June 2009
Revised:	May 2014

5.40 STAFF EVALUATION

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

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.41 PROFESSIONAL DEVELOPMENT

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

Adopted: May 1999
Revised: June 2002
Revised: June 2009
Revised: May 2014

5.50 STAFF CONDUCT AND POTENTIAL CONFLICTS OF INTEREST

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

9. Faculty members must make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No remuneration may be accepted for such extra help. No Administration or Staff member shall be permitted to give extra academic support (tutoring) to any of his or her own classroom students for pay. The Director will ensure that there are guidelines in place relating to the provision of such academic support by Administration or Staff members to students not in their own classroom outside of regular School hours, and that such guidelines are included in the relevant Staff handbooks. Payment for such academic support will be the responsibility of the parents.
10. No member of Administration or Staff should be the direct or sole supervisor or evaluator of a spouse or a relative. There should be no conflict of interest in the supervision and evaluation of Staff. Professional responsibilities must prevail in any situation where relatives take part in the same activity.
11. It is expected that Administration and Staff shall dress in a professional manner. Guidelines as to what is considered to be professional dress shall be included in the Staff handbooks.
12. Administration and Staff members should not accept any gift or service which might be perceived as compromising his or her professional integrity. However, gifts of appreciation from parents and from other collective groups may be accepted with all due propriety. The Director shall further specify procedures and guidelines in the Staff handbooks.
13. Resolution of complaints and grievances will follow the processes set out in Policy 8.30 "Partnership in Conflict Resolution".

Adopted: May 1999

Revised: June 2009

Revised: May 2014

Revised: February 2015

5.60 SALARY AND BENEFITS FOR STAFF

1. It is the goal of the School to provide a competitive salary and benefits package to recruit and retain outstanding Staff.
2. Administration, and full-time and part-time Staff members will receive benefits in accordance with this Policy Manual, the specific terms of their contracts and the supplementary benefit schedules as appropriate.
3. Substitutes, consultants, or other independent contractors or temporary workers are not entitled to benefits.
4. Salary and benefits will be reviewed annually by the Board through the annual budget funding process as recommended by the Finance and Facilities Committee. The Director will evaluate competitiveness of staff salary and benefits including a review and analysis process of both expatriate and local markets before making recommendations to the Finance and Facilities Committee and the Board.

Adopted: May 1999

Revised: June 2009

Revised: May 2014

Revised: April:2019

5.61 BENEFITS FOR OVERSEAS HIRE STAFF

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

Adopted: May 1999

Revised: June 2009

Reviewed: May 2014

Revised: April 2019

5.62 LEAVE AND ABSENCES

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

Adopted: August 1999

Revised: June 2009

Revised: May 2014

5.63 STAFF INSURANCE

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

Adopted: May 1999

Revised: June 2009

Revised: May 2014

5.64 RETIREMENT PLANNING

The School shall allocate funds for each eligible Staff member for the specific purpose of planning for retirement. Further details on eligibility, terms and conditions can be found in the Staff handbooks and Administrator's contract supplement.

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

CHAPTER 6 GENERAL

- 6.10 SCHOOL LEVELS OF INSTRUCTION**
- 6.20 SCHOOL YEAR CALENDAR**
- 6.21 SCHOOL DAY**
- 6.30 GENERAL NON-DISCRIMINATION POLICY**
- 6.31 HARASSMENT**
- 6.40 ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES**
- 6.50 EMERGENCY PROCEDURE**
- 6.52 MAKE UP OF CLOSING DAYS**
- 6.60 HEALTH AND SAFETY**
- 6.70 ENVIRONMENTAL RESPONSIBILITY**
- 6.80 CONFIDENTIALITY, PRIVACY AND DATA PROTECTION**
- 6.90 AAS STRATEGIC PLANNING PROCESS**

6.10 SCHOOL LEVELS OF INSTRUCTION

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

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

6.20 SCHOOL YEAR CALENDAR

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

Adopted: May 2009

Revised: May 2013

6.21 SCHOOL DAY

- 1.** The Administration shall:
 - A. Arrange and schedule the school day so as to offer the greatest educational return;
 - B. Publish the daily schedule and ensure the AAS Community is notified of any changes.

- 2.** To attain optimum time use for each student, variations to the daily schedule may be arranged to enable individual students or groups of students to receive special instruction.

- 3.** The length of the school day shall be determined by the program to be offered in each division. It shall run a minimum of seven hours with special provision for a shorter day for the younger students if deemed advisable. The transportation needs of all members of the AAS Community shall be taken into consideration when assigning the starting and ending times of the day.

Adopted: June 1998

Revised: May 2009

Revised: May 2013

6.30 GENERAL NON-DISCRIMINATION POLICY

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

Adopted: January 2002

Revised: May 2009

Reviewed: May 2013

6.31 HARASSMENT

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

2. Definitions

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

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

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

3. Education and Prevention

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

4. Faculty and staff members who witness or are informed about conduct that may constitute harassment must take action to stop it and must report it to a Principal or to the Director. Other adults and students are encouraged to do likewise.
5. What should be done by those who believe they have been harassed?
A member of the School community who believes he or she has been subjected to harassment should first consider telling the other person(s) that the conduct is offensive and request that it stop. If it is difficult for the student or adult to speak directly to the person or, if the offensive

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

retaliation against anyone who makes a complaint of harassment is itself a violation of this policy.

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

Formerly: Trust, Respect and Tolerance Policy, Policy 6.31

Adopted: April 2003

Revised: May 2009

Revised: May 2013

6.40 ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES

The Director shall:

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

Adopted: June 1998

Revised: June 2002

Revised: May 2009

Revised: May 2013

6.50 EMERGENCY PROCEDURES

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

Adopted: January 1995

Revised: May 2009,

Revised: May 2013

6.52 MAKE-UP OF CLOSING DAYS

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

Adopted: June 1998

Revised: May 2009

Reviewed: May 2013

6.60

6.60 HEALTH AND SAFETY

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

Adopted: May 2009
 Revised: May 2013

6.70 ENVIRONMENTAL RESPONSIBILITY

The Board recognizes that the School strives to be a leader and set an example in international education for environmental responsibility. As an extension of that leadership, the School shall lead and model environmental responsibility so that its students contribute as globally minded citizens. All School stakeholders are inspired to take action. The School supports the local community.

At the School, environmental responsibility means that individuals and the organization take action and:

- create opportunities to reduce waste,
- explore and prioritize environmentally sustainable solutions in facilities and operations, and
- weave environmental awareness and issues into the learning experiences.

