AUS
Board Policy

American United School of Kuwait

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American United School of Kuwait

AUS Board Policy

Section 1: The School

1.1. Legal Status

1.1.1. United Education Company (UEC)

The legal foundation of the school is established by the holding company United Education Company.

1.1.2. By-Laws

The By-Laws of the American United School of Kuwait shall govern the AUS Board of Trustees activities.

1.2. Program Parameters

1.2.1. Mission

Our mission is to promote creativity and collaboration; challenge academic growth, embrace our diverse community; Enhance student learning through technology.

1.2.2. Vision

Our vision is to provide an outstanding American Education that enables students to be inspired lifelong learners and responsible global citizens.

1.2.3. Guiding Principles

Learning - Anytime, Anywhere

We believe learning is not confined to a classroom or a campus; it should be available wherever and whenever the learner needs it. At AUS we continually demonstrate how to be a caring community of learners - our students, teachers, staff and families are committed to educating the whole child. Our school community acknowledges and recognizes their personal, cultural and social value of each individual. We believe technology is an integral part of students' lives, expectations, and the future - this cannot be ignored but rather explored with a deep sense of intellectual inquiry. We are dedicated to the future global success for this planet which depends on having a diverse, well-educated workforce.

1.3. Governance

The governance of the school shall be exercised by the Board of Trustees (BoT), as set forth in the By-Laws.

1.4. Accreditation and Authorization

AUS strives to be recognized as a premier educational institution that is based on established United States and international educational principles. To achieve this, we

are committed to maintaining accreditation from the Middle States Association of Colleges and Schools (MSA) and Council of International Schools (CIS) that is recognized by universities in the United States and across the globe and approved by our BoT. Additionally, we will also maintain any necessary authorization from other organizations whose services or materials are integrated into our program.

1.5. Non-discrimination Policy

AUS is dedicated to creating an inclusive environment that prohibits discrimination against any student or employee on the basis of race, religion, sex, or national origin. Such discrimination undermines the positive relationships that are essential for the school's effective operation. All students and employees have the right to learn and work in a discrimination-free environment. Any student or employee who discriminates against others will face disciplinary action. If a student or employee feels that they have been subjected to harassment or discrimination based on race, religion, sex, or national origin, they should report it immediately to the Head of School or their designee. The Head of School is responsible for ensuring that this policy is understood, followed, and enforced, and for establishing a process to investigate complaints promptly, and take corrective or disciplinary action as necessary. This policy shall not restrict the AUS's ability to provide preferential enrollment to US citizens.

1.6. Diversity, Equity, and Inclusion

AUS is committed to fostering a school community that values the unique contributions of all students and staff and actively involves everyone in achieving our vision. It will integrate a focus on diversity, equity, and inclusion throughout the organizational culture and educational practices. The Head of School is responsible for ensuring that our school culture promotes practices that honor and demonstrate diversity, equity, and inclusion, which will include an emphasis on:

- Diversity: Recognizing and valuing the collective mix of differences and similarities among individuals in our community
- Equity: Providing equitable access to success across all programs
- Inclusion: Creating an environment where all individuals feel a sense of belonging in our diverse community.

1.7. Religious and Political Neutrality

AUS will not promote any religious belief or political ideology but will include in our curriculum an understanding and appreciation of the role that religion and politics play in the social, cultural, and historical development of society.

1.8. Organizational Structure

As delegated by the UEC Board of Directors in cooperation with the BoT, the Head of School shall be the Executive responsible for AUS. The AUS BoT has such authority as delegated by the By-laws. The Head of School shall report to the Board Designee and School BoT. All other employees report to the Head of School or his/her designee.

Section 2: Board of Trustees

2.1 Powers and Duties of the BoT

2.1.1 Trustee Authority and Responsibilities

The BoT is generally responsible for setting the overall strategy and oversight of the school, in collaboration with the Head of School, who is in charge of day-to-day operations and ensuring that school policies are implemented. The specific responsibilities and powers of the BoT are outlined in the By-Laws.

2.1.2 Trustee Code of Conduct

The ethical conduct of the BoT and individual Trustees is of paramount importance in terms of maintaining the trust of stakeholders. Therefore, Trustees must agree to the AUS Code of Conduct, which requires ethical behavior, including, but not limited to, maintaining confidentiality and disclosing conflicts of interest. Trustees must sign the Code of Conduct Form annually to indicate their agreement.

- Confidentiality: All Trustees have a professional and personal obligation to keep sensitive matters discussed within the BoT confidential.
- Conflict of Interest: Any actual or potential conflicts of interest by Trustees can impede the BoT's ability to govern fairly and effectively, and may be illegal.
- If at any time a Trustee becomes aware that he or she, his or her employer, or a family member has a real or perceived financial or undue personal interest in a transaction, arrangement, or decision the BoT is considering, he or she shall so indicate to the BoT, which shall make a determination whether such is a conflict-of interest. If deemed as such, that Trustee shall not participate in the BoT's decision regarding any matter affected by such conflict.

2.1.3 Board Powers under Emergency Conditions

In extraordinary situations where it is not practical for a quorum of the BoT to meet in person, virtually, or by phone (every effort must be made to communicate and gather the BoT), remote participation through electronic means will be allowed to meet requirements for meetings, including discussion of both scheduled and unscheduled items, and approval of decisions, following the same procedures as in-person meetings. Where it is not practical for a quorum of the BoT to meet in person

The BoT Chair has the authority to decide when such virtual meetings are necessary. The quorum requirements for virtual meetings are the same as for in-person meetings, as outlined in the By-Laws.

2.2 Strategic Governance

The BoT is responsible for setting the overall strategy for the school, and this includes ensuring that the school's mission is being fulfilled, maintaining relevant policies, and having a strategic vision for the future. In order to fulfill this role, the BoT will keep track of how policies and decisions are being implemented and if the school is achieving its

strategic goals. The BoT Handbook provides guidance on how to conduct this monitoring.

2.2.1 Board Goals and Plans

To ensure effective governance, the BoT will establish yearly goals for its operational and strategic work, create action plans to achieve these goals, evaluate the results, and make necessary adjustments. In addition to setting its own goals, the BoT is responsible for approving the school's overall strategic plan.

2.2.2 Board Policy /Policy Development

The BoT will adopt policies to support the school's mission and ensure effective management and operation of the school. These policies will be in compliance with the By-Laws and conform to established international school policy standards as general expressions of the BoT's expectations to be carried out by the appropriate authority.

The BoT will initiate the development or review of policies as needed. This may occur based on a recommendation from the Head of School or a Trustee, if there is a lack of policy, if current policy is inadequate or inappropriate, for example.

The proposed policies with explanations for any changes will be presented in writing to the BoT for review before a scheduled BoT meeting. At that meeting, the proposed changes will be discussed by the BoT, and the policies may be adopted either by unanimous vote of Trustees present at the first reading or by a majority vote of Trustees present at a subsequent meeting after a second reading.

The BoT may temporarily suspend the implementation of any policy, which is not required by the By-Laws, if it determines that following the policy would not be in the best interest of the school. If a policy is suspended, it should be reviewed and a recommendation made to the BoT within a specified time frame.

