



MIDDLE SCHOOL
STUDENT HANDBOOK **2016-2017**

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WELCOME TO THE MIDDLE SCHOOL



Dear Students and Parents,

Welcome to the 2016-2017 school year in the AAS Middle School! Our Mission is to empower our students to **Respect** self and others, **Love Learning**, and **Contribute** as globally aware citizens in order to achieve individual academic and holistic excellence. Whether you are new or returning to AAS, we welcome you to a fantastic year where we will collaborate in order to bring the AAS Mission to life.

Students in the Middle School are expected to use the Student Planner as an organizational tool to help them with their learning. For 6th Graders, use of the planner is mandatory. For 7th and 8th Graders it continues to be a highly recommended tool on their path to success. Parents can also refer to the planner to track homework assignments and assist students in meeting deadlines.

The first section of the planner contains the official Middle School Handbook. In it you will find important information about our academically rigorous program, support system, after-school activities program, and Code of Conduct, and details about Standards Based Grading and Reporting. We encourage you to familiarize yourself with the contents of the Handbook, as it guides our policies and practices here in the Middle School.

These Middle School years are a very exciting time of growth and development. As students, it is exciting to be more independent and have more privileges. As parents, this is a time for change, support, and encouragement. As educators, it is a time to set high expectations, provide challenges, and encourage new opportunities. Middle School is a very busy time and our Middle School is a very busy place that is focused on the students.

Please do not hesitate to contact us at any time if you would like more clarification or if we can be of assistance at any time. We look forward to a successful and exciting 2016-2017 school year!

All the best,

Noah Bohnen
Middle School Principal

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

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1.1 MISSION STATEMENT

AAS empowers each student to

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

in order to achieve individual academic and holistic excellence.

1.2 CORE VALUES

Core values are the essential and enduring tenets of AAS, the small set of guiding principles that have a profound impact on how everyone at AAS thinks and acts. They are the soul of AAS - the values that guide all actions.

AAS believes equally in the value of

- Making decisions based on the students' best interests
- Developing the whole child
- Supporting student success through community partnerships
- Delivering a challenging and inquiry-based curriculum in an engaging manner
- Reviewing curriculum via a reflective and dynamic process
- Respecting self and others
- Providing an emotionally and physically safe environment where people want to come each day
- Providing students with an international perspective in order to prepare them for future challenges and contributions.

1.3 VISION

We inspire student learning

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

1.4 VISION OF AN AAS STUDENT

AAS educates students to become:

Learners who

- Possess a strong knowledge base in core academic areas
- Make connections between disciplines
- Read and write well for a variety of purposes
- Speak with confidence in a variety of situations
- Listen actively
- Explore and develop their potential in the arts
- Use technology to assist communication and to enhance learning.

Self-directed, successful students who

- Inquire and research
- Achieve their goals and reflect upon their performances
- Demonstrate commitment and perseverance in learning
- Work independently and cooperatively
- Think critically and flexibly
- Model academic integrity and honesty
- Maximize their opportunities for learning within and beyond the classroom
- Value and engage in healthy lifestyle practices
- Possess the skills and enthusiasm for lifelong learning.

Responsible and positive members of the community who

- Develop principles and self-management that will guide their decisions
- Show respect and open-mindedness towards other people and cultures
- Exhibit curiosity about the world in which they live
- Express confidence and act upon their thoughts and beliefs
- Reflect upon issues facing society and respond through positive action.

1.5 A BRIEF HISTORY

Founded in 1949, the Anglo-American School of Moscow (AAS) is located in a purpose-built, state-of-the-art, 24,000-square-meter campus in Northwest Moscow. Approximately 1200 students from over 60 nations attend classes from Pre-Kindergarten (age 4) through Grade 12. AAS is an independent, non-profit, coeducational day school for children of the expatriate diplomatic and business community, as well as Russian nationals. The language of instruction is English. The Council of International Schools and The New England Association of Schools and Colleges accredit the Anglo-American School of Moscow jointly.

PROGRAM OF INSTRUCTION

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2.1 THE AAS MIDDLE SCHOOL

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

In the Middle School, the target enrolment is 18 students per class and the language of instruction is English. The basic curriculum for all Middle School students includes English language, science, mathematics, and social studies. In addition, classes in art, music (either instrumental or vocal), physical and health education, technology, theatre arts, electives, and Advisory are required for all students. Foreign language (Russian, French, or Spanish) is also a required course for all students not enrolled in the English for Speakers of Other Languages (ESOL) program.

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

2.2 SCHOOL HOURS

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

2.3 THE SCHOOL DAY

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

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

The class day operates on a four-day semi-rotating block schedule. The scheduling of blocks of time gives ample opportunity for labs and extended projects to be a regular part of each student's experience. It also provides for a more unified and less frenetic day for both students and faculty. This model allows students to have classes at different times of the day, and also ensures a more equal distribution of classes.