By doing the above, the School shall create a culture that prioritizes the health of the planet.

In order to support this work, the School shall have an Environmental Responsibility Committee (ERC), which embodies partnership among parents, students, faculty and staff. The goal of ERC shall be to identify opportunities, provide guidance and support initiatives that further the Environmental Responsibility Board Policy.

The Board shall receive annual update from the ERC on the implementation of this policy.

Adopted: May 2021

6.80 CONFIDENTIALITY, PRIVACY AND DATA PROTECTION

1. Leadership, Faculty and other Staff shall treat all information relating to students, Staff, parents, and school affairs, which is of confidential nature, in confidence.
2. Leadership shall put in place procedures to protect the confidentiality of all information pertaining to students, Staff and parents regardless of what form that information is in (paper or electronic), and shall ensure handling of all such information in compliance with applicable laws or regulations.
3. Such procedures shall also contain methods for students (or, in the case of students under the age of 18, their parents or guardians), former students and current and former staff, to gain access to information about themselves subject to the provisions of relevant Board policies).

Adopted: May 2009
Revised: May 2013
Revised: May 2017
Revised: May 2021

6.90 AAS STRATEGIC PLANNING PROCESS

1. The School will have a strategic plan (the **Strategic Plan**) which will support and give effect to the School's Mission and Vision.
2. The Board will review the Strategic Plan periodically (but in any event at the beginning of each Academic Year). The review will result in a set of goals and prioritized list of specific actions to be accomplished in current and future years.
3. Each Academic Year, the Administration will provide the Board a mid-course report on Strategic Plan actions during the January Board Meeting. At the close of the Academic Year the Board will conduct a final assessment of the progress toward any goals set out in the Strategic Plan.
4. The Board will provide strategic direction, approve goals and set annual priorities for the Strategic Plan. Also it will ensure the availability of necessary resources and oversee the implementation of the Strategic Plan.
5. The Administration will manage the execution of the Strategic Plan and provide the Board with periodic updates on progress and/or limiting factors affecting completion of action items.
6. Staff and Faculty will share in the execution of the Strategic Plan and provide feedback to the Administration on the implementation of the Strategic Plan.
7. The Community will be given opportunities to provide feedback to the Board, Administration, Staff and Faculty on the Strategic Plan and its implementation.

Publication Goals. Yearly updates: The current Strategic Plan will be updated annually and reissued under the same cover at the beginning of each Academic Year, to reflect progress towards goals and actions set out in the Strategic Plan as determined by the Board as set out above.

Adopted: June 2004
 Revised: May 20098
 Revised May 2013
 Revised November 2017

CHAPTER 7 STUDENTS

7.10 ADMISSION AND PLACEMENT OF STUDENTS

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7.80 CHILD PROTECTION

7.10 ADMISSION AND PLACEMENT OF STUDENTS

General

1. Subject to the order of priority of enrolment as set out in the Charter and elaborated on below, the School will enrol students from a broad section of the international community in Russia who meet the admissions criteria and procedures set out in this Policy.
2. The order of priority in enrolment is:
 - A. **Category 1.** Qualified children of diplomatically accredited employees of the American, British and Canadian Embassies in Moscow; then
 - B. **Category 2.** Qualified children of the American, British, Canadian, Australian and New Zealand communities as defined in the School's admissions procedures; then
 - C. **Category 3.** Qualified children of diplomatically accredited employees of embassies and missions in Moscow other than the American, British and Canadian Embassies; then
 - D. **Category 4.** Qualified siblings of students currently enrolled in the School and qualified children, who have previously been enrolled in the School; then
 - E. **Category 5.** Qualified children of the expatriate community, as defined in the School's admissions procedures; then
 - F. **Category 6.** Qualified dual national children, as defined in the School's admissions procedures; then
 - G. **Category 7.** Other qualified children as defined in the School's admissions procedures.

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

3. Notwithstanding the foregoing, in order to maintain the international balance of the School, with the exception of citizens of the three founding embassies - US, UK and Canada - no country will be represented by more than 15% at each grade level of the student body. The percentage figure shall be calculated based on capacity at each grade level, rather than the projected annual enrolment.
4. **Tuition Benefit for Employees of the Anglo American School.**
 - A. Overseas Hire Faculty
Full-time overseas hire faculty shall be exempted from the payment of tuition, capital and mandatory fees for their authorized dependent's education at the School (maximum of one dependent per full-time faculty member). The tuition benefit does **not** extend to additional charges for school resources, trips or activities.
 - B. Full time Local Hire Faculty and Support Staff
Upon completion of 12 (twelve) months of full-time employment, full-time Local Hire Faculty and Support Staff members whose fees are not being paid by a

sponsoring company, organization, or embassy shall be eligible for a 50% deduction of tuition, capital and mandatory fees for their authorized dependents' education at AAS (maximum of two

dependents concurrently). The tuition benefit does **not** extend to additional charges for school resources, trips or activities.

All tuition benefits are subject to the staff member remaining in full-time employment with the School.

5. Placement.

Placement decisions are the sole discretion of the Administration taking into account the following:

Admissions testing may be required for any child applying for admission to the School and will be required for:

- A. students coming from schools with a different calendar year (see below);
- B. any student who is seeking to be admitted under paragraph 6 below (Special Educational Needs).

Age at time of admission will be limited as follows:

- Pre-Kindergarten – four years old on or before September 1
- Kindergarten – five years old on or before September 1

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

Eligible students may enter the School throughout the year in accordance with admissions procedures. When a student seeks entry in January from a school where the school year ends in December, the student will be placed in the grade just completed. However, the student will be given the opportunity to advance to the next grade level by achieving satisfactory results in designated English and Mathematics tests of the grade requested. If the student subsequently successfully completes the requirements of the second semester, he or she will receive credit for the entire school year. Late entry to the High School must be planned carefully with regard to the course credits and work required to be awarded a diploma.

6. Student Support Services

The School Board recognizes the importance of providing as wide a range of educational services as possible to those students in the international community in Moscow taking into consideration available and qualified staffing resources to support the needs of these students.

Student Support Services (formerly referred to as Special Educational Needs (SEN)) at AAS include Learning Support (LS), English as an Additional Language (EAL), Therapeutic Programming, Gifted and Talented (GT) and Psychology Services.

Considering this commitment, the School will strive to offer Student Support Services to students requiring mild to moderate learning support – that is, individualized accommodations in order to demonstrate grade level standards and/or highly able students who require an extension of the School curriculum that the school is able to provide. Any student needing a modification to the program or 1:1 resources in order to function at school is beyond a mild to moderate level and cannot be considered for admission or re-enrollment.