2.2.3 Board Calendar

To ensure a timely and deliberate work plan for its governance responsibilities, the BoT will approve and abide by an annual BoT Calendar delineating major BoT tasks, reports to the BoT, and strategic endeavors planned for the school year.

2.3 Board Development

The ongoing development of the capacity of the BoT is of great importance. In recognition of that need, the BoT Chair and Head of School shall ensure planning and execution of an orientation of new Trustees, an annual “retreat” of the full BoT if needed, and a summative self-appraisal process of the BoT, on which subsequent BoT goals are determined.

2.3.1 Selection of Trustees
The guidelines for selecting BoT members are outlined in the By-Laws.

2.3.2 Orientation, Retreats, & Self-appraisal
It is crucial to continuously improve the capabilities of the BoT. To address this, the BoT Chair and Head of School are responsible for organizing an orientation for new Trustees, an annual retreat and/or training session for the entire BoT if needed, and a self-evaluation process for the BoT. This evaluation will be used to establish goals for the BoT moving forward, such as annual goals and objectives.

2.3.3 Removal of a Trustee
Procedures are outlined in the By-Laws.

2.4 Board Chair

The BoT Chair bears responsibility for leading the BoT in fulfilling its governing role. Guidelines for selection of Trustees and performance of their roles are established in the By-Laws.

2.5 Committees and Task Forces

Standing Committees and time/task-bound Task Forces serve a vital purpose in the work of the BoT and are established based on the needs of the BoT. Committee Chairs and members are appointed by the BoT Chair.

2.6 Board Meetings

Frequency and protocol for BoT meetings are prescribed in the BoT Handbook.

2.7 Board Protocols (Board Handbook)

The BoT Handbook serves to provide operational guidance for the work of the BoT which supplements the guidelines stipulated in the By-Laws and Policy Manual. All Trustees are expected to be familiar with the protocols in both the By-Laws and the BoT Handbook. Authority to amend that Handbook rests with the BoT and can be done as needed by simple majority vote.

Section 3: Administration

3.1 Head of School-Board Relationship

The BoT has the responsibility to select, employ, evaluate, and if necessary, terminate employment of the Head of School. The Head of School serves as the Chief Executive Officer of the School, responsible to the BoT for the implementation of AUS BoT Policies, the execution of BoT decisions, the day-to-day administration of the School, and advising the BoT on all policy matters. In delegating these responsibilities, the BoT

shall:

- Give the Head of School full administrative authority for properly discharging his or her professional duties.
- Invite the Head of School to all BoT and Committee meetings except those pertaining to the Head of School's performance.
- Refer complaints and requests to the Head of School and discuss them at a BoT meeting only after the administration has had an appropriate opportunity to react.

3.2 Head of School (HoS) Responsibilities

Specific Head of School duties and responsibilities are stipulated in the Job Description

3.2.1 Administrative Regulations

- The Head of School shall be responsible for the day-to-day administration of the School. He will ensure that the school maintains the highest level of education standards and academic achievement.
- By May of the proceeding academic year the Head of School in consultation with the BoT shall draw up a list of programs and activities to be undertaken by him/her during the ensuing year.
- The Head of School shall perform all duties and functions required of him as per AUS Board Policies, and shall be responsible for the formulation and implementation of its budget, educational programs, personnel and the overall operation of the school facilities.
- The Head of School shall assist the BoT and recommend courses of action. HoS shall keep the BoT informed regarding all significant matters concerning the school's operation, its students, staff, and programs.

3.2.2 Administration Regulations and Absence of Policy

The BoT delegates to the Head of School the functions responsible for maintaining a set of regulations and handbooks that outline procedures and guidelines for implementing AUS Board Policy, including educational policies (homework/classwork, assessments, etc.) and operations. The BoT reserves the right to review these regulations at their discretion, and they can make suggestions to them if they are not in line with the AUS Board Policies. The Head of School must inform the BoT of any significant changes to protocols that are related to BoT policy. The BoT will have access to all regulations issued by the administration.

The Head of School is responsible for the administration of the School in accordance with AUS Board Policies. When circumstances require immediate action but existing policies provide no guidelines and there is no time to consult either the full BoT or the BoT Chair, the Head of School is empowered to take appropriate action. The Head of School shall report such action to the BoT in an urgent manner either in a scheduled communication or in a direct letter if the matter is urgent.

3.2.3 Head of School Contract

The United Education Company (UEC) Board of Directors will have final approval for the hiring of the Head of School. The BoT shall execute a recommendation for the hiring of the Head of School. Further, the BoT shall execute a recommendation regarding renewal of the Head of School's Contract and associated terms and conditions in a timely way such as to ensure due process for all parties and allow for effective transition should the contract not be renewed. Guidelines for contract renewal, non-renewal, and termination are stipulated in the Head of School's Contract.

In the event it is necessary to select and employ a new Head of School, the BoT shall initiate the search processes, and shall make the recommendation of whom to employ to the UEC Board. In conducting the search, the BoT shall consider the perspectives of all elements of the School community, including administrators, faculty, staff, students and parents.

3.3 Head of School Evaluation

The BoT has a key responsibility to support and help the Head of School grow and improve. One way they do this is by conducting an annual performance review of the Head of School in line with the approved annual Head of School's goals and agreed upon rubric. This review process should focus on helping the Head of School improve and should be based on a clear understanding of the Head of School's job duties, goals set by the BoT, and any other responsibilities that may arise during the school year. Both the BoT and the Head of School will work together to develop the evaluation tools used in the process.

3.4 Annual Reports

Following the close of each school year, the Head of School shall present to the BoT a summary concerning the activities of the school system during the year.
The Head of School shall provide the Board annually with a summary of all legal matters involving the school, including active and resolved cases, their status, and any significant legal or compliance risks. The Head of School shall also promptly inform the Board of any material legal matter that may have a significant impact on the school.

Section 4: Finances (UEC)

4.1 Fiscal Guidelines

The Head of School shall ensure that all administrative units adhere to the accounting and financial reporting procedures established, and in alignment with AUS financial guidelines. In cases where it is necessary to maintain petty cash on school premises, the Head of School shall ensure that appropriate controls, accounting records, and reporting procedures are followed.

4.2 Fiscal Authority

All financial authority is vested in the United Education Company (UEC). The Head of School and the Finance Manager operate under delegated authority in accordance with the approved AUS financial policies. Financial transactions may be executed on behalf of the school only after approval by the authorized person, in accordance with the **UEC Authority Matrix** and relevant financial policies. Authorized approvers may include the Head of School, the UEC CEO, or individuals formally delegated by the UEC Board.

4.3 Finance Procedures (Finance Handbook)

The AUS Finance Handbook contains guidelines for implementing finance policies and is approved by the Head of School and the UEC Board. In the event that significant exceptions to or changes in those guidelines are warranted during the year, the Head of School and the Finance Manager will recommend accordingly to the UEC Board for approval.

4.4 Financial Planning

Foresight in sustaining the School's financial security relies on careful planning, execution, and oversight. Accordingly, the UEC Board will maintain a five-year Finance Plan integrated with the School's Strategic and Facilities Master Plans, reflecting the schools priorities.

4.4.1 Financial Plan
To ensure the School's financial security in the future, it is essential to plan, execute and oversee finances carefully. To achieve this, the school shall create a five-year Finance Plan that aligns with the School's Strategic and Facilities Master Plans. This will help sustain the School's financial stability.