2.4 MIDDLE SCHOOL DAILY SCHEDULE AND ROTATIONS

	REGULAR	WEDNESDAY
PERIOD I	08:30-09:50	09:15-10:30
Break	09:50-10:00	10:30-10:40
PERIOD II	10:00-11:20	10:40-11:55
Transition	11:20-11:25	11:55-12:05
LUNCH	11:25-12:00	PERIOD IIIa 12:05-12:45
Advisory/Assembly	12:00-12:35	LUNCH
Transition	12:35-12:40	12:45-13:25
PERIOD III	12:40-14:00	PERIOD IIIb 13:25-14:05
Break	14:00-14:10	14:05-14:15
PERIOD IV	14:10-15:30	14:15-15:30

DAY 1	DAY 2	DAY 3	DAY 4
A	E	D	H
B	F	B	F
C	G	C	G
D	H	A	E

Lunch and Breaks

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

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

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

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

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

2.5 HOMEWORK

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

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

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

Preparation Work - Pre-reading, research, studying for an assessment, etc.

This translates to about 20 minutes per night per subject, on average, recognizing that there will be an ebb and flow of no homework vs. more homework.

2.6 THE ADVISORY PROGRAM

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

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

Each Advisory has approximately 10 students and meets four days a week for 30 minutes. During this time, students engage in activities and discussions that focus on academic progress, social development, personal growth, and community awareness. For example, during one week Advisories may focus on organizational/study skills, and the next week students may be involved in self-awareness activities. Advisory activities are designed and differentiated to address the developmental needs of each grade level. Advisory time also remains flexible so that attention may be given to a specific current event.

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

2.7 ELECTIVES

There are four Middle School elective sessions each year. At the beginning of each session, students have the opportunity to indicate their choices for elective classes. The electives are diverse and in recent years have included: advanced computer courses (robotics, animated art, etc.), community service groups, literary magazines, newspapers, life skills, self-awareness, cooking,

various crafts, ecological clubs, culture clubs, applied math and science, etc. The elective choices are posted on the school website at www.aas.ru/MS/electives.

2.8 SERVICE LEARNING

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

2.9 STUDENT LEADERSHIP

The Middle School Student Council consists of representatives from the three grade levels. From this group of representatives, officers are elected. Student Council is designed to be a voice for all students in effecting change within the Middle School as well as to represent the school on various committees and at community events. The Middle School Student Council has hosted social dances and created and supported school spirit activities, such as "Wacky Days." These representatives work diligently to facilitate communication between school administration and the Advisories.

2.10 COUNSELING

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

2.11 DISCOVERY WEEK, FIELD TRIPS AND EXCURSIONS

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

Tentatively, the Discovery Week trips for the 2016-2017 school year are: Grade 6 - Suzdal; Grade 7 - Kaliningrad; Grade 8 - Altai. All students are strongly encouraged to participate in the above trips. In the event that a student is unable to travel, a school-based Discovery Week program, usually modeled after a personal project, is available.

Discovery Week trips are organized by Advisory groups, who travel with advi-

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

Detailed information about the Discovery Week program will be disseminated to parents and students in a timely manner. Parents are always invited to an informational meeting to discuss the trips before the departure date. Also, please check our school's website at www.aas.ru/MS/Discovery-Week for more detailed information.

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

Sports and activity groups give students yet another opportunity for travel and participation in inter-scholastic competition. Students traveling outside of the school are still obliged to adhere to the school's code of conduct.

2.12 PENGUIN LIFE: ATHLETICS, AQUATICS, ACTIVITIES

"Penguin Life" encompasses our after-school athletics, aquatics, and activities programs, which include a variety of enrichment and recreational pursuits. The program offers a wide range of choices to all students, regardless of ability. Penguin Life is strongly linked to our CEESA sports and activities.

CEESA Sports and Activities

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

Traveling Groups

Each of the sports and activities allows for a limited number of AAS Middle School students to travel outside of Russia to compete or participate in inter-scholastic events. Since there are always more students who wish to participate than there are places available, a selection process is used to decide which students may participate. Skill, aptitude, attitude, and sportsmanship, and academic standing are very important criteria in this selection procedure.

The timelines for the selection process are set by visa procurement and flight reservation deadlines.

The Middle School embraces the philosophy of maximum participation where the skills and interests of any attending student are nurtured and enhanced through a process of individual and group coaching, and through competition.

When a traveling group is chosen, there are usually one or two students named as “alternates” who will be invited to travel if one of the students on the traveling list withdraws. Those students on the traveling list as well as any students designated as alternates must continue to participate in practices and rehearsals while maintaining an acceptable level of academic performance until the group departs. Also, all team members must continue to demonstrate good citizenship in all areas of their school life. The coaches/sponsors of an activity, in consultation with the Principal, will make the ultimate decision concerning team membership and travel. If a team member’s academic performance should deteriorate, or should there be any significant disciplinary problems, permission to travel may be withdrawn by the Principal.

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

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

School Colors and Mascot

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

2.13 EXTENDED DAY PROGRAM

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

2.14 SUPPLIES AND TEXTBOOKS

The school furnishes any necessary textbooks. Students should take every precaution to protect school-issued textbooks from excessive wear and tear.

Replacement costs for lost or damaged books will be charged to the student and school reports will be withheld until replacement or payment is made.

Each student receives a student planner at the beginning of the school year. Students can purchase a new planner from the Middle School office should they lose the planner given to them. Students are also issued a lock for lockers, which should be returned to the school at the end of the school year. Students are responsible for the replacement costs if they lose their locks.

Students are expected to supply their own paper, calculator and writing supplies. When entering AAS, families are given a list that outlines the basic supplies needed. This list may be found at www.aas.ru/MS/school-supplies.

2.15 END OF YEAR OR TRANSFER/WITHDRAWAL

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

No final records will be released until all school materials are accounted for and all financial obligations met.