However, this is subject to the following guidelines:

- A. The admission of students requiring Student Support Services will be determined on an individual basis following a review of all application documentation and the results of additional assessments as required by the School and taking into account:
 - the resources available;
 - the number of students already receiving Student Support Services in each division and each class; and
 - the extent of the support needed from the School;
- B. The total number of students who can be admitted to and re-enrolled in the program for learning support, EAL, and other Student Support Services is limited and in some years will not be able to accommodate the enrollment of all new applicants who need these services. For EAL, the total number of students requiring EAL support should not exceed one third of the students enrolled in a core subject or class; provided, however, the School may admit a Category 1 applicant notwithstanding that this limit may be exceeded.
- C. Any student to be admitted must have a good chance of success (as determined by the School consistently with its Mission) in the School's educational setting with the resources available. The School cannot admit students for whom it cannot provide appropriate or adequate support, and to this end prospective students with special educational needs and parents of such students will be made aware of the extent of the services which the School provides to students with such needs.

The language of instruction of the School is English. An English language proficiency test will be administered to every student whose first language is not English unless a satisfactory record is presented from a school where English is the language of instruction indicating academic proficiency in English.

Adopted: June 1998
 Revised: November 2000
 Revised: March 2004
 Revised: May 2007

Revised June 2008
Revised March 2010
Revised: March 2011
Revised: May 2012
Revised: June 2013
Revised: February 2018
Revised: April 2019
Revised: March 2021

7.20 ATTENDANCE

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

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

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

7.25 GUARDIANSHIP

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

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

7.30 STUDENT CONDUCT

1. Student Rights. Each student in our School has the right to be treated with respect, courtesy and consideration by every other student, teacher, School employee, or other adult in the School. He/she has the right to be informed of the rules and the responsibility to know and adhere to them.
2. Student Responsibilities. The code of behavior expected from AAS students rests on three basic rules: students are expected to behave with self-respect, respect for others, and respect for their own and others' property in both on and off campus settings. All detailed School regulations will be logical extensions of these basic expectations, and will be explained to children in those terms, including, without limitation, regulations concerning:
 - A. unacceptable harassment behavior, as set forth in Policy 6.31, "Harassment";
 - B. disciplinary matters, as set forth in Policy 7.50, "Student Discipline", and
 - C. financial restitution for damage to school property as set forth in Policy 7.50(5), "Financial Compensation for Damaged Property".
3. Sportsmanship. Good sportsmanship is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. Good behavior rests again upon the three basic principles set forth in Section 7.30(2) above: students are expected to behave with self-respect, respect for others, and respect for their own and others' property. Specific regulations pertaining to behavior and discipline during school-related activities will be developed and enforced by the Administration.
4. Student Grievances. Resolution of complaints and grievances will follow the process set out in Policy 8.30 "Partnership in Conflict Resolution".

Adopted: November 1994

Reviewed: March 2007

Revised: May 2011

Revised: June 2013

Revised: January 2016

7.31 SUBSTANCE USE AND ABUSE

Zero Tolerance

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

Definitions

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

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

Tobacco and E-cigarette Use

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

Prescription Medication

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

Testing

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

Gathering Information

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

Consequences

20. Any student found in possession of tobacco or tobacco products or e-cigarettes will have such products confiscated. Repeated violations of this policy by a student may
- result in more serious consequences, including those outlined in section 7.50 Student Discipline.

21. With regard to any violation of this policy excepting that outlined in the preceding paragraph, any student who:
- A. violates this Policy, or
 - B. is reasonably suspected of violating this Policy, or
 - C. who is found to have any Prohibited Substance in his or her body following a test administered in accordance with the section on Testing above, or
 - D. who refuses to take such a test
- will be immediately suspended from classes while consideration is given as to the appropriate repercussions and intervention for that student.
22. Where any student is found to have transmitted, or attempted to transmit, or possessed with the intention to transmit any Prohibited Substance in violation of this Policy, their enrolment at the School will be terminated immediately.
23. In relation to any other violation of this Policy the guidelines relating to Student Discipline set out in Policy 7.50 will apply. However, the Director will be entitled to exercise his or her reasonable discretion when deciding whether a student's enrolment should continue at the School following any violation of this policy, and what conditions may be attached to that student's enrolment.
24. The School will ensure that, where possible, any student who violates this Policy is given any necessary guidance and intervention in this area. Mandatory participation in and completion of a substance abuse program are among the conditions that may be required for continued enrolment.
25. The School Board, Administration and Faculty will encourage students who feel they may have a substance abuse problem or other chemical dependence to seek help from the School Administration and/or Faculty and these students will be supported in their genuine efforts to seek help. In such cases, penalties for violation of this policy may be reconsidered and modified accordingly.

Instructional Program

26. Please refer to Policy 2.44 regarding the instructional program the Administration is required to undertake in relation to the prevention of use and abuse of prohibited substances such as alcohol, drugs, tobacco and e-cigarettes (vaping). Communication
27. At the beginning of each academic year, a copy of this policy will be distributed, in English and in Russian, to each student in grade six and above.
28. As a condition of enrolment or continued enrolment, each academic year every student in Grade Six and above and at least one of his or her parents or

guardians must acknowledge in writing that they have received, read and understood a copy of this policy.

29. Students will be reminded of this policy at the beginning of any school trips that involve a stay outside of Moscow overnight.

The School will make reasonable efforts to provide a translation of this Policy into languages other than English and Russian upon request.

30. Parents play a vital role in the education of their children and should be included in the discipline process. At the discretion of the Principal, parents should be informed as early as possible in any process that may lead to serious sanctions, for example, suspension and expulsion. Where there has been any violation or suspected violation of this Policy the Administration will take all reasonable steps to inform the relevant student's parents or legal guardians as soon as possible.