4.4.2 Annual Budget
The fiscal year for the school begins on 1st of September every year and ends on the 31 of August. The annual budget shall be prepared by the Head of School, consolidated by the Finance Manager and submitted to the UEC CEO. The Budget will be discussed and reviewed by the Head of School and UEC CEO for approval.

4.4.3 Authorized Signatures
Authorized signatories for AUS financial transactions shall be determined in accordance with the Delegation of Authority Matrix approved by the United Education Company (UEC) Board of Directors. The list of authorized signatories shall be reviewed whenever organizational changes occur.

4.4.4 Budget Reconciliation
The UEC CEO will review and if necessary, revise the budget if conditions warrant, upon recommendation of the Head of School and Finance Manager and

BoT review. The UEC CEO is the only one who has the authority to approve revision or Line-Item Transfer of the Budget.

4.4.5 Revenue Sources

4.4.5.1 Tuition, Fees, and Other Revenue

The UEC Board is the only authorized body in making changes in the fee structure, in compliance with the MOE regulations.

The school administration will develop procedures and rules regarding the payment of tuition and miscellaneous fees set by the UEC Board and administration. Before the academic year begins, parents will be advised of all fees that will be charged during that year.

Tuition and school fees will be reviewed by the UEC CEO, as needed, and communicated to the BoT for recommendation. Final approval will be granted by the UEC Board.

The fee for registration, applicable to all new students, is due and payable at the time of registration and is not refundable.

4.4.5.2 Refund of Tuition and Fees

Students who apply for a refund of tuition fees upon leaving AUS will be subject to the following policy:

- A student is eligible for a 100% tuition refund (excluding registration fees) if he/she leaves the school within the first two weeks of the start of the academic year.
- A student is eligible to a tuition refund (excluding registration fees) on a prorated per calendar day basis in the following circumstances:
  - Leaving the State of Kuwait on Final Exit VISA;
  - Chronic illness that prevents him/her from attending school;
  - The Student is asked to change schools for not meeting expectations.

3. Students who are expelled from attending school for behavioral reasons are eligible for a prorated tuition refund. The student is eligible for the refund that is due for the semester he/she has not attended.

NOTE: Refunds of tuition will be handled in accordance with the terms of the school's adopted tuition and fee schedules. Exceptions to the approved policies, procedures, and schedules will not normally be granted; however, the Head of School will consider each case on its own merit, and hardship cases may be submitted to the BoT for consideration. Any exceptions should be approved by the UEC Board.

4.4.5.3 Tuition Payment

Once a child is accepted for entry into AUS, it is the policy of the school to require that the parents agree to specific terms under which they are responsible for the payment of all applicable fees as stated in the currently approved tuition and fee schedule. All tuition and fees are payable in advance, in accordance with a billing schedule in accordance with the MOE.

In consideration of the school's acceptance, parents shall agree to the tuition and fee requirements set by the school, and will be responsible for all charges due. It is the responsibility of the parents to see that all fees are delivered to the business office, and classroom privileges will be denied students if a bill remains unsettled. (School privileges may also be denied for any other reason deemed sufficient in accordance with the MOE.)

4.4.5.4 Bad Debt

The school shall make every reasonable effort to collect overdue amounts through reminders, written notices, and structured payment arrangements where appropriate.

The school reserves the right to deny re-enrolment of students with outstanding tuition or fee balances for the following academic year until all dues are settled. In cases where all internal collection efforts have been exhausted, the school shall escalate the matter for recovery through legal channels. School records may only be released in accordance with Ministry of Education requirements and upon receipt of a formal written instruction or approval issued by the Ministry. Accounts that remain uncollected after all reasonable collection efforts shall be classified as bad debt. Such balances, including amounts considered uncollectible, shall be assessed and recorded in accordance with IFRS 9 expected credit loss (ECL) treatment.

Commented [GK1]: This should be revised. Once the school exhausted all effort to collect overdue amounts it will engage legal

4.5 Tuition Fee Waivers and or Scholarships

Guidelines for granting and maintaining scholarships/fee waivers are established by the Head of School and approved by the UEC Board. Administration of scholarships/fee waivers is undertaken by the Finance Manager, as established by the Head of School.

4.5.1 Fee waivers and tuition remission are often a part of the benefits package of the school for employees. These will be overseen by the Head of School and the UEC Board.

4.6 Accounting

4.6.1 Business Office Accounting and Reporting

The school finance office shall submit monthly financial statements to the UEC

Board and the Head of School only.

4.6.2 Financial Audit

There shall be an annual audit of the school's income and expenditures as required by the UEC Board. It will be the responsibility of the Head of School, under the general oversight of the Finance Manager, to arrange for such an audit to be made and to engage the auditor as per requirements. The finance office will provide any documentation and assistance required by the auditor(s).

The audit will be submitted to the UEC Board as soon as possible after the close of the school's fiscal year.

4.7 Audits, Purchases and Expenses

4.7.1 Inventories

The Finance Manager shall ensure that accurate and up-to-date records of all school inventories and assets are maintained, including both capital assets and consumable items. Physical verification of inventories shall be conducted at least annually and reconciled with accounting records. The Head of School shall oversee the implementation of appropriate controls to safeguard all school property and resources.

4.7.2 Purchases

The approved annual budget shall serve as the school's-controlled spending plan for the fiscal year. All expenditures and financial commitments shall be made in accordance with the approved budget and the Authority Matrix issued by UEC.
The Head of School shall ensure that all spending is conducted within the framework of the approved budget and in compliance with the financial policies and procedures outlined in the Finance Handbook.

4.7.2.1 Purchasing Procedures

It is school policy to ensure that purchasing procedures exist for the provision of goods and services at the lowest possible price consistent with acceptable quality and delivery requirements. It is the responsibility of the Head of School to ensure that accepted purchasing, delivery and stock control procedures are established, published in the Finance Handbook and relevant exhibits, and followed.

4.7.2.2 Disposal of Property

School property slated for disposal shall be disposed of in accordance with procedures set forth in the Finance Handbook. The Head of School shall establish procedures for the disposal of all other school owned items, in line with appropriate policy. The Finance Manager should be properly informed of the items disposed to adjust the accounting records accordingly.

[We need to include a clear section in AUS Finance Handbook on disposal of assets, this is an important item.]

Section 5: Operations

5.1 Facilities

It is the policy of the school to strive for school facilities that will offer the best possible environment (within the limitations of our location) for learning and teaching. Accordingly, the Head of School will maintain a Facilities Master Plan, updated annually and integrated with the School's Finance Plan and Strategic Plan, and used to guide facilities management decisions. The Facilities Master Plan will be subject to approval by the UEC CEO, after which the Head of School will brief or update the BoT.

The school specifically aims toward:

As much as possible, educational specifications for new buildings and for extensive remodeling will be developed in consultation with members of the staff and the school community as a whole.

Further, facility planning shall provide for maximum community use including special—use for adults and groups: for example, restrooms, meeting rooms, auditoriums, gymnasiums, etc.

Evaluation inspections of the existing school facilities and planning for major rehabilitation and remodeling will be the responsibility of the Head of School. Based on this evaluation the Head of School will make all recommendations for improvement of facilities and update the BoT, with final approval by the UEC Board.