COMMUNICATIONS

3

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

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

3.1 E-MAIL CORRESPONDENCE

It is necessary for the school to have a reliable email address to contact parents. Newsletters, messages from teachers and administration, and community information are sent to parents via email. Information forms are sent home with your child during the first week of school; please ensure that your correct contact information is included on these forms and returned to the school as soon as possible. If your email address changes during the year, please contact the Middle School office with your new e-mail address.

3.2 NEWSLETTER

The weekly online newsletter is published on Wednesdays. Parents and students receive the online newsletters each week by e-mail. The newsletters are posted on the AAS website at <http://www.aas.ru/newsletters>.

3.3 STUDENT PLANNER

At the beginning of the school year, each Middle School student receives a planner. Students are required to keep their planners up-to-date. Teachers and advisors will ask to see them on a regular basis to ensure students are on track. These planners help students learn the benefits of organizational and planning skills. Parents should also look at the planners. This way, they will not only stay abreast of their child's program of study, but also, if needed, can correspond with their child's teacher with routine questions, comments or concerns. The planner must be brought to each class daily.

3.4 BACK-TO-SCHOOL NIGHT

Early in the school year, parents are invited to an evening meeting to meet their child's teachers and to follow a sample schedule, during which time parents

attend classes as their child would.

3.5 PARENT MEETINGS

Each quarter, parents are invited to attend meetings with the Principal to receive updates on the program and to share questions and concerns. For detailed times and locations please consult the school calendar.

3.6 REPORT CARDS AND ASSESSMENT

Parents can access their child's grades and schedule online at any time via NetClassroom at <http://netclassroom.aas.ru>.

If you have difficulty accessing Netclassroom, please email netclassroom@aas.ru. Students are taught how to log in at the start of the academic year, and parents will receive an email with instructions. Detailed report cards are available online in PDF format at the end of each semester, with progress reports after the first and third quarters.

Student achievement in the Middle School is assessed against the learning standards for each subject, using a four-point scale. "Meeting" standard is our goal for students. Students that are making progress toward the learning standards are assessed as "Approaching" standard. Students that are not yet able to demonstrate sufficient understanding are "Not Meeting" the standards.

Occasionally, student understanding is communicated at a very high level and students will be rated as "Exemplary" in a standard, while students that have not completed sufficient work so as to be accurately assessed are denoted with "Insufficient Evidence."

Please see the detailed proficiency language for both teachers and students in the following table.

PROFICIENCY LANGUAGE	
EXEMPLARY	
FOR STUDENTS: My final result is far above the targeted learning. Exemplary can happen when work shows deeper than normal understanding, when learning is applied to new situations, or when I go to the next level or step on my own. Exemplary work stands out.	FOR TEACHERS: Learner demonstrates and communicates a high-level understanding of learning outcomes. This may include an application of significant concepts, knowledge, and skills in real world contexts, across transdisciplinary opportunities, and/or within a set of curricular standards beyond those targeted.

MEETING STANDARD

FOR STUDENTS:

Mission accomplished!! I have met the goal. I clearly demonstrated that I can apply the targeted skills, knowledge, and/or understandings.

FOR TEACHERS:

Learner independently demonstrates and communicates a clear understanding of targeted learning outcomes, including proficient application of significant concepts, knowledge, and skills.

APPROACHING

FOR STUDENTS:

I am learning but am not quite there yet. Either I am missing some understanding or I cannot apply my learning correctly every time. I am moving in the right direction but need to find out how to meet the target(s).

FOR TEACHERS:

Learner demonstrates progress towards meeting targeted learning outcomes but may require various degrees of additional instruction, teacher support, and time in order to show understanding and application of significant concepts, knowledge, and skills.

NOT MEETING

FOR STUDENTS:

There is a problem. I am not demonstrating the learning and I am not making progress. Big changes need to happen when I am here. I should consult with my teacher as soon as possible.

FOR TEACHERS:

Learner was not able to adequately demonstrate and communicate a sufficient understanding or application of the learning goals, requiring immediate intervention.

INSUFFICIENT EVIDENCE

FOR STUDENTS:

I cannot be given an accurate assessment of my learning. This happens when I have been absent for much of the class time or I have not been submitting my work. It is time to work with my teacher and parents so I can demonstrate my learning.

FOR TEACHERS:

Insufficient evidence is available to accurately determine the learner's progress toward attainment of the learning goals, which may be due to late enrollment, attendance, or inconsistent completion of significant coursework.

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

APPROACHES TO LEARNING: SELF-MOTIVATED LEARNING

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

APPROACHES TO LEARNING: MANAGING ASSIGNMENTS

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

APPROACHES TO LEARNING: PREPAREDNESS FOR CLASS

	CONSISTENTLY (C)	USUALLY (U)	SOMETIMES (S)	RARELY (R)
The student demonstrates:				
By being punctual, ready and prepared to begin each class with the correct materials.	<p>When preparing for class, student consistently:</p> <ul style="list-style-type: none"> - arrives on time to class - brings necessary materials to class - is in place, attentive, and ready to begin when class starts 	<p>When preparing for class, student usually:</p> <ul style="list-style-type: none"> - arrives on time to class - brings necessary materials to class - is in place, attentive, and ready to begin when class starts 	<p>When preparing for class, student shows inconsistencies attending to tasks at the start of class and may:</p> <ul style="list-style-type: none"> - arrive late - be missing necessary materials - be out of appropriate seat - be distracted 	<p>Student is frequently tardy to class and/or does not have necessary materials with-out reminders from teacher. Student is regularly off task when class begins.</p>

APPROACHES TO LEARNING: ENGAGEMENT IN CLASS

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

APPROACHES TO LEARNING: ENGAGEMENT IN CLASS

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

APPROACHES TO LEARNING: SOCIAL RESPONSIBILITY

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

Other Symbols Used in NetClassroom:

EXE - Exemplary

MTG - Meeting

APP - Approaching

NM - Not Meeting

IE - Insufficient Evidence

NG - No grade: advisories and electives are non-graded classes.