Adopted: 1999
Revised: June 2008
Revised: May 2011
Revised: June 2013
Revised: May 2019

7.32 SEARCHES

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

Adopted: March 1994
Revised: June 2006
Reviewed: January, 2011
Revised: June 2013

7.40 DRESS CODE

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

Adopted: November 1994

Revised: April 2006

Reviewed: January 2011

Revised: June 2013

7.50 STUDENT DISCIPLINE

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

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

- F. Out-of-School Suspension. Out-of-school suspension will take place in the home of the suspended student. The student will not be allowed on campus during the days or evenings of the out-of-school suspension nor will he/she be allowed to participate in curricular or extracurricular activities on the day(s) of the suspension. The student is encouraged to complete any classroom assignments which had been assigned to him/her prior to the suspension. Furthermore, long-term classroom assignments assigned during the suspension period and which are due after the suspension period will be accepted for credit. However, class work and homework assigned and due during the suspension period, and exams administered during the suspension period, will not be accepted for credit.
- G. Expulsion. Expulsion shall mean a disciplinary measure that requires the student to be struck from the School rolls. Expulsions will be used in response to behavior that is of such a serious nature that the administration feels the student should no longer be allowed to attend the school. Parents will be notified immediately in such cases. Students who are expelled will not be permitted onto the campus without advanced written permission by the school and parental supervision. While it is the responsibility of the Director to expel, he/she will notify the Chair of the Board (or one of the other two board executive members) prior to any action.
4. Appeal Process for Disciplinary Measures. Resolution of complaints and grievances will follow the processes set out in Policy 8.30 "Partnership in Conflict Resolution".
5. Financial Compensation for Damaged Property.
Financial compensation for damaged property shall mean that, should School property be damaged by a student, the School administration may, at the discretion of the Director, require reimbursement to the school for the replacement or repair cost of the property damaged. (Ref: Student Records, 7.70.8, Release of Records)

Adopted: November 1994

Revised: October 2005

Revised: May 2011

Revised: June 2013

Revised: June 2015

7.60 STUDENT PUBLICATIONS

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

Adopted: November 1995

Revised: May 2006

Revised: May 2011

Revised: June 2013

7.70 STUDENT RECORDS

Records

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

Access

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

Outside Sources

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

Release of Records

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

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

7.80 CHILD PROTECTION

1. The Board considers the protection and safeguarding of children in the school as its highest priority.

The School shall have a Child Protection Policy and procedures that address child abuse in all of its potential forms (including physical and/or emotional abuse or neglect, sexual abuse and peer-to-peer abuse) and focus on ensuring a child-safe environment, training staff, vetting potential staff members and guests, creating awareness in the community and empowering students to protect themselves.

2. The Director shall ensure that every member of staff at the school understands their responsibility for contributing to the safety and well-being of students at the school and in all school-related settings. This includes the following:
 - a) setting out procedures for suspected cases of child abuse or neglect,
 - b) creating a plan of action to assist the child and family,
 - c) reporting identified cases of abuse or neglect to relevant school authorities,
 - d) identifying services the counseling staff shall be expected to provide, and
 - e) ensuring that all stakeholders are aware of where they can access our Child Protection Policy and procedures.
3. The Director shall assure that the Child Protection Policy and procedures are followed and implemented consistently throughout the school including appropriate structures for both prevention and intervention.
4. The Child Protection Policy and procedures shall be submitted to the Board for approval annually and kept under review by the Director.
5. The Child Protection Policy and procedures shall be made available on the school's website and other efforts shall be made to ensure that all members of the community are aware of the provisions.

Adopted: May 2016

Revised: May 2019

CHAPTER 8 SCHOOL COMMUNITY RELATIONS

8.10 PARENT-TEACHER ORGANIZATION

8.20 FACILITY USE

8.30 PARTNERSHIP IN CONFLICT RESOLUTUOHN

8.10 PARENT-TEACHER ORGANIZATION

1. AAS values the partnership with the School's Parent Teacher Organization (PTO), of which all parents and teachers are automatically members. The PTO aims to help achieve the AAS Mission and foster a strong, supportive, positive community. In this aim, the PTO engages and enhances the School community through activities such as volunteer services, fundraising activities and community events.
2. The PTO shall be governed by the PTO Executive Committee in accordance with written by-laws. The Executive Committee shall consist of at least five members, including the PTO President and the School Director. The PTO shall nominate a member to serve on the AAS Board in accordance with Policy 1.20.7. Generally, the PTO by-laws provide the governance, financial, and reporting structures for the PTO. They may be reviewed and updated from time to time by the PTO Executive Committee. The PTO by-laws and Executive Committee decisions and actions shall not conflict with the AAS Board Policy Manual and AAS Board decisions.
3. All PTO Executive Committee roles and other PTO officers' roles shall be held on a voluntary and unpaid basis.
4. All PTO funds and financial activities shall be managed within the AAS accounting structures and records. Funds of the PTO shall be held separately within the overall accounting structure of the School, and shall be subject to standard accounting practices ensuring separation of duties and transparency. The PTO by-laws shall include processes for spending authority and approvals.
5. Only representatives designated by the PTO by-laws and/or the PTO Executive Committee can authorize the use of PTO funds held by AAS. All financial transactions shall be conducted in accordance with AAS accounting procedures, expectations, and internal controls. All PTO fundraising activities shall be consistent with Policy 3.41.
6. The PTO Executive will share community feedback with the School's Leadership and shall redirect individuals to the AAS Communications Flowchart in relation to particular issues.

Adopted: February 1995

Revised: June 2008

Revised: March 2009

Revised: June 2013

Revised: May 2016

Revised: December 2020

8.20 FACILITY USE

Introduction

The School seeks to be a center of activities for its students and families. In addition, the School recognizes that its facilities can also be considered a resource for the School and wider community.

To achieve these goals the Leadership shall permit organized and approve use of School facilities in accordance with this Policy.

Guiding Principles.

- a. Use of School facilities under this policy is intended to complement and enrich the School educational program or otherwise principally benefit members of the school community.
- b. Primary facility use shall always be related to the School's programs. Secondary use shall be permitted when such use does not contravene or negatively affect the facility's primary purpose and is consistent with the School's Mission, policies and operations.
- c. Secondary use may not impede or otherwise contradict other School contractual obligations for use of its properties, nor shall it promote diversion of School material and personnel resources without fair compensation.
- d. It is the clear intention that the implementation of this Policy shall be transparent, equitable, and inclusive in practice.
- e. It should be appreciated by users that as the primary purpose of the premises is for the School's educational program, there do have to be restrictions on use of part or all of the site during school holidays, to enable maintenance and repairs to take place, and to ensure that there is sufficient staffing availability to enable the supervision and safety of users at all times. In addition, during holidays and weekends there has to be time allowed to enable the facilities to be prepared for normal school use or to accommodate ongoing capital works.

Categories of Users

Use of the facilities can be categorized into one of three groups and shall be prioritized in the order below:

- A. School Activities - CAS (Creativity, Activity, Service), Core academic and extra-curricular activities, including those which occur outside of the school day and on weekends.
- B. School Community – activities offered by School-related groups and organizations, including the PTO, directly benefiting students, staff, and parents.
- C. Wider Community – non-School organizations, associations, or individuals (as appropriate). Reviewed and approved on a case-by-case basis.