5.1.1 Maintenance

All school facilities and grounds will be maintained in good physical condition; safe, clean and sanitary and as comfortable and convenient as the facilities will permit or the use requires. The Head of School is responsible for proper performance of all custodial, maintenance, cleaning and security services

5.1.2 Environmental Sustainability

The School recognizes that its operations have a direct and/or indirect effect upon the environment and shall continuously commit to improving its environmental impact, both for practical reasons and as a model for students.

Therefore, when making decisions the School shall take into consideration the impact of those decisions on the environment.

The School shall encourage student initiatives that further sustainable environmental practices.

5.2 Safety and Security

The Head of School will develop and implement a safety and security program which will ensure safe buildings, grounds and equipment maintained to prevent accidents or injury to students, employees and visitors to the schools and include in-service instruction to personnel, safety instruction programs for students, and wide publication of the school's safety standards and emergency procedures.

5.3 Emergency Policies

5.3.1 Emergency Procedures Manual

The Head of School shall maintain an up-to-date Emergency Procedures Manual and ensure implementation of all regulations and practices therein, including relevant training of personnel. The Head of School will brief the BoT annually and notify the BoT of any significant changes to procedures cited in that Manual as they are needed.

5.3.2 Crisis Response

5.3.2.1 Force Majeure

The School is to be permanently closed by order of the UEC Board as a result of force majeure, employees shall be entitled to termination benefits in accordance with the terms of their contracts as stipulated in the Human Resources Manual.

5.3.2.2 School Closure/Dissolution

The Head of School may temporarily close any school facility for reasons of safety, need, modification or assignment for a non-school purpose. The permanent closure of a facility and its future disposition shall be done with the approval of the UEC Board.

5.4 Support Services

5.4.1 Transportation Program

It is the responsibility of each parent to provide transportation to and from school for their children. Parents may enter into a contract with the school for bussing services.

5.4.2 Food Services

It is the School policy to provide its students and staff good quality and healthy food services. The Head of School shall determine how best to offer that service and if warranted, other food services, through “in-house” service or contracted vendor(s) and establish a system to ensure quality control and safety.

5.4.3 Health and Wellbeing

The health and wellbeing of all employees and students is of the utmost importance. The Health Office will maintain a Health Services Manual, approved by the Head of School, providing standards and guidelines for ensuring the health and wellbeing of all employees and students. The standards and guidelines will be updated annually and communicated, as appropriate, to the school community in the Parent and Student Handbook and the Faculty and Staff Handbook.

5.5 Risk Management

Recognizing that AUS, like all schools, is subject to risks that could negatively impact its long-term operation and in order to enable the BoT to fulfill its responsibility to ensure the long-term viability of the school, the Head of School will employ a systematic approach to risk management as follows:

- The Head of School will produce an annual Risk Management Plan Report for approval by the BoT.
- The Risk Management Plan Report will include assessment of impact and likelihood of occurrence for significant risk and the framework of mitigation strategies for each.

5.5.1 Insurance

The School shall maintain adequate levels of insurance for losses through disaster, theft, accidents, liability, and other risks as the UEC Board sees fit. The Head of School in consultation with the Finance Manager shall recommend the appropriate coverage, which shall be submitted to the UEC CEO as part of the annual Financial Plan.

5.6 Tobacco, Nicotine, Alcohol, and Substance Use and Abuse

AUS is a smoke-free campus. In the interest of the health of the School community, use of tobacco or vape products is forbidden on the campus. In addition, the School prohibits the consumption of alcohol on campus. Possession, sale, sharing, or use of any not-prescribed substance for mood-altering or other inappropriate purposes by students and employees of AUS is inconsistent with a healthy lifestyle and the goals of the School and therefore is prohibited. The Head of School shall communicate the School's Tobacco, Alcohol, Vape, and Substance Use and Abuse policies, expectations, and protocols in the relevant Handbooks.

5.7 Data Storage and Security

The collection, analysis, and utilization of data is a vital aspect of school operations and planning, however, given the fast-changing nature of digital technology and increasing vulnerabilities, that data must be handled with care. Accordingly, the Head of School shall ensure that the School maintains appropriate storage, access, use, and protection of data in accordance with best practice, throughout the school.

5.8 Acceptable Use of Technology

The appropriate use of technology is vital to fulfilling the School's Mission. The School is committed to ensuring that technology is employed ethically and constructively. The Head of School will maintain, communicate, and ensure compliance by faculty, staff, and students, with "Acceptable Use of Technology Guidelines" located in the student handbook. Failure to follow these guidelines can result in loss of privileges, disciplinary action, or legal action depending on the offense.

Section 6: Personnel

6.1 Staffing Philosophy

School employees constitute the most important resource for effectively conducting a quality learning program. All staff members make important contributions to a successful education program. The School's program functions best when it employs highly qualified personnel, conducts appropriate staff development activities, and establishes policies and working conditions which are conducive to high morale, enabling staff members to contribute positively to School programs and services.

The goals of the Human Resource Department shall include the following:

- Attracting and Recruiting: To develop and implement strategies and procedures for personnel recruitment.
- Deployment Strategy: To develop general deployment strategy for greatest contribution to the School's vision and mission outcomes, and to utilize it as the primary basis for determining staff responsibilities and assignments. A deployment strategy shall include succession planning, and job duty distribution.
- Compensation and benefits: To generate proposals for attractive compensation and benefits and other provisions for staff welfare.
- Performance management and evaluation: All positions, except the Head of School, shall have their performance evaluated annually utilizing the evaluation tools applicable at the School to contribute to the improvement of staff capabilities and the School's vision and mission outcomes. The Head of School's performance shall be evaluated by the Chair or Vice Chair.

6.1.2 Equal Opportunity

AUS provides equal employment opportunity and treatment for all applicants and employees in recruiting, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without unlawful discrimination on the basis of a person's race, religion, sex, age, or national origin except insofar as such factors are relevant to job performance or the needs of the school.

The hiring of spouses or other relatives of staff members shall not be precluded. However, accommodations shall be made to avoid direct supervision by a staff member of his/her spouse or relative.

6.2 Job Classifications

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The categories of personnel at AUS include:

- Administration: Administrators who occupy senior management positions.
- Teachers: Teachers and counselors employed in the Early Childhood Center, Elementary School, Middle School, and High School
- Support Staff: All other staff members.

[To be checked - Check if AUS has classifications if not then delete if there is then align.]

6.3 Faculty and Staff Recruitment and Assignment

The Head of School, the School Principals, the HR Manager, and Finance Manager work together for recruiting and retaining staff. This group of individuals deal with all matters related to budget allocation, personnel interviewing, Recruitment, Termination and Reassignment of the school staff.

Before any new position or new class of positions is established, the Head of School, after consultation with the administrative team, will present a job description for the position which specifies the necessary qualifications and responsibilities according to the School's Mission, Vision and Guiding Principles.

Head of School and HR Manager prepare a staffing plan in consultation with the Principals and Heads of Departments, as required for each academic year which is reviewed and approved during the budget process.

Guidelines for recruiting, selecting, and hiring personnel shall be developed by the Head of School and stipulated in the Human Resources Manual. The Head of School will inform the BoT of any exceptions or changes to these guidelines.