NA (or blank) - Not applicable: student was not enrolled during the current semester or quarter, or standard was not assessed.

C – Consistently

U – Usually

S – Sometimes

R – Rarely

3.7 PARENT-STUDENT-TEACHER CONFERENCES

Formal conferences take place in autumn and spring each year. However, parents are invited to meet with teachers at any time to discuss their child’s progress.

3.8 COMMUNICATING WITH TEACHERS

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

3.9 MESSAGES FOR STUDENTS & OUTSIDE COMMUNICATIONS

Please do not contact your son or daughter on their mobile phone during the school day. If parents have messages for students, they should contact the Middle School office and the message will be relayed through the school secretaries: +7 495 231 4483, ms.office@aas.ru

3.10 EMERGENCY CONTACTS

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

A SOUND SET OF SCHOOL POLICIES

4

4.1 GUIDELINES FOR ACADEMIC INTEGRITY

1. Regarding Homework

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

Examples of homework activities that **DO NOT** violate the Guidelines of Academic Integrity include:

- Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution.
- Review of a question or problem by another person for the purpose of getting suggestions for a strategy for solutions, as long as the solution is entirely worked out by the student.
- Work that is assigned and announced by the teacher as work that will not be graded and which the student completes with another person, or persons, with the knowledge of the teacher.

Examples of homework activities that **DO** violate the Guidelines of Academic Integrity, include, but are not limited to:

- Solving problems or answering questions for which another student will receive a grade.
- Copying or paraphrasing another student's work, or the work of an author, in whole or in part, and claiming it as one's own.
- Turning in someone else's work as the student's own.
- Allowing/encouraging another student to copy all or part of one's own work and claim it as one's own.
- Taking information directly from the Internet and presenting it as one's own.

2. Regarding Tests And Quizzes

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

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

This list is neither exhaustive nor all-inclusive.

STUDENTS FOUND TO BE IN VIOLATION OF THESE GUIDELINES COULD FACE THE FOLLOWING:

1st Instance Of Academic Dishonesty (Remedial Actions):

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

2nd Instance of Academic Dishonesty:

- Meeting with parents
- Student completes an alternate assignment without loss of marks
- Note in student's file
- In-school suspension or Saturday school
- Continued enrollment is in jeopardy

3rd Instance of Academic Dishonesty:

- Student will be asked to withdraw or face expulsion from the Anglo-American School of Moscow.

4.2 ATTENDANCE POLICY

A Middle School student who misses more than six classes in one subject area over the course of a semester may jeopardize their promotion to the next grade. Chronic absenteeism and tardiness may adversely influence a student's future enrollment opportunities at AAS. It is the responsibility of the student to make up missed assignments.

Punctuality

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

Absences for Health Reasons

Parents should phone the Middle School office at +7 495 231 4483 by 08:30 if their child will be absent from school for any reason. This is particularly important for emergency procedural reasons. If a student is absent from school, then she/he will not be allowed to participate in after-school or evening school events on the day of her/his absence unless otherwise mutually arranged by school and home.

Extended Absences

When a family must take a student away from school for an extended period, prior notice equal to the anticipated time away must be given to the Middle School Office. This notice is necessary so the student's advisor and/or teachers can provide the student with the school work that will be missed. In most circumstances, an effort will be made to provide students with work that might

be accomplished outside of school. The student is responsible for making up missed work. The school cannot take responsibility for diminished achievement resulting from a student's absence. Teachers and administrators at AAS are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays.

School Dismissal

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

4.3 MIDDLE SCHOOL UNIFORM

Middle School students at AAS wear a uniform in order to:

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

The Gap and Schoolwear International (www.s-i.org.uk/aasm) are recommended vendors but please feel free to purchase your uniforms at any other store, as long as they follow the guidelines found at www.aas.ru/uniforms.

Note: no brand logos are allowed on the uniform.

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

Students who do not honor the uniform code will be asked on the first occasion to wear a uniform provided. For a second infraction of the uniform code students will be required to contact home via telephone. If a third infraction of the uniform code should occur, then the student is sent home accompanied by a note indicating the expected school dress. If for any reason sending the student home is not possible, then the student will remain at school, but not in class. In this case the student is responsible for making up any missed school-work. In addition, on that day the student will not be permitted to participate in after-school activities.