Legal Liability and Financial Terms.

AAS Leadership will ensure that the Facilities Use Agreement by Outside Groups includes the following (LINK pending):

- the user groups are aware of all requirements for utilizing the facilities and agree to adhere to these requirements ;
- AAS has the right to safeguard premises at all times;
- AAS has the right to safeguard individuals at all times consistent with the Child Protection Policy;
- AAS retains the right to make all decisions related to the facilities, include the disruption of use;
- a release of the School from any liability or claims related to use of the facility;
- the user group does not represent AAS Moscow in any regard;
- the fees will be charged at a level that at a minimum cover the cost of the use as well as normal wear and tear on facilities;
- the fees will be paid in advance of the usage of the facility.

Adopted: November 1991

Adopted: April 2004

Revised: June 2008

Revised: June 2013

Revised: May 2021

8.30 PARTNERSHIP IN CONFLICT RESOLUTION

AAS is committed to the highest standards of openness, honesty, and accountability and supports an environment that is positive and conducive to student growth through collaboration with all members of our community. The partnership between the staff at AAS and parents is essential to the success of our students.

To support this collaborative approach, the Board and Leadership have established the following pathways for sharing feedback and engaging in conflict resolution:

1. Discuss the item with the person closest to the issue as per [the Community Communication Flowchart](#) or [Staff Communication Flowchart](#).
2. If the issue cannot be resolved at that level, the item should be advanced in accordance with the School's Communication Flowchart using the following procedures:
 - 1) submit it in writing to the first point of contact on the Community Communication Flowchart or Staff Communication Flowchart describing the issue and summarizing any previous attempts of resolutions;
 - 2) AAS will aim to respond to the written submission as soon as possible but in any event within one week.
3. If there is still a dissatisfaction with the way the issue has been dealt with or if a resolution cannot be found at other levels of the flowchart, a written request should be shared with the Director using the two procedures noted above.

Appropriate inquiries and meetings will be scheduled to support a final resolution of the issue brought forward consistent with the School's policies, handbooks, guidelines and official communications.

4. If an issue or conflict still persists after consultation with the Director or if the issue arises directly with the Director, a written request can be shared with the Board, which may, at its own discretion conduct a further review with the following guidelines:
5. The Board only engages in this process when the issue is related to:
 - formation or appropriate implementation of Board policy;
 - student disciplinary measures;
 - resolution of a staff member's employment or disciplinary matter;
 - the Director's action or performance.

If an individual wishes to request a review by the Board, the Director will notify individuals of these above noted guidelines and a minimum of three Board members will review and make a final decision. This decision shall be shared with the Executive Assistant to the Board and the Director to be communicated to the individual who has requested the review.

6. All members of the community, staff, students and parents are expected to engage in a respectful and appropriate manner consistent with AAS Core Values.
7. Good-faith efforts shall be made to protect the confidential nature of any issue or conflict, including, without limitation, avoiding the discussion of the matter in the presence of uninvolved parties.

Adopted: February 1995

Revised: June 2010

Revised: June 2013

Revised: March 2021

POLICY REVIEW CYCLE

Proposed New Policy Review Cycle (as of November 2018)				
<i>The following schedule proposes a 4 year cycle for Policy review.</i>				
Policy Number	Policy Title	Policy References	Date Created or Last Date Revised	Proposed School Year for Next Review
Chapter 1 - School Legal Status and Board Organization				
1.1	CHARTER OF THE ANGLO-AMERICAN SCHOOL OF MOSCOW	1.2	June 2010	Status timeline
1.2	SCHOOL BOARD BY-LAWS	3.20, 3.30, 5.50, 8.10	May 2018	2021/2022
1.21	FACULTY OBSERVER		May 2018	2021/2022
Chapter 2 - Instructional Program				
2.1	CORE VALUES	6.90, 2.50, 2.45	January 2020	2018/2019
2.2	SCHOOL MISSION AND VISION	6.90, 2.50, 2.41	January 2020	2018/2019
2.3	ACADEMIC COMPETENCE	2.31, 2.60, 2.70	November 2017	2018/2019
2.31	ACADEMIC PROGRAM	2.30, 2.70, 610	September 2019	2018/2019
2.4	INSTRUCTIONAL PROGRAM	7.10, 2.50	September 2019	2018/2019
2.41	REVIEW AND REVISION OF INSTRUCTIONAL PROGRAMS	2.2	September 2019	2018/2019
2.42	LANGUAGE POLICY		March 2013	2018/2019
2.43	TEACHING ABOUT SENSITIVE ISSUES	7.31, 7.32, 2.44	May 2019	2018/2019
2.44	TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO	7.31, 7.32, 2.43	May 2013	2018/2019
2.45	AN EDUCATION POLICY FOR ALL STUDENTS	2.10, 7.10	May 2015	2018/2019
2.5	CURRICULUM RESOURCE SELECTION POLICY	2.10, 2.20, 2.40	September 2019	2018/2019
2.6	ASSESSMENT POLICY	2.3	January 2020	2018/2019
2.7	GRADUATION REQUIREMENTS	2.30, 2.31	March 2020	2018/2019
2.8	FIELD TRIPS AND SCHOOL TRAVEL	4.30, 4.40	September 2019	2018/2019
Chapter 3 - Fiscal Governance				
3.1	FISCAL MANAGEMENT		May 2018	2021/2022
3.2	BOARD MEMBER DUTIES AND RESPONSIBILITIES RELATED TO FISCAL GOVERNANCE	1.20.9	May 2018	2021/2022
3.3	FINANCE AND FACILITIES COMMITTEE	1.20.9	May 2018	2021/2022
3.4	BUDGETING AND FINANCIAL PLANNING		May 2018	2021/2022