Recruitment and termination of direct reports to the Head of School such as Principals and senior administration positions should be endorsed by the Chair and UEC CEO.

[To be checked]

6.4 Contracts/Terms and Conditions of Employment

Contract protocols and terms and conditions of employment are in accordance with the UEC policies, the guidelines and standards described in the Human Resources Manual and stipulated in the individual employee contract, the job description, and the Faculty and Staff Handbook.

6.4.1 Compensation and Benefits

Compensation and Benefits shall follow the approved salary scale and benefit policy and promulgated in the AUS Human Resource Manual and, as appropriate, Contracts and Faculty and Staff Handbooks, updated annually. Any variances from set guidelines or proposed significant changes must be approved by the UEC CEO.

Guidelines for visas, resident permits, and exit and re-entry permits are set by the State of Kuwait. AUS offers assistance in obtaining such visas and permits, as stipulated in the Human Resources Manual.

6.4.2 Professional Development

Professional development for all employees both enhances their performance and models the belief that learning is valued throughout the School. The Head of School and educational leadership team shall develop and implement professional development experiences for all employees within the established

annual budget.

6.4.3 Supervision and Evaluation of Personnel

Appraisal at AUS is designed to accomplish two essential goals. The first is to encourage excellence in job and professional performance. The second is to inform staffing decisions regarding contract renewal and assignment. Each employee of AUS will have his or her performance reviewed annually by his or her supervisor. Protocols for such evaluation are stipulated in the Faculty and Staff Handbooks. The Head of School's appraisal is conducted by the Chair and the Vice Chair of the BoT.

6.4.4 Personnel Records

Personnel records will be maintained in the Human Resources Office. They will be available only for official use by the administration and for inspection by accrediting or other agencies – with prior authorization from the Head of School.

The Head of School shall establish guidelines for the maintenance and access to personnel records in the Human Resources Manual.

6.4.5 Suspension/Termination

The contracts of faculty and staff members may be not renewed, and faculty and staff members may be suspended or dismissed from their positions in accordance with the applicable contractual clauses and in accordance with Kuwait Labor Law. The Head of School shall establish guidelines for such non-renewal, including resignation, reduction in force, termination for cause/non-performance, retirement, and other reasons as appropriate in the Human Resource Manual. Termination of direct reports to the Head of School such as principals, and other senior administrative positions is to be endorsed by the Chair and the UEC CEO. Any significant variances from set guidelines or proposed significant changes must be approved by the UEC Board.

6.4.6 Staff Complaints and Grievances

The School will maintain a productive workplace by defining a process for resolving grievances. That process is described in the Human Resources Manual and Faculty and Staff Handbook, establishing the protocol for submitting a grievance to the BoT when (1) internal grievance procedures have been exhausted and (2) the employee alleges either that (a) BoT policy or contract terms has been violated to his or her detriment or (b) BoT policy does not adequately protect his or her rights.

6.4.7 Reduction in Workforce

This policy outlines the procedures to be followed if the School is forced to reevaluate its programs and staffing needs due to unforeseen circumstances such as insufficient enrollment. If necessary, faculty and staff may be released from their duties in accordance with the law.

It's important to understand that this policy does not replace or supplement any other policies or clauses regarding contract termination or School closure. The purpose of this policy is to provide general guidelines for how the School would execute a reduction in force due to the elimination or consolidation of programs based on student and community needs. The Faculty and Staff Handbook contains guidelines for implementing this policy. Any recommendations for a reduction in force must be reviewed by the BoT submitted to the UEC CEO for approval.

6.5 Harassment Policy

The purpose of this policy is to provide a safe, respectful, and inclusive environment free from harassment, discrimination, and bullying. All staff have the right to work or participate in activities without fear of intimidation or abuse. All staff must treat others with respect and professionalism, refrain from engaging in any form of harassment and report harassment they experience or witness.

All complaints should be taken seriously and acted upon promptly. Anyone who experiences or witnesses harassment should report it to their Supervisor, Manager or Human Resources Manager.

All complaints will be investigated promptly, fairly, and confidentially. If harassment is found, appropriate corrective or disciplinary action will be taken, which may include warning, suspension, or termination.

All reports and investigations will be handled as confidentially as possible and will comply with applicable policies and laws of the State of Kuwait.

6.6 Whistleblower Policy

The School encourages employees to report unethical or illegal conduct of any type, and ensures that there will be no retaliation for reporting pursuant to the established protocol. The protocol for reporting and addressing alleged unethical or illegal conduct is described in the Human Resources Manual.

6.7 Human Resource Protocols (Human Resources Manual/Staff-Faculty Handbook)

AUS is committed to ensuring that employees are fully aware of standards and protocols regarding their employment. The Head of School shall maintain and promulgate appropriate handbooks and manuals describing expectations and rights and responsibilities of employees, aligned with School policy. Employees are required to review their relevant handbook and abide by the guidelines therein.

The Head of School shall notify the BoT of any significant variation from procedures, regulations, and protocols stipulated in the Manual.

Section 7: Curriculum and Instruction

AUS's main goal is to provide a high-quality instructional program for all students. This program should be up-to-date, effective, and of the highest standard. To achieve this goal, the school will implement a plan for regularly updating the curriculum, provide leadership for staff involvement in curriculum revision, seek expert consultant help when needed, provide professional development for staff, and promote the use of modern and effective instructional methods, techniques, and materials.

The school's educational program is based on the United States standard curriculum and aligned with the MoE requirements, which will prepare students for admission to post-secondary institutions in both the United States and internationally or enable them to transfer to other American schools.

AUS aims to provide a well-rounded education that includes not only academic subjects but also a diverse range of electives and extracurricular activities.

7.1 Educational Philosophy

7.1.1 Cross-Cultural Learning Opportunities

Instructional programs will develop an understanding of the language, culture, and customs of Kuwait and shall be included in the curriculum.

There are exceptional opportunities for learning and growth that young people gain from living in an international setting. Every effort will be made to take advantage of these opportunities, academically as well as socially and culturally, insofar as the laws and customs of the State of Kuwait allow.

7.1.2 Learning Objectives

The school's objectives should include:

- Supporting the student's mental, social, emotional and physical development based on their interests, abilities, and potential.
- Recognizing and addressing individual differences among students.
- Providing opportunities for students to achieve success in various settings.
- Teaching students how to self-evaluate and providing opportunities for practice.
- Connecting school activities to real-life situations or problems.
- Promoting understanding of social, political, and economic issues that students may encounter in life.
- Encouraging students to participate in group activities.
- Helping students acquire the knowledge and skills needed to make the most of their leisure time.

7.1.3 Instructional Standards

The School's curriculum and instruction is based on current American curriculum standards that include the essential skills, knowledge, and understandings that reflect the basic characteristics of curricula found in the best independent American and international schools, culminating in a US high school diploma.

Instruction at AUS shall be designed to:

- Fulfill the AUS mission;
- Align with the School's Vision and Guiding Principles;
- Achieve the School's Learning Objectives of High Quality Teaching and Learning; and
- Conform with the school's Strategic Plan.

