



HIGH SCHOOL  
STUDENT HANDBOOK **2016-2017**

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# WELCOME TO THE HIGH SCHOOL



Dear Students and Parents,

It is with great pleasure that I welcome you to the 2016 - 2017 school year. The purpose of this Handbook is to serve as a resource to help understand our community and its expectations. It is our joint responsibility to create and maintain the type of learning environment that allows the mission of the school to be realized. I hope we can work together in a spirit of collaboration to achieve that goal so that as a community, each student can be empowered to **Respect** self and others, **Love Learning**, and **Contribute** as a globally aware citizen.

In reviewing this Handbook, please pay particular attention to the attendance procedures, the academic integrity guidelines, the Bring-Your-Own-Device policy, the dress code, and the tobacco, drug and alcohol policies of the school. Although it is essential that we remain aware of the possible outcomes that may occur when we fail to meet expectations, it is more important to encourage attitudes that will foster an ethos for learning as a matter of course. If we can remember to be respectful, be responsible, and be safe during the course of the school day, this will go a long way to help create that ethos.

The Handbook is also intended to help students meet the day-to-day challenges of high school. In the absence of other strategies or tools, we recommend students take their day planner to class each and every day, to record assignments and to plan the completion of their work; the planner should be taken home each evening to ensure the timely completion of all assignments.

As you use the Handbook on a routine basis, please do not hesitate to contact us in the High School office if you have any questions or concerns. I am looking forward to working with you and wish you the best for the upcoming school year.

Respectfully,

Paul Sexton  
High School Principal

# THE ANGLO-AMERICAN SCHOOL OF MOSCOW

# 1

## 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.

# A STRONG ACADEMIC PROGRAM

# 2

## 2.1 GRADUATION REQUIREMENTS

The minimum number of credits required for AAS High School graduation is 26. For each year-long course successfully completed, a student receives a single credit; each semester-long course earns a half credit. As a college preparatory school, we expect that all students will follow a schedule of courses that is both challenging and rigorous. Most graduates of AAS exceed the minimum number of credits required.

The credits required within the various subject areas are as follows:

SUBJECT	CREDITS
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Foreign Languages	3.0
Visual & Performing Arts	2.0
Physical Education	2.0
Health	0.5
Electives	5.5
<b>Total Required</b>	<b>26</b>

A full-time schedule is eight class blocks each semester. Full-time IB students in Grades 11 and 12 may opt to take up to two blocks of independent study in lieu of a credited course, provided they have enough required credits for graduation. All students will be expected to complete their 2.0 credits of Visual and Performing Arts and their 2.5 credits of Physical Education and Health by the end of their Grade 10 year. This provides more flexibility in course selection during the final two years of high school study, when students may need to focus their studies in preparation for university.

## 2.2 EXPECTATIONS BEYOND THE GRADUATION REQUIREMENTS

The AAS Mission and Vision statements and the Vision of an AAS Student collectively set out our goals and principles to guide the education of AAS students. Based upon that vision, students are expected to fulfill the following set of graduation requirements that extend beyond their accumulated credits:

- All students are required to complete their Advisory Portfolio by the end of each year.

- Grades 9 and 10 students will take part in a community service project, through the Advisory Program.
- IB diploma candidates will complete the CAS and Extended Essay requirements as outlined by the IBO.
- AAS diploma candidates will complete the CAS and Extended Research Project requirements as outlined by AAS.

## **2.3 ACADEMIC PROGRAM**

Students are expected to maintain a challenging program of core academic subjects as well as a variety of elective courses throughout their program of studies at AAS. All academic course offerings in Grades 11 and 12 use the International Baccalaureate curriculum; courses in Grades 9 and 10 are equally rigorous and are designed to prepare students for these IB-based college preparatory courses. A course synopsis for each of our courses is available in the Program of Studies, available on our website. To be promoted to the next grade level, students are expected to pass all of their core subjects and earn a minimum of 6.5 credits per year. Students who do not successfully complete one core academic subject may be required to earn the necessary credit before re-enrolling for the following year. Students with multiple failures in core academic subjects may have to withdraw from AAS.

All students are individually scheduled by our Counselors (Grades 9 and 10) and the IB Coordinator (Grades 11 and 12) who work to ensure proper placement in classes based on previous student records, ability, background, and interests. For students in Grades 9 or 10 who need additional assistance in learning English, an ESOL Specialist is available to provide the necessary support to ensure success in the mainstream curriculum. For students with designated learning difficulties, a Learning Resource Specialist is also available to provide an elective support class for students. Through hard work and teacher assistance, students have maximum opportunity for success in the rigorous program that AAS provides.

## **2.4 ADVISORY PROGRAM**

Students will attend Advisory on selected days for a 30-minute period.

The mission of the High School Advisory Program is to facilitate each student's successful transition into, through, and out of High School. Advisory activities correspond with the standards and benchmarks set forth by the International School Counselors Association and fall under four domains: Academic Development, Career Development, Personal/Social Development, and Global Perspective Development.