Uniform Regulations Are As Follows:

ITEMS	DESCRIPTION	COLORS
Girls' and boys' shirts	short- or long-sleeved polo shirts without logos	Russian red*, white
Boys' pants/shorts	pleated or plain front, shorts must be knee-length	navy blue, khaki, black
Girls' pants/skirts/skort/shorts	pleated or plain front, skirts/skort/shorts must be knee-length	navy blue, khaki, black
Girls' pinafore	must be knee-length	navy blue
Shoes (boys & girls)	closed toes and heels; trainers or leather uppers (no boots) with minimal logos	primary colors
Socks (boys & girls)	crew or sport; girls may also wear tights or knee-high socks	navy blue, white, black
Outerwear (boys & girls)	Sweatshirts or sweaters, hooded or not hooded, or AAS sweatshirts/hoodies	Russian red*, navy blue, white, black

Dress Uniform: White, long-sleeved oxford button-down collar shirt, navy blue slacks/trousers, tie, black shoes, black socks, and black belt. Girls may wear the above or the navy pinafore or skirt with the white long-sleeved oxford, tie, and tights or socks.

* *Russian red is between a true red and burgundy, more red than burgundy. Please view the AAS website for a photograph: www.aas.ru/uniforms.*

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

4.4 CLOSED CAMPUS POLICY

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

4.5 SCHOOL VISITORS

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

- All school visitors must possess a school ID badge or secure a visitor's pass from Security.
- Parents or family help who need to speak with a student or make a delivery should report to the Middle School office. The office staff will arrange the delivery or contact the classroom teacher to have the student released from class when it is convenient.
- With appropriate advanced planning, it may be possible for a visiting student to attend classes for up to two days, accompanied at all times by an AAS student. Permission to bring a student guest to the school must be sought in advance from the Principal and the Director of Security. In order to secure advanced permission the AAS host student will:
 - a. Complete a Guest Visitor Form (available in the Middle School office) that includes the signatures of each teacher for the day of the visit.
 - b. Return the completed form to the Principal or Assistant Principal at least one day in advance of the visit.
 - c. Apply for a visitor's pass from Security, one day in advance of the visit.
- On the day of the visit, the visiting student must sign in at Security and wear the assigned visitor's badge at all times. The visiting student must be introduced to the Middle School office (at least one secretary and one administrator) before the start of classes.
- Visitors are expected to follow all school rules; the host is responsible for the behavior of the guest.

4.6 GUARDIANSHIP POLICY

It is essential that the school knows who is responsible for each student at all times in order to be able to respond to a medical, security, or other emergency. Except in a family emergency or brief travel, it is expected that students will live with parents or a legal guardian. Exceptions to this policy will be considered on an individual basis.

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

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

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

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

4.7 SECURITY POLICY

The school considers it very important to provide a secure and protected environment that enables students to study, staff to work, and parents and others to be active members of the AAS community. The main security requirements are:

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

A full version of the AAS Security Policy is available at the reception desk at the main entrance. Please also inform your family helpers about these requirements.

4.8 TRAFFIC POLICY

AAS does not provide home-to-school bus services directly. Bus services are contracted between families (or companies and embassies) and service providers. The school does maintain a cooperation agreement with Transport Link Service (TLS), which has proved to be reliable over the years. Please visit www.aas.ru/bus for more information about TLS. However, parents are free to make arrangements with any transportation provider they wish.

Cars are allowed in the school compound to drop off and pick up students. To ensure a safe and smooth flow of traffic on the compound, AAS enforces a Traffic Policy. The main requirements are:

- Only vehicles with an AAS Parking Permit can enter the AAS compound. The permit states where the vehicle can be parked. For a detailed description of the parking regulations please read the Traffic Policy.
- Maximum speed on the AAS compound is 10 km/h.
- Pedestrians always have the right-of-way on the AAS compound.
- The direction of traffic is one-way only. Vehicles are not allowed to block traffic.
- All drivers must follow the instructions of AAS Parking Monitors at all times.
- Repeated violations of the Traffic Policy will result in confiscation of the parking permit.

A full version of the AAS Traffic Policy is available at the reception desk at the main entrance.

4.9 EMERGENCY SITUATIONS

To respond quickly and effectively to emergency situations, AAS has developed Emergency Procedures. Those procedures are known to all students, faculty and staff and are exercised regularly. If an emergency occurs, a fire alarm rings and the school is evacuated immediately. The entire AAS community must respond according to the directions stated below:

- Remain calm, stop talking, listen to instructions, and go to the nearest exit immediately.
- Do NOT go against the flow of people and do NOT use the elevators.
- Go to one of the assembly areas: Elementary School - to the Lower Fields, Middle School - to the Upper Fields, High School -

to the Tennis Court, Administrative Staff - to the Lower Fields.

- Remain in the assembly areas until further instructions are given.

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

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

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

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

An "All Clear" signal will be given when the emergency has been resolved. Please instruct your family helpers regarding these emergency procedures.

4.10 CONDUCT AND BEHAVIOR

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

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

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

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

- Treat people and property with dignity and respect
- Participate actively in the learning process
- Complete assignments within the agreed time frame
- Exhibit a positive attitude
- Act responsibly and honestly
- Arrive at school punctually and prepared to learn
- Use appropriate language.

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

- Disrupt classes with unacceptable behavior
- Be absent from class without the permission of a teacher
- Leave school grounds without permission
- Bring to school weapons (real or any resemblance), radios, chewing gum, or portable entertainment devices.

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

- Violence or bullying
- Stealing
- Purposeful destruction of property.

4.11 PROGRESSIVE DISCIPLINE MODEL

Students who repeatedly violate school and/or classroom rules will be assigned to Detention. Faculty and staff will monitor this after-school period.