In providing a quality education comparable to the best independent American and international schools, AUS shall offer the following levels and grades:

- Early Childhood (Pre-K)
- Elementary School (Grades KG to 5);
- Middle School (Grades 6 to 8); and
- High School (Grades 9 to 12).

Instruction at each level or grade shall be appropriate for the students' developmental, intellectual, emotional, social, and physical stage. It will also accommodate learning differences, within the limitations of resources made available.

7.1.4 Extended Day (Pre-K) Program

In accordance with school admissions procedures, an extended day care service will be provided for Pre-K students who apply. Additional fees do apply. The Head of School shall recommend guidelines for administering the extended day program.

7.2 School Calendar

The annual calendar of AUS shall be set by the Head of School in compliance with the MoE regulations and approved by the BoT in accordance with the curricular needs and the administrative requirements of the School, and include 173-176 instructional days.

Parent conference days are considered instructional days. The School adopts the State of Kuwait's national and legal holidays and will schedule around these days to ensure that accreditation goals are met.

7.3 Curriculum and Instruction

7.3.1 Curriculum Development

The curriculum of AUS, in accordance with its instructional goals, is closely parallel to the curriculum of U.S. schools serving the same grade levels. School curriculum is developed and evaluated by the school's professional staff, teachers, administrators, specialists, curriculum and instruction specialist, and consultants, under the overall responsibility of the Head of School. AUS has adopted the Common Core State Standards. These standards form the basis of educational outcomes for the school.

7.3.2 Instructional Materials

The philosophy, goals and objectives of the school will guide the selection of instructional and library materials. Basic textbooks to be chosen for classroom use will be selected with the aim of providing students with the best learning materials available; they should contribute toward the continuity, coordination, and effectiveness of the curriculum; and they should establish a general framework of the particular course or program being taught.

The Curriculum and Instruction Department and school principal, under authority delegated by the Head of School, has authority to approve textbooks, teaching aids, and library selections. Textbooks and selections will be recommended by a textbook evaluation committee. Each committee shall consist of appropriate classroom teachers, administrators, and curriculum staff. The committee will make recommendations to the school principal for approval. All texts and book selections are subject to compliance with MoE regulations.

Should particular subject matter or materials be perceived as inappropriate, such concern should be raised with the Head of School who shall be responsible for resolving the matter with due consideration of the relevant learning objectives, principles of academic freedom, and cultural sensitivity.

7.3.3 Material Selection/Controversial Issues

At American United School of Kuwait (AUS), we believe that family life and reproductive education should be incorporated into our health education curriculum at appropriate grade levels. We recognize that while the school plays a role in educating students about these topics, ultimately it is the responsibility of parents to guide their children's understanding of human development. We expect that teachers at all grade levels will provide students with accurate and honest information in response to their questions. However, when it comes to questions about values and ethics in family and personal relationships, we ask that teachers approach these discussions with care and sensitivity, recognizing that the school should not take the place of parents in addressing these matters.

7.3.4 Academic Freedom

AUS believes that academic freedom benefits both teacher and student and is a necessary condition for the fulfillment of the AUS mission. Teachers are granted "academic freedom" to exercise their right and responsibility to encourage freedom of discussion in the classroom and to develop students' critical thinking skills and a discerning intellect.

Application of the principle of academic freedom should take into account both relevant cultural mores and local laws as well as the relative maturity of students and the need for guidance and help in studying issues and respecting balanced viewpoints. Controversial issues will be presented in a fair and unbiased manner.

Accordingly, censorship or undue restraint that impedes instruction consistent, as

determined by the Head of School, with the school's mission and vision shall not be practiced.

The Head of School shall establish and implement guidelines to ensure that Academic Freedom is understood and honored throughout the School.

7.3.5 Technology Use

The appropriate use of technologies to enhance students' educational experience is vital.

The Head of School shall ensure that the effective use of technology is implemented, evaluated, and coordinated across all sectors of the school.

7.3.6 Virtual School

In the event of temporary or long-term closure of the School or withdrawal of a substantial number of students due to force majeure, AUS will provide continuing education through a "virtual school," utilizing faculty and staff supported by technology as appropriate. Guidelines for the AUS Virtual School will be promulgated by the Head of School annually, including:

- Student eligibility, differentiated by grade level for participation;
- Conditions under which the AUS Virtual School will be inaugurated;
- Guidelines for its operation;
- Clarification of standards and performance requirements;
- Protocols for internal accountability and recording/reporting student achievement; and
- Duration parameters.

The Head of School will ensure that preparations are made and the required resources are identified for the success of the AUS Virtual School, should it be needed.

7.4 Student Support Services

7.4.1 ESL Program

It is a policy of the school that the basic language of instruction in the school shall be English. In order to help students who do not have an adequate working knowledge of English, the school will provide English as a Second Language program up to the tenth grade of instruction. The Head of School supervises the development and implementation of English as a Second Language program. The program shall function under the same mainstreaming philosophy as applies to the schools other programs for students with special needs.

7.4.2 Counseling

AUS recognizes the importance of supporting the social and emotional development of students, as well as providing assistance in academic decisions, i.e. course choice, college application process, etc. Accordingly, the Head of School shall ensure the school maintains an effective Counseling Program, staffed by qualified professionals.

Guidelines for the Counseling Program are established in Administrative Regulations, the AUS School Counseling Handbooks and Job Descriptions.

7.4.3 Special Educational Needs Program
AUS does not offer a special educational needs program.

However, the school administration believes that all children, neurotypical as well as those with exceptional needs and gifts, have a right to be educated to the best of their abilities and in accordance with their individual needs. All students identified as “exceptional” are still bound by the school admission policy.

It is the policy of the school to try to accommodate such individual student needs as much as possible, within the limits of the school’s facilities and resources.

It is the practice of the school to offer remedial programs for students with specific needs depending upon the school’s facilities and resources. Among them is the program of English as a Second Language.

7.4.4 Class Size
AUS is committed to providing the conditions necessary for success in the classroom and the number of students in a classroom has a strong impact on that learning environment. The Head of School shall establish guidelines for class size and inform the BoT of any exceptions to those guidelines.

7.5 Activities Program

AUS shall initiate and maintain programs of co—curricular and extra—curricular activities for the benefit of the students. Co—curricular activities are those activities that take place outside the regularly scheduled class day and are open to all interested students. Clubs and intramural athletics are normally considered to be co—curricular activities. Extra—curricular activities also occur outside the regularly scheduled class day but are limited in the number of participants by a selection process. Interscholastic athletics and the middle school Student Council are examples of extra—curricular activities. Because this selection process makes the participants representative of the entire student body, participants will be expected to meet social and academic eligibility criteria.

AUS shall participate in interscholastic athletics with other schools within and outside the State of Kuwait.

Students may organize groups that will enrich and extend the students’ educational experience, consistent with the values of the school and State of Kuwait. These student organizations must be established and maintained under staff authorization and supervision.

The school itself may also sponsor activities or meetings of student groups. To meet the

wide range of student interest and needs, properly planned, appropriately supervised extra-class activities shall be offered if approved in advance by the administration.

7.6 Promotion and Retention

At the end of the year, a child may be promoted to the next grade or retained, in accordance with guidelines developed by the Head of School, with adherence to MOE and accreditation guidelines.