3.41	EXTERNAL AUDIT	8.1	May 2018	21/2022
3.42	SOURCES OF INCOME	7.1	May 2018	21/2022
3.5	CASH HOLDINGS, CUSTODIANSHIP, AND EXPENDITURES		May 2018	21/2022
3.6	ACCOUNTING STANDARDS AND PROCEDURES		May 2018	22/2022
3.7	PROCUREMENT AND PROJECTS		May 2018	21/2022
Chapter 4 – Business Management				
4.1	FACILITIES EVALUATION AND PLANNING		January 2015	20/2021
4.11	CLOSING OF SCHOOL FACILITIES	6.50, 6.51, 6.52	January 2015	20/2021
4.2	SCHOOL BUILDINGS AND GROUNDS	2.80, 8.20	January 2015	20/2021
4.21	SECURITY AND KEY CONTROL	2.80, 6.70		18/2019
4.3	STUDENT TRANSPORTATION IN PRIVATE VEHICLES	2.8	January 2015	20/2021
4.4	INSURANCE MANAGEMENT	5.8	January 2015	20/2021
4.5	SYSTEMS MANAGEMENT		January 2015	Change in Annual
Chapter 5 - Staff				
5.1	STAFFING PHILOSOPHY AND GOALS		May 2014	20/2021
5.11	CLASSIFICATION OF STAFF		May 2014	20/2021
5.2	STAFF RECRUITMENT AND RETENTION		May 2014	20/2021
5.21	SUBSTITUTES		May 2014	20/2021
5.3	STAFF RECORDS	6.8	May 2014	20/2021
5.4	STAFF EVALUATION		May 2014	20/2021
5.41	PROFESSIONAL DEVELOPMENT		May 2014	20/2021
5.5	STAFF CONDUCT AND POTENTIAL CONFLICTS OF INTEREST	6.30, 6.31, 7.30	February 2015	20/2021
5.51	STAFF COMPLAINTS AND GRIEVANCES	6.31, 7.30, 8.30	January 2015	20/2021
5.6	SALARY AND BENEFITS FOR STAFF		May 2014	20/2021
5.61	BENEFITS FOR OVERSEAS HIRE STAFF		May 2014	20/2021
5.62	LEAVE AND ABSENCES		May 2014	20/2021
5.63	STAFF INSURANCE	4.4	May 2014	20/2021
5.64	RETIREMENT PLANNING		May 2014	20/2021
Chapter 6 - General				
6.1	SCHOOL LEVELS OF INSTRUCTION		May 2013	19/2020
6.2	SCHOOL YEAR CALENDAR		May 2013	19/2020

6.21	SCHOOL DAY		May 2013	2019/2020
6.3	GENERAL NON-DISCRIMINATION POLICY	5.50, 7.30	May 2013	2019/2020
6.31	HARASSMENT	5.50, 5.51, 7.30, 7.60	May 2013	2019/2020
6.4	ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES		May 2013	2019/2020
6.5	EMERGENCY PROCEDURES	4.11	May 2013	2019/2020
6.51	INDEFINITE OR LONG-TERM CLOSINGS	4.11	May 2013	2019/2020
6.52	MAKE-UP OF CLOSING DAYS	4.11	May 2013	2019/2020
6.6	HEALTH AND SAFETY		May 2013	2019/2020
6.7	SECURITY AND KEY CONTROL	4.21	May 2013	No longer in manual
6.8	CONFIDENTIAL INFORMATION	5.30, 7.70	May 2017	2019/2020
6.9	AAS STRATEGIC PLANNING PROCESS	2.10, 2.20	November 2017	2018/2019
Chapter 7 - Students				
7.1	ADMISSION AND PLACEMENT OF STUDENTS	2.40, 2.45, 3.42	February 2018	2019/2020
7.2	ATTENDANCE POLICY		June 2013	2019/2020
7.25	GUARDIANSHIP POLICY		June 2013	2019/2020
7.3	STUDENT CONDUCT	5.51, 6.30, 6.31, 7.50, 8.30	January 2016	2019/2020
7.31	DRUG, ALCOHOL AND TOBACCO USE	7.32, 7.50, 2.44	June 2013	2019/2020
7.32	SEARCHES	7.31	June 2013	2019/2020
7.4	DRESS CODE		June 2013	2019/2020
7.5	STUDENT DISCIPLINE	7.30.2, 7.31	June 2015	2019/2020
7.6	STUDENT PUBLICATIONS		June 2013	2019/2020
7.7	STUDENT RECORDS	6.8	June 2013	2019/2020
7.8	CHILD PROTECTION POLICY	6.30, 6.31	May 2016	ANNUALLY
Chapter 8 - School Community Relations				
8.1	PARENT-TEACHER ORGANIZATION	1.20.17.B, 3.42	May 2016	2019/2020
8.2	FACILITY USE	4.2	June 2013	2019/2020
8.3	COMMUNITY AND PARENT COMPLAINTS AND GRIEVANCES	5.51, 7.30	June 2013	2019/2020

AAS BOARD POLICIES REVIEW FLOW

Revised – visited and changes made

Reviewed – visited and no changes made

1.00 SCHOOL LEGAL STATUS AND BOARD ORGANIZATION

- 1.10 Charter (amended May 2003, amended June 2010)
- 1.20 By-Laws (amended May 2003, revised September 2007, revised March 2013, September 2016)
- 1.21 Faculty Observer (adopted May 2018)

2.00 INSTRUCTIONAL PROGRAM (as of May 2010)

- 2.10 School Guiding Statements (January 2020)
 - 2.10 Core Values (adopted Jan 1995, former 6.10, revised May 2010, revised September 2011, revised March 2013), revised January 2020)
 - 2.20 School Mission (formerly 6.11, adopted June 98, revised Apr 2000, April 2007, March 2010, revised September 2011, revised March 2013, revised January 20, merged with policy 2.10)
 - 2.30 School Goals (formerly 6.11 adopted June 1998, revised May 2010, removed March 2013,)
 - 2.20 (2.31) Meeting Our Mission (Former Policy 2.31, adopted March 2012, reviewed March 2013. Revised June 2014, Revised January 2016, November 2017,,revised and renamed from Academic Competence, renumbered from 2.30. September 20))
 - 2.30 (2.35, 2.31) Academic program (former Policy 2.35, adopted March 2012, reviewed March 2013, revised September 2019, revised and renumbered to 2.30 December 2020))
 - 2.40 Instructional Program (adopted December 1994, revised March 2010 by incorporated parts from 2,10, 2.11, 2,13;revised March 2013, merged with 2.31 in Sept 2019)
 - 2.41 Review and Revision of Instructional Program (formerly 6.20 adopted November 94, revised and title changed in April 2006, revised May 2010, revised March 2013, merged with 2.31 in Sep 2019)
 - 2.42 Language Policy (formerly 6.16 adopted June 2008, reviewed May 2010, revised March 2013, merged with 2.30 Academic Program)
 - 2.43 Teaching about Sensitive Issues (formerly 6.40 adopted December 94, revised April 2006, reviewed May 2010, revised March 2013)
 - 2.44 Teaching about Alcohol, Drugs and Tobacco (formerly 6.41 adopted March 1994, revised June 2008, reviewed May 2010, reviewed March 2013)
 - 2.45 Student Support Services (formerly 6.25 adopted August 2000, revised June 2008, revised May 2010, revised March 2013, revised May 2015; Revised and renamed March 2021 from Educational Policy for All Children)
 - 2.50 Curriculum Design (formerly 6.20 adopted June 98, revised May 2010, partially incorporated with Policy 2.52 and removed March 2013,)
 - 2.51 Curriculum Methods (part of former 6.20 adopted June 1998, revised May 2010 partially incorporated with Policy 2.52 and removed March 2013)
- 2.50 (2.52) Curriculum Resource Selection (former 8.40, adopted Nov.95, revised Nov.99, moved from Chapter 8 and revised May 2010 and renamed from 2.50, revised May 2019)
- 2.60 Assessment (former 6.15 adopted June 2004, revised May 2010, revised Jan 2020)
- 2.70 Graduation Requirements (former 6.70 and 2.71 adopted March 2003, revised June 2005, November 2006, revised May 2010), revised March 2020)
- 2.80 Experiential Learning Opportunities (ELO) (former Field Trips (former 6.50 adopted November 92, revised June 2006, reviewed May 2010, revised Sep 2019)