Students are to report on time to the announced location. Any disruptive behavior in Detention will result in additional Detention periods for a student. There will be no participation in any extra-curricular activity while a student is serving Detention.

If a student fails to respond to repeated Detentions, the level of discipline will be increased. This might include clean-up duties, removal from extra-curricular activities, in-school suspension, Saturday school, withholding of school admissions contract until conditions for admission are established, out-of-school suspension, being asked to withdraw from the school, recommendation to the School Board for expulsion from school and expulsion from school.

4.12 HARASSMENT POLICY

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

Policy Statement

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

Definition

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

- Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship.
- Unwelcome and offensive jokes, remarks or epithets based on race, color, religion, age, sex, sexual orientation, physical appearance, national origin, or disability.

- Speech or the display of materials that is intended to be demeaning or degrading or reasonably could be considered so.
- Unwelcome physical contact including, but not limited to, violence, patting, pinching, hugging or kissing that is either persistent or intentional.

Education and Prevention

The prevention of harassment requires a thoughtful educational program. Each year, administrators and counselors will discuss bullying and harassment with teachers, staff, and students so that everyone will understand the intention of the policy, how to take action, and the possible consequences of violating the policy. Reflecting their joint responsibilities, parents are urged to support school efforts by discussing the issues covered by this policy at home and to address any questions to the administration. An adult who witnesses or is informed about conduct that may constitute harassment must take action to stop it and must report it to a Principal or to the Director. Students are encouraged to do likewise.

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

A member of the school community who believes she or he has been subjected to harassment should first consider telling the other person(s) that the conduct is offensive and request that it stop. If it is difficult for the student or adult to speak directly to the person or if the offensive conduct does not stop after a request to cease, a student should report it to any faculty member or to the Principal, Guidance Counselor, or Director, or may ask a parent or guardian to do so. A faculty member affected should report the conduct to the Principal or the Director. A prompt and thorough investigation will follow.

Confidentiality

Reports of harassment will be treated confidentially in as far as possible and will be reported to others within the school community on a need-to-know basis. However, in almost every circumstance, the alleged offender will have to be informed so that the relevant facts can be gathered. The school reserves the right to bring any complaint to the attention of parents and guardians of the students involved at any stage.

Consequences

The relevant supervisor, Principal, or Director will promptly investigate all complaints regarding harassment. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The behavior need not be intended to be harassment to constitute harassment. It is considered to be harassment if one knows or ought reasonably to know that the behavior is offensive or unwelcome.

If the complaint is determined to have merit, the school will place a record of

it in the student's or employee's file and take appropriate action such as counseling, detention, suspension, or probation. If expulsion or dismissal is deemed appropriate by the Director, the Chairperson of the School Board will be notified.

No member of the community should be afraid to make a complaint for fear of reprisal or getting another person in trouble. Retaliation or threats of retaliation against anyone who makes a complaint of harassment is itself a violation of this policy. A person who knowingly makes a false report of harassment also may be considered to have violated this policy.

If harassment has taken place and the harasser has not left the school, there will be a follow-up to ensure that the behavior has ceased.

4.13 POLICY ON DRUGS AND ALCOHOL

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

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

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

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

listed substances is also prohibited under this policy.

“Use” by definition is when a student has voluntarily introduced, by any means, into his or her body a prohibited substance recently enough that it is detectable in the student’s physical appearance, actions, breath, speech, or chemical analysis. “Under the influence” is defined as not having the normal use of mental or physical faculties due to the use of the drug or alcohol. A student is considered to be under the influence when he/she tests positive for any prohibited substance at any level. That student need not be legally intoxicated (as prescribed by the laws of the US, UK, or Canada, or any applicable local laws) in order to be considered under the influence.

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

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

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

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

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

4.14 POLICY ON TOBACCO PRODUCTS

Use, possession, or trafficking of tobacco products at school or school-sponsored events is unacceptable. Appropriate consequences, such as Saturday School or suspension, will be applied to students who violate this expectation. Students may not leave the school premises during the school day in order to

smoke. Any student who leaves the campus, or attempts to do so, will be considered to be truant and may be suspended.

4.15 FIGHTING

AAS provides a safe, welcoming environment for all students. Physical violence or intimidation will not be tolerated and will result in suspension or, possibly, expulsion. We expect that students will find peaceful ways to negotiate differences, therefore both parties actively involved in a fight will face appropriate disciplinary action, regardless of which student was the aggressor.

4.16 CARE OF PROPERTY

It is expected that all students will do their utmost to preserve and take good care of all school property and property of others in the school community. Vandalism and intentional damaging of property at school is unacceptable and will result in the student repairing or replacing the damaged property, in addition to further disciplinary consequence, including possible suspension or expulsion from school.

We do not allow gum anywhere in the school in order to keep our school clean and tidy.

4.17 DANGEROUS WEAPONS

The possession of any weapon is regarded as a serious offense, and if deemed to be dangerous, will result in suspension, or possibly, expulsion. Replicas of any type of weapon are also prohibited on the school campus.

4.18 PUBLIC DISPLAY OF AFFECTION

We recognize that genuine feelings of affection exist between students. However, public displays of affection on campus or at school-sponsored events must be in moderation and be sensitive to the school environment and in keeping with the decorum of a professional learning environment. We expect students to conduct themselves in a mature manner in all areas of the school, understanding that their behavior is a model for other students. Students must refrain from inappropriate behavior such as intimate and prolonged embraces, kisses, and similar actions which may cause discomfort to members of the community.