7.7 Report Cards and Conferences

Each school division will report a student's progress to the student and to the student's parents. Reports will be clear, concise, and accurate, and will reflect the improvement of the student's performance in terms of his abilities in the judgment of the school's professional staff. Report cards will be issued at least at the end of every nine— week period. "Notices of progress" may be used by the teacher between regular reporting times to notify parents of a student's work.

The Head of School will ensure that progress report forms or cards that will be useful and meaningful to parents, and will set regulations for parent—teacher conferences and discuss these with their staff. School-wide parent—teacher conferences shall be held at least twice per year. Generally, at the conclusion of the first and third grading periods. Additional conferences may be scheduled if deemed necessary by the administration. Conferences regarding individual students may be scheduled by the teacher or at parent request throughout the year.

7.8 Grading System

The administration and teaching staff of AUS will devise appropriate grading systems for use in their division. Grading systems should:

- Be as objective as possible,
- Be as consistent as possible from grade level, and made understandable to staff, students, and parents.

The grading system must reflect the student's academic achievement at his/her grade level. Application of the grading system should be flexible enough to account for individual differences. The grading system must be consistent with current grading practices consistent with MoE regulations.

7.9 Field Trips and Excursions

Student trips of significant educational value shall be encouraged, and student trips of recreational value shall be permitted. Student trips must have the prior approval of the principal. AUS recognizes the unique opportunities presented by its overseas location and actively encourages and supports student travel both within Kuwait and abroad.

Travel to other cities involving overnight stays will normally be allowed only for middle / high school students. All such travel must have the approval of the Head of School with

participating families bearing the financial responsibility for their dependents. All such travel will be coordinated by the principal or his/her designee.

7.10 Volunteers

AUS and the school administration recognize that an important resource of the school is to be found in the people of the school's community who have special knowledge or particular talents to contribute to the school program. The school, therefore, encourages the use of community resources and parent volunteers to help in the school. Volunteers will not teach, but may reinforce skills taught by professional staff. Additionally, volunteers shall not have access to cumulative folders, grade books, personnel files, psychological evaluations or any other type of personnel or confidential records. The Head of School and school staff will, from time to time, find appropriate ways to show the school's appreciation for its volunteers.

Section 8: Students

The school believes in the principle of equality of opportunity, so that every child, regardless of race, creed, color, sex, cultural or economic background, or political beliefs, is given the maximum opportunity for educational development. Therefore, the school educational environment places great emphasis on individual attention and instruction; stimulates and encourages each child's intellectual curiosity and enterprise; and fosters in each child a sense of self-worth and a sense of responsibility for his own work and progress.

No student will, on the basis of sex, be excluded from access to courses of study, athletics, career guidance, preparation for qualifying examinations, and extra—curricular activities.

8.1 Admissions

It is the policy of the school to admit students following the guidelines set by the Admissions and Placement Committee and approved by the Head of School. If the school does not have the financial or human resources to meet a student's educational needs, the students will not be admitted. It is the policy of the school to admit students from any waiting list in the order determined by the enrollment policy at grade levels where vacancies occur and insofar as facilities and resources permit. When possible, the school will provide preferential enrollment to US citizens.

The Head of School will assure appropriate regulations are established for the registration, admission, placement and withdrawal of students and will be the final responsible for its full and fair implementations. All admissions regulations will be published where applicable, on the school website and in the admissions and placement handbooks and Admissions Guidelines.

The school shall maintain current records indicating the number of students and families represented and also indicating the number of students and parents from each company or organization.

8.2 Placement of Students

Initial admission to Pre-Kindergarten (Pre-K) and Kindergarten (KG) will be based on the child's chronological age, attainment of age-appropriate developmental milestones, and overall school readiness.

Admission to other grades will be determined by the Admissions and Placement Committee, with final approval by the Head of School. The committee will consider prior school experience, report cards, successful completion of the previous grade, performance on a criterion-referenced assessment for grade 1 or a standardized assessment for grades
2-12, behavior reports, observations during testing, and the completion of a Confidential Reference Form.

8.3 Student Welfare and Safety

8.3.1 Child Protection

The safety of students shall be ensured through maintenance of safe facilities and supervision of students in school buildings, on school grounds, and during school sponsored activities. The Head of School shall implement protocols that ensure a safe, secure, properly supervised learning environment for AUS students.

Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. AUS endorses the UN Convention on the Rights of the Child and adheres to child protection law as stipulated by the Kuwait National Child Protection Program and Legislation.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at AUS must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with AUS processes and procedures aligned with the MoH. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer and the appropriate child protection agency in the home country, and/or to local authorities.

AUS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, AUS will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, and will make every effort to implement

hiring practices to insure the safety of children. In the case of a staff member reported as an alleged offender, AUS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority. AUS will comply with government reporting structures for suspected abuse. Additionally, AUS will report criminal allegations to the Kuwait authorities.

8.3.2 Medical Care

AUS shall employ at least one health officer who shall treat minor injuries and administer first aid. The health officer shall, when an illness or emergency occurs, see that the child involved receives the quickest and best medical attention possible in the circumstances. A parent may instruct the school not to administer internal medicine.

All students who enroll at AUS must have proper immunization from disease as prescribed by AUS. School authorities may order a physical examination, psychological, or educational psychological examination of any child applying for admission to or attending the school. Failure of a parent to conform to the request will result in the child being suspended from attendance at AUS—or, in the case of applicants, in denial of admission.

It shall be the responsibility of the health officer to notify the principal when a student does not comply with proper immunization requirements or required physical examinations. The principal will ensure that the child does not attend classes and that the parent is notified of corrective measures to be taken before admittance to class is allowed.

8.3.3 Bullying and Harassment

AUS will not tolerate harassment or bullying by any member of the community, student, teacher, administrator, parent, school/contractual staff, or visitor on the premises or at events sponsored by the school. The Head of School shall take the following steps to enact AUS practices and procedures:

- Publish and disseminate a clear definition of harassment and bullying
- Ensure that the educational program includes providing information about harassment and bullying to students as appropriate,
- Promulgate and enact an effective reporting and investigation/follow-up protocol in the event of suspected or alleged harassment or bullying,
- Establish, communicate, and enforce appropriate consequences for proven cases of harassment or bullying, including addressing knowingly false accusations.

8.3.4 Student Life

Students at AUS spend every day in a vibrant, stimulating, multicultural learning environment. In sustaining this aspect of student life, the Head of School shall

ensure that the School offers a variety of opportunities for students to engage socially, practice leadership, experience teamwork, and develop their creativity.

8.3.5 Searches and Interrogations

The principal or Head of School will make every reasonable attempt to notify parents prior to permitting any person from outside the school - including law enforcement officials - to question or detain a student. In no circumstance will a student be questioned or detained without the presence of either a parent or a school official; the school, having legal custody of the student during the school day and during approved extracurricular activities, must ensure that each student's rights are protected.

All school property is owned by AUS, and a search of school property, including but not limited to school lockers, may be made at the discretion of the Head of School or principal if suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school.

School officials may search a student's person only when there is strong suspicion that the student is in possession of drugs, narcotics, or other dangerous contraband. This suspicion may arise from either the student appearing to be under the influence or from credible testimony. Any search will be conducted in the presence of at least two adults of the same sex as the student. A report of the findings will be submitted to the parent, Head of School, and, if necessary, to the appropriate authorities.