- 2.00 (6.00) INSTRUCTIONAL PROGRAM: (CHAPTER 6 before May 2009)**
- 2.10 (6.10) Instructional Goals and Objectives (adopted December 94, moved to Chapter 2 in May 2009)
 - 2.10 School Philosophy and Purpose (adopted January 95, moved to this Chapter in May 2009)
 - 2.11 Statement of Mission - Principles and Goals (adopted June 98, Revised April 2000, Revised Sept.2007, moved to this Chapter in May 2009)
 - 2.13 The AAS of Moscow – an Institution of International Learning (adopted April 2002, moved to this chapter in May 2009, dropped March 2010))
 - 2.15 (6.15) Assessment Policy (adopted June 2004)
 - 2.16 (6.16) Language Policy (adopted June 2008)
 - 2.20 (6.20) Basic Curriculum Design (adopted June 98)
 - 2.25 (6.25) An Educational Policy for All Students (adopted August 2000, revised June 2008)
 - 2.30 (6.30) Review and Revision (Evaluation) of Instructional Programs (adopted November 94, revised and title changed in April 2006)
 - 6.30-R Curriculum Changes (adopted November 94, removed April 2006)
 - 2.43 (6.40) Teaching about Sensitive Issues (adopted December 94, revised April 2006, reviewed May 2019)
 - 2.44 (6.41) Teaching about Alcohol, Drugs and Tobacco (adopted March 94, revised June 2008, revised May 2019)
 - 2.50 (6.50) Field Trips and Excursions (adopted November 92, revised June 2006)
 - 6.50-R Field Trips and Excursions (adopted January 93, removed June 2006)
 - 2.60 (6.60) Grading Systems/Report Cards/Conferences (adopted November 94)
 - 2.70 (6.70) Graduation Requirements (adopted March 2003, revised June 2005)
 - 2.71 (6.71) Academic Program (adopted March 2003, revised November 2006, incorporated with 2.70 March 2010)

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

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

3.90 Cash Reserve (adopted March 2009)**3.00 FISCAL GOVERNANCE** (adopted June 2012, revised January 2015, revised May 2018)

- 3.10 Fiscal Management (adopted June 2012; reviewed June 2015)
- 3.20 Board Member Duties and Responsibilities Related to Fiscal Governance (adopted June 2012; reviewed 2015)
- 3.30 Finance and Facilities Committee (adopted June 2012; reviewed 2015)
- 3.40 Budgeting and Financial Planning (adopted June 2012; reviewed 2015)
- 3.41 External Audit (adopted June 2012, reviewed 2015)
- 3.42 Sources of Income (adopted June 2012, revised June 2014, reviewed 2015)
- 3.50 Cash Holdings, Custodianship, and Expenditures (adopted June 2012, revised 2015, revised May 2017, May 2019)
- 3.60 Accounting Standards and Procedures (adopted June 2012)
- 3.70 Procurement and Projects (adopted June 2015)

4.00 BUSINESS MANAGEMENT (revised January 2015)

- 4.10 (f.4.20) School Buildings and Grounds (adopted May 1999, revised March 2008, revised and renumbered January 2015)
- 4.10 Facilities Evaluation and Planning (adopted May 1999, revised March 2008, combined with 4.20 and renumbered to become 4.21, January 2015)
- 4.11 Transition in Learning and Closing of School Facilities (adopted May 1999, revised March 2008, January 2015, January 2021)
- 4.21 Security and Key Control (adopted May 1999, reviewed March 2008, revised, January 2015, revised June 2019)
- 4.30 Student Transportation in Private Vehicles (adopted May 1999, reviewed March 2008, revised January 2015)
- 4.40 Insurance Management (adopted May 1999, reviewed March 2008, reviewed January 2015)
- 4.50 Systems Management (adopted June 2016, deleted November 2018)

5.00 STAFF (PERSONNEL) (Renamed June 2009, revised May 2014)

- 5.10 Staffing Philosophy and Goals (adopted May 1999, revised March 2008, revised June 9, revised May 2014)
- 5.11 Classification of Staff (adopted June 2009, revised May 2014, revised April 2019)
- 5.20 Staff Recruitment (adopted May 1999, revised June 2009, revised May 2014, revised April 2019)
- 5.21 Personnel Conflict of Interest (adopted April 2000, revised June 2009 and merged with revised Policy 5.50)
- 5.22 (5.21) Substitutes (adopted May 1999, revised June 2009 to become Policy 5.21, revised May 14, renumbered May 2014)
- 5.23 Personal Gift Policy (adopted Nov 2007, revised and incorporated in Policy 5.50 in June 2009)
- 5.30 Personnel (Staff) Records (adopted May 1999, revised June 2009, revised May 2014)
- 5.40 (Professional) Staff Evaluation (adopted May 1999, revised June 2009, revised May 2014)
- 5.41 Professional Staff Development (and Evaluation) (adopted April 2000, revised June 2002, revised March 2005, revised June 2009, revised May 2014)
- 5.42 Professional Staff Development (revised and merged with 5.41 June 2009)
- 5.42-R Teaching Staff Development (adopted May 1999, revised and merged with 5.41 in March 2005)