4.19 BRING-YOUR-OWN-DEVICE (BYOD) GUIDE

In support of our commitment to personalized learning at AAS, and in recognition of the vast range of learning resources accessible through information technology, we require that all students in Grades 5-12 bring a laptop (see minimum recommended expectations in this section) to school each day to be used to enhance learning.

The Importance of Students Having Personal Devices

Mobile internet devices are increasingly customizable, allowing students to turn their devices into personal learning environments (PLEs). While some Internet features of shared machines allow students to access their learning tools from any device, students lose time and focus while adjusting to different devices they encounter.

Customizing a personal device allows students to make decisions about which device to use, how to organize their resources, and which applications to use for a given assignment. This decision-making is an important aspect of understanding ourselves as learners, personalizing our learning, and preparing to contribute as globally aware citizens. The ability to manage personal technology is a core skill in today's high-speed, high-communication, and information-rich global culture.

Personal devices allow students access to information and resources anytime, anywhere. Our library has over 800 e-books available for checkout through Destiny. In addition we provide a wealth of online resources to support learning for students.

The school provides a robust online network that is capable of supporting the full spectrum of devices currently available to students. Further, it is a growing trend amongst schools around the world to recognize personalization and the value of having personalized, student-owned devices in the mix of learning technology resources. With their own devices, students will have ubiquitous access (constantly available, but not constantly used), which is consistent with our strategic plan vision and mission.

Digital Citizenship and Building a Personal Learning Environment

At AAS we help students develop their digital citizenship and we also support parents in understanding internet safety through our Tech Blog at <http://blogs.aas.ru/tech>. BYOD is one method of increasing the academic aspect of student PLEs and crafting digital footprints (the mark our digital presence makes).

Our Middle School Digital Citizenship Agreement further supports students in understanding what good citizenship looks like in the digital world. The guidelines, rules, and recommendations shared in these documents will be adhered to in the classroom and should also be reinforced at home.

The BYOD program is designed to help students learn to make responsible decisions about technology use based on their personal learning styles so that access to technology enhances learning.

Recommended Specifications

The following information should help you in selecting and purchasing an internet learning device. The minimum recommended specifications will allow

students to use our core set of tools: Outlook email, Google Apps for Education, Penguin Portal, and NetClassroom.

Please note that creating and editing media such as audio, video, images, and 3D graphics will require a more powerful device. Minimum recommended specifications may increase from one year to the next.

Minimum Requirements

Wireless connectivity, integrated full-key key-board, webcam and microphone, audio in/out (headphones), six-hour battery life, internet browser.

Software and Applications

AAS provides students with access to the online learning resources to support their learning. Our core tools are Outlook email, Google Apps for Education, and Penguin Portal. In addition, some courses will provide access to additional online resources.

We do not require students to purchase additional software; however, we encourage students to purchase/download software that they select based on their interests and preferred means of learning and demonstrating understanding. In order to develop 21st Century skills, students are encouraged whenever possible to identify and select the applications they will use to achieve goals.

Device Maintenance and Service

Students/families are responsible for maintaining their devices. Parents and students should work together to plan for safe transport of the devices. Backpacks with reinforced pockets and reliable cases for devices are highly recommended.

Devices should be fully charged when brought to school. Short-term loaner laptops will be available for checkout in the AV room only for emergency situations for on-campus use during school hours.

Support for Learning with Devices

Support for using school-provided learning resources (such as NetClassroom, Moodle, email) will be offered within the structure of the classroom, online, and by Divisional Technology Integrationists. Questions can also be emailed to byod.support@aas.ru or directed to the IT Office in Room 4031.

Security

Students are provided with lockers and locks to secure their belongings. Devices should not be left unattended at any time. It is the responsibility of students to keep their devices secure. AAS will not be responsible for lost or stolen devices, and the AAS insurance policy does not cover personal property.

4.20 AAS DIGITAL CITIZENSHIP AGREEMENT

The Anglo-American School of Moscow believes that the internet and digital devices offer vast, diverse, and unique resources to students, parents, faculty, and staff to support their love of learning. Our goal in providing internet access and utilizing digital devices with students is to promote educational excellence by facilitating innovation, communication, and collaboration.

In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement, which includes but is not limited to:

- Respecting and protecting myself and others by making reflective, responsible decisions about my actions including:
 - a. How my actions will impact other people’s feelings, reputations, and work; I will not flame, bully, stalk, hack, or otherwise harm people or property, even as a joke.
 - b. Being mindful of my own and other people’s public and private spaces; I will protect passwords, accounts, and resources.
 - c. The impact the websites I visit will have on others; I will not support websites that are degrading to others, pornographic, racist, or otherwise inappropriate.
 - d. How my actions make me appear to others, including: my online names and images, groups I start or join, personal information about me, my life, experiences, experimentation, or relationships.
 - e. Reporting abuse and not forwarding inappropriate materials or communications.
- Using technology to develop my love of learning, including:
 - a. Exploring and utilizing relevant technologies
 - b. Supporting the development of technology for learning in the AAS community
- Contributing as a globally aware citizen including:
 - a. Respecting and protecting intellectual property rights
 - b. Purchasing and registering all software, or using free and open source alternatives rather than pirating software

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

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

- Disciplinary action by the Middle School Principal and/or Director of the school
- The notification to the appropriate legal authorities for prosecution, if required
- Responsibility for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or willful acts of vandalism.