8.4 Student Records

To provide students with appropriate instruction and educational services, it is necessary for the school to maintain extensive and sometimes personal information on them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian, yet be guarded as confidential information. It will be the responsibility of the Head of School to provide for the proper administration of student records in keeping with any applicable legal requirements, and to standardize procedures for the collection of necessary information about individual students.

All individual student records of the school are confidential. This extends to giving out individual addresses and telephone numbers. The Head of School is responsible for establishing and implementing guidelines for Student Records and informing students, parents, and faculty as appropriate of such protocols.

Section 9: Community/External Relations

9.1 Communications

Effective communication is crucial within the school community. The Head of School is

responsible for creating and implementing communication protocols within the school, including proactive communications from the school to home and a process for addressing questions and comments from students and parents. It's important to discuss and resolve operational matters among the people directly involved, escalating them to higher authority only when necessary.

If the issue is still not resolved, the concerned person can bring it to the Head of School's attention. If someone has questions or comments about school policy, they should direct them to the Head of School, who will consult with the BoT if necessary. The Head of School will then provide a response or take appropriate action based on the decisions made.

9.2 Community Relations

The school believes that parents are entitled to be well-informed about the school, about the way in which the children are being educated, and about the way in which school funds are being sent. Therefore, they endorse a practice of active, open communications between the school and the parents.

The school wishes to be a cohesive factor in the life of the diverse international community in Kuwait. For that reason, efforts will be made to keep the community at large informed of the services, accomplishments, needs, and goals of the school, and to involve the community in the work of the school for the benefit of the children. The following general guidelines have been established for the relations between the school and the community.

- The school shall maintain a complementary relationship to home and community.
- The assistance and participation of parents in the school's activity programs shall be encouraged.
- Activities that are for public view shall be kept to a minimum. Public performance of the activities shall be supervised. Such performances may not be held for purposes which contribute to private gain or advantage.

9.2.1 Community Use of Facilities

School facilities can only be utilized for activities involving or of direct benefit to the students of the school. The use of the school by any community group for activities not of direct benefit to the students of AUS is prohibited, except when approved by the Head of School. No school facility is to be scheduled for use outside of school hours without the knowledge and approval of the Head of School. Non-school personnel or organizations may not use school facilities for personal profit; i.e., selling products, tickets, etc, except when approved by the Head of School.

Organizations providing products or services for the benefit of students and operating with a written agreement with the school shall be exempted.

9.3 Parent Involvement

9.3.1 Parent-Teacher-Student Organization

AUS values the contributions of its parents and authorizes the establishment of a Parent-Teacher-Student Organization (PTSO) whose objectives are:

- To develop the Student Life program and enhance the educational environment for AUS learners
- To promote positive relationships among all AUS community members
- To raise funds and help the school provide additional resources for AUS students by bringing together parents and teachers in working towards a common goal
- To encourage parents to become more involved with AUS and to develop stronger links between the school and home

The PTSO is authorized to establish By-Laws and procedures based on the AUS PTSO Constitution, which is approved by the Head of School.

9.3.2 Parent Information

Informing parents of the many aspects of AUS occurs in many ways, prime among them, the compilation of guidelines, protocols, and procedures into a handbook distributed to all parents upon enrolment and updated annually. The Head of School is responsible for promulgating the Handbook (in the form of a Parent Handbook or a Student-Parent Handbook) and parents are expected to be familiar with its contents.

9.3.3 Parent involvement in Decision Making

Active parent participation is essential if the school is to attain and maintain the high level of educational excellence that our students deserve; for that reason, parents are encouraged to express ideas, concerns, and suggestions about the school to the Head of School, division administrators, and the staff.

The school encourages parent involvement through parent-teacher associations, booster clubs, and similar organizations. Finally, individual parents who are especially qualified because of interest, training, experience, or personal characteristics are encouraged to contribute their talents to the school. From time to time, such persons may be invited to act as resources or advisors to the school.

9.3.4 Community and Parent Complaints and Grievances

Constructive criticism of the school, its programs, and its employees is welcome when it is motivated by a sincere desire to improve the quality of the school and to help the school do its work more effectively. The school administration and the school staff will listen attentively and courteously to parents and interested citizens who have concerns or complaints about the school or its people, and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve.

In general, complaints are best resolved at the level where they arise: between parent and teacher or student and teacher, at the classroom level. Protocols and

guidance for registering concerns are stipulated in the Parent and Student Handbook.

9.4 External Relationships

9.4.1 Regional and International Association of Schools
The school shall be an active member of appropriate regional and international associations of schools. Specific memberships shall be determined by the Head of School.

9.4.2 Office of Overseas Schools and Other Associations and Agencies
AUS shall maintain harmonious relations with various groups and agencies in the United States whose purpose is to foster, support and encourage American overseas schools. Relationships shall be maintained with the Office of Overseas Schools of the U.S. Department of State, Near East / South Asia Council of Overseas Schools (NESA), National Association of Independent School (NAIS), Association for the Advancement of International Education (AAIE), the accrediting agency of Council of International Schools (CIS) and Middle States Association (MSA), and professional. Relationships with other agencies may be established from time to time for mutually beneficial purposes.

9.4.3 Relations with Local US School Districts
AUS may associate itself with a school or school district in the United States as part of a “sister school” program. A sister school furnishes valuable aid in such areas as audio-visual materials, guides, text selection, and professional consulting and advice. Specialists from the sister school may visit AUS to provide expert help with particular programs and projects; conversely, professional staff members from AUS may visit the sister school.

9.4.4 Relations with US Universities and Colleges
AUS may engage the services of various U.S. schools, colleges and universities to act as consultants, provide educational services and / or training, etc. AUS may also cooperate with various schools, colleges, universities and agencies in programs which will be of benefit to the school, its staff and / or students.

Section 10: Educational Continuity

In the event of a crisis or identified risk, the BoT is committed to ensuring the continuity of essential business operations and the uninterrupted provision of high-quality education. This provides a framework for risk mitigation, preparedness, and response to safeguard the school community and ensure minimal disruption to student learning.

10.1 Business Continuity Planning

Essential school functions, including administration, communication, finance, and technology, will have contingency plans in place to ensure that operations can continue during and after a crisis. Back-up systems and protocols, such as cloud-based data storage and remote administrative tools, will be utilized to maintain business continuity.

10.2 Continuity of Learning

In the event of a disruption to in-person learning, the school will implement alternative methods, including online platforms, blended learning models, or hybrid teaching strategies, to ensure that students can continue their education with minimal interruption. Faculty and staff will receive training and resources to effectively deliver instruction through various modalities during a crisis.

[Should we Include who or how the school decides to launch online or alternative forms of learning. Who decides this and how?**]**

10.3 Communication and Collaboration

Clear communication channels will be maintained with students, parents, staff, and the wider school community throughout any crisis, ensuring timely updates on school operations and learning expectations. The school will collaborate with local authorities and follow national or regional guidelines when responding to a crisis to ensure a coordinated and effective response.

10.4 Follow the Crisis Communication authority matrix to ensure all relevant stakeholders are informed in a timely manner. Follow school guidelines for communication with internal and external relevant stakeholders.