- 5.50 Staff Conduct and Potential Conflict of Interest (Staff Professional Responsibilities) (adopted May 1999, revised June 2009, incorporating 5.21, 5.53, 5.23;renamed June 2009, revised May 2014, revised May 2015):
- 5.51 Staff Complaints and Grievances (adopted May 1999, revised June 2009, revised May 2014, reviewed 2015, removed in March 2021)
- 5.52 Teaching Staff - Non-School Employment (adopted May 1999, dropped in 2005)
- 5.53 Staff Conflicts of Interest (merged with 5.50 June 2009)
- 5.54 Tutoring for Pay (adopted may 1999, incorporated into Policy 5.50)
- 5.55 Staff Dress (incorporated into Policy 5.50)
- 5.60 Salary and Benefits for Professional Staff (Teaching Staff) (adopted May 1999, reviewed 2005, reviewed June 2009, revised May 2014, revised April 2019)
- 5.61 Emergency Evacuation Plan (adopted May 1999, revised and moved to new Chapter 6 in May 2009, revised April 2019)
- 5.62 (5.61)Benefits for Overseas Hire Staff (Overseas Hire Teaching Staff) (adopted May 1999, revised and renamed in May 2005, revised 2009, renumbered 2009, reviewed 2014)
- 5.70 Support Staff (adopted May 1999, revised June 2009 and incorporated in 5.11)
- 5.62 (f.5.70,f. 5.71) (Professional Staff) Leave and Absences (adopted August 1999, revised June 2009, revised May 2014, renumbered May 2014))
- 5.63 (f.5.80,f. 5.73) Staff Insurance (adopted May 1999, revised June 2009, revised May 2014, renumbered May 2014)
- 5.64 (f.5.90,f. 5.75)Retirement Planning (adopted May 1999, revised June 2009, revised May 2014))
- 5.77 Method of Payment (adopted May 1999, deleted 2005)
- 5.80 Russian National Staff (adopted May 199, deleted 2005)
- 5.81 Overseas Hire Travel Allowance (adopted May 1999, revised Sep. 2001, incorporated into Policy 5.61 in June 2009)
- 5.82 Overseas Hire Shipment Allowance (adopted May 1999, revised Sep. 2001 , incorporated into Policy 5.61 in June 2009)
- 5.83 Overseas Hire Accommodation (adopted May 1999, revised Sep. 2001 , incorporated into Policy 5.61 in June 2009)
- 5.84 Relocation Allowance(adopted May 1999, incorporated into Policy 5.61 in June 2009)

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

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

- 6.40 (2.40) **Administrative Structure and Responsibilities (School Organizational Chart)** (adopted June 98, revised June 2002, revised and renamed May 2009, revised May 2013)
- 2.41 **Administrative Structure and Responsibilities** (adopted June 98, incorporated in Policy 6.40 in May 2009)
- 6.50 (2.50) **Emergency Procedures (Plans)** (adopted January 95, revised and renamed May 2009, revised May 2013)
- 2.51 **Bomb and Terrorist Threats - Local Unrest** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 2.52 **Earthquakes Unrest** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 2.53 **Severe Cold Weather or Loss of Utilities** (adopted June 95, reviewed and incorporated in Policy 6.50)
- 6.51 (2.54-R) **Indefinite or Long Term Closing (School Closing Procedures for Emergencies)** (adopted January 95, reviewed to become a policy, reviewed May 2013, merged with Policy 4.11 and removed from Chapter 6 January 2021)
- 6.52 (2.54) **Make –up of Closing Days (Emergency Closing/ Make-up of Closing Days)** (adopted June 98, revised and renamed in May 2009, reviewed May 2013)
- 6.60 **Health and Safety** (adopted May 2009, revised May 2013)
- 6.70 **Security and Key Controls** (adopted May 1999, revised March 2009 and moved from Chapter 4, reviewed May 2013, deleted June 2019)
- 6.70 **Environmental Responsibility** (adopted June 2011)
- 6.80 **Confidentiality, Privacy and Data Protection** (adopted May 2009, revised May 2013, revised May 21 and renamed from 'Confidential Information')
- 6.90 **AAS Strategic Planning Process** (adopted June 2004, revised May 2009, June 2013, revised November 2017)

7.00 STUDENTS

- 7.10 **Admission and Placement of Students** (adopted June 98, revised November 2000, revised March 2004, revised May 2007, revised June 2008, revised March 2010, revised March 2011, revised June 2012, revised June 2013, revised February 2018, revised April 2019, revised March 2021)
- 7.20 **Attendance Policy** (adopted June 2000, revised March 2011, revised June 2013)
- 7.25 **Guardianship** (adopted October 1999, revised April 2000, reviewed March 2007, revised March 2011, revised June 2013)
- 7.30 **Student Conduct** (adopted November 94, reviewed March 2007, revised May 2011, revised June 2013, revised January 2016)
- 7.31 **Drug, Alcohol and Tobacco Abuse** (adopted 1999, revised June 2008, revised May 2011, June 2013, May 2019)
- 7.32 **Searches** (adopted March 94, revised June 2006, reviewed January 2011, revised June 2013)
- 7.33 **Harassment Policy** (adopted April 2003, revised and moved to chapter 6: policy 6.31)
- 7.40 **Dress Code** (adopted November 94, revised April 2006, reviewed January 2011, revised June 2013)
- 7.50 **Student Discipline** (adopted November 94, revised October 2005, revised May 2011, revised June 2013, revised June 2015)
- 7.60 **Student Publications** (adopted November 95), revised May 2006, revised May 2011, revised June 2013)
- 7.70 **Student Records** (adopted November 95, revised May 2007, revised May 2011, reviewed June 2013)
- 7.70-R **Student Records** (adopted November 95, deleted March 2007)
- 7.71-R **Student Transcripts** (adopted November 94, deleted March 2007)
- 7.80 **Child Protection** (adopted May 2016, revised May 2017, revised April 2019)

8.00 SCHOOL COMMUNITY RELATIONS

- 8.10 PTO: Parent Teacher Organization (adopted February 95, revised June 2008, revised March 2009, revised June 2013, revised May 2016, revised December 2020)
Attachment 1: PTO By-Laws (amended June 98, dropped and referred to in 8.10 in March 2009)
Attachment 2: PTO Funding Guidelines (Approved 1998-99, dropped and referred to in 8.10 in March 2009)
- 8.20 Facility Use (adopted November 91, revised January 2002, revised April 2004, revised June 2008 revised May 2021)
- 8.30 Partnership.in Conflict Resolution (adopted February 95, revised June 2010, revised and renamed from Community and Parent Complaints and Grievances May 2021)
- 8.40 Materials Selection Policy (adopted November 99, moved to Chapter 2 March 2010)