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

This document was adapted from the Digital Citizenship AUA located at <http://edorigami.wikispaces.com/Digital+Citizen+AUA> and is licensed by International School of Prague under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/3.0/>

4.21 LOCKERS

Middle School students are assigned lockers to store books, coats, skates, supplies and boots/shoes during the school day. Locks are issued for each locker and students are expected to keep their lockers locked during the school day. Students are allowed to decorate the inside of their lockers but should not post anything on the outside of the locker. However, approved school spirit decorations are an exception to the above.

4.22 VALUABLES

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

4.23 LOST AND FOUND

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

4.24 ELEVATOR USE

Students are not permitted to use the elevator except in the case of medical necessity or when escorted by an adult. Students who have been granted permission to use the elevator should carry an official pass issued by Middle School Office or by the nurse and be prepared to show it to staff, if requested.

Students are not permitted to take a friend with them, unless the pass specifically indicates that it is necessary e.g./ to push a wheelchair.

4.25 SCHOOL INSURANCE

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

4.26 MEDICAL CARE

Illness or Injuries at School - The Health Center is equipped to provide immediate first-aid and to treat minor injuries. In the event of illness (temperature greater than 100F/37.8C, vomiting, diarrhea, head lice, contagious conditions) or accident requiring further medical treatment, parents will be notified. The Health Center staff will call the home, office and/or emergency telephone numbers listed on the student's Emergency Card. Parents, or their appointed guardians, will be asked to collect their child at school and arrange medical treatment. If absolutely necessary, the Health Center staff will accompany the student to the hospital.

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

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

In the event of a serious accident requiring immediate life-saving measures, ambulance service affiliated with the INPROMED will be summoned. While awaiting the ambulance, the student's parents/emergency contact/health pro-

vider will be notified. If the student's condition is stable, we will transport to the preferred clinic/hospital. If the student's condition requires stabilization, we will first go to the Treatment and Rehabilitation Center located 2 blocks from the school.

Medication - If your child needs to receive a medication while at school, please send the medication in a container labeled with the student's name, medication name, medication dose, and regimen. Your child must bring the medication and note to the Health Center first thing in the morning and return at the time medication is prescribed. If the medication contains a controlled substance (Ritalin, Codeine, etc.), medication must be brought to the Health Center by a parent or guardian.

There is a medication form in the Health Center and Middle School office to be used if the medicine needs to be given to your child at school during an extended period of time.

If a child has asthma, severe allergies, or is diabetic, a separate Action Plan Form is required to be submitted. The forms are available in the Health Center.

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

Immunization - It is the parents' responsibility to ensure that their child's immunization record is kept up to date. The school requires a recorded copy of all vaccines your child has received:

- 5 DTP or DTaP doses (Diphtheria, Tetanus, Pertussis) - one booster between ages of 4-6 years.
- 4 IPV or OPV doses (Polio)- one booster between ages of 4-6 years.
- 2 MMR (Measles, Mumps and Rubella) doses - one after 12 months and a second booster between ages of 4-6 years.
- Hib series (Haemophilus Influenza Type b) - under 5 years of age.
- Td (tetanus-diphtheria) booster shot every 10 years.
- Tuberculosis test with negative results (up to 12 months) prior to starting school and every other year thereafter.
- Chest X-ray if Tuberculosis test is positive.
- Physical Exam every 2 years.

In addition, the following vaccines are strongly recommended. Check with your

doctor or health care provider for immunization requirements according to age:

- Pneumococcal and Meningococcal
- Hepatitis A & B
- Chicken Pox
- Human papillomavirus (HPV) for preteens and teens

Individual Health Insurance - The Anglo-American School does not carry individual health insurance for students. This is the responsibility of the parents.

4.27 POSSESSION AND USE OF PORTABLE ELECTRONIC DEVICES

Students may bring portable electronics such as mobile phones, iPods, and iPads to school at their own risk. The school takes no responsibility for them. AAS does not carry insurance that covers the loss of or damage to personal property. Parents are encouraged to purchase property insurance covering personal property. Students may use portable electronics devices outside of class time with the exception of certain circumstances such as fire or emergency drills, an assembly, or any other activity or task that demands their full attention. Electronic devices should not be brought into the cafeteria at lunch. In the classroom, student use of electronics is at the discretion of each teacher. Students should use electronic devices appropriately in line with our Digital Citizenship Agreement. Abuse of this privilege will result in disciplinary action.

Mobile phones are now equipped with many features that can support learning, and may be useful in the classroom. The school aims to find a use policy that supports learning opportunities, while also restricting unnecessary distractions. As such, mobile phones may be brought to school and used by students in accordance with the following expectations:

- Mobile phones are not allowed in classrooms unless specifically permitted by the teacher.
- Mobile phone use during breaks or non-instructional time should be conducted in a respectful and appropriate manner.
- Mobile phones are not permitted in classrooms or examination halls during quizzes, tests, or examinations.

Please do not contact your son or daughter on their mobile phone from 08:30 to 15:30 unless you know they are on a break or at lunch. You may reach students during the school day through the Middle School Office: +7 495 231 4483, ms.office@as.ru.

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