By establishing a clear curriculum that focuses on self-awareness, skill-based



practicalities, character development, and relationship building, all students will:

- Be known well by one or more adults - Relationships/Community
- Develop a genuine understanding of their identity as a university-ready student - University Prep
- Assess, demonstrate and communicate their skills and potential as it relates to post-secondary endeavors - University Prep
- Develop and fine-tune the skills of research, discernment, decision making, and problem-solving outside of specific subject areas and in relation to their own lives - Self
- Be aware of their role as a community member and their obligation to community service - Relationships/Community
- Understand the importance of digital citizenship and evaluate their own digital footprint - Tech
- Be aware of and prepared for the expectations of universities and careers - University Prep
- Be given the opportunity to develop practical life skills - Self

An important concept in High School is the development and implementation of the “Four Year Plan.” In consultation with the grade-level counselor, a systematic plan is put in place to help support students navigate the journey from ninth grade to graduation and on to university. Through conversations with individuals along with parents, coupled with activities in advisory, students are guided through the complex process of preparing for and transitioning to life after High School.

At the end of four years, each student will have a portfolio of work that represents his or her High School journey of self-awareness and self-development. This portfolio will be stored in Naviance Family Connection and will help guide the process of searching for universities or colleges that are the right fit for each individual.

### **Portfolio Items by Grade Level (stored in Naviance)**

**Grade 9:** Time Management Calendar, Four-Year Plan, Career Exploration-EXPLORE Results, Letter to Self, Personal Statement Graphic, Grade 9 Soup Kitchen Reflection.

**Grade 10:** Goal Setting, Career/Interest Survey (Naviance), Career Reflection, PSAT Results and Analysis, College Search Report, Report Card Reflection: Semester 1, Personal Reflection Essay, Grade 10 Nastenka Reflection.

## 2.5 SCHOOL HOURS

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

The High School has four classes per day, averaging 80 minutes each. The class day operates on a four-day semi-rotating block schedule. We have high school assembly, advisory sessions, and grade level meetings as necessary on a rotational basis to supplement the academic program.

## 2.6 HIGH 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
Break	11:20-11:25	Lunch
Advisory	11:25-12:00	11:55-12:35
Lunch	12:00-12:35	Extra Help/Club Meeting Extension
Break	12:35-12:40	12:35-12:50
Period III	12:40-14:00	12:50-14:05
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

## 2.7 HOMEWORK

Homework supplements and extends a student's class work. Students are expected to complete assignments within the prescribed timelines. The kind of work that is assigned for outside of the class period varies according to the subject and the work being done in class at any given point in the year. Subject teachers will provide guidance to students on appropriate time allotment for satisfactory completion of work. The Program of Studies indicates the likely level of time required outside of class for homework but as a guide it is expected that no more than 30 minutes is allocated per subject per night for the classes for that day.

## 2.8 FEEDBACK ON STUDENT PROGRESS

Teachers, students, and parents are very much in partnership to ensure that students reach their academic potential. AAS has an extensive system of providing feedback to students and parents on progress throughout the year. Teachers and parents can communicate by e-mail or phone at any time to discuss issues and concerns. Each teacher is assigned an AAS email address that is: `firstname.lastname@aas.ru`. Our formal system of feedback includes the following:

### **NetClassroom**

All students and parents have a NetClassroom account that allows regular access via an internet portal to a student's grades, homework, and classroom assignments. The login page for NetClassroom is found at <http://netclassroom.aas.ru>. Please note, "www" is not included in this address. Login information will be provided at the start of every year to parents and students. If you have any problems accessing NetClassroom, please e-mail [netclassroom@aas.ru](mailto:netclassroom@aas.ru). Teachers are asked to update student information at least once every two weeks.

### **Report Cards**

At the end of each semester each student receives a report card that provides grades to date, feedback on study habits, comments about overall performance, and if necessary, suggestions for improvement. Reports are available for download via NetClassroom. Grades are awarded on an A to D and F scale with grades assigned based upon the criteria each subject area uses to assess assignments and student learning. The semester exam grade is the culminating product of the course work completed and, where applicable, a semester exam is worth 20% of the overall grade. The semester grades appear on the transcript issued by AAS.

### **Progress-to-Date Reports**

Progress-to-date reports will be available to students and parents via NetClassroom midway through each semester to apprise students and parents of academic progress to that point.

### **IB Progress to Date Grades: IB Diploma or Certificate Candidates**

Normally teachers grade work to an AAS High School standard. However, there are projects, orals, tests, and other assignments that may constitute official IB coursework or be given in preparation for final IB assessments. Once a year, students of Grades 11 and 12 and their parents are given a report on how the student is progressing when measured to IB standards as opposed to AAS diploma standards.

### **Parent-Student-Teacher Conferences**

These take place twice a year: a full day in November and a full day in March.

An important part of our school mission is to help students become self-directed in their learning. To that end, it is important that they engage in conversations about their present level of performance and what they need to do to make further growth. In support of that goal, we wish to actively encourage student participation in our Parent-Student-Teacher Conferences.

Parents or teachers may also initiate contact and request conferences at other times during the school year as the need arises. Please contact the High School Office to schedule an appointment: +7 495 231 4484, [hs.office@aas.ru](mailto:hs.office@aas.ru). We want to work in partnership with parents in order to provide the best possible education for all students. If a parent has a concern related to a specific subject area, she/he should contact the relevant teacher. If the parent and teacher cannot resolve an issue satisfactorily, then the parent may contact a counselor, the IB Coordinator and, if concerns still remain, the Principal.

## **2.9 CHANGING COURSES**

Before the school year begins, it is possible to revise elective course selections based on availability. Once classes start, we expect that there will not be a need for change. There are cases where students, particularly those new to the school, select courses that do not match their capability. In this situation, students may request to change a course within the first two weeks (10 school days) of school. An IB student may change a course level from Standard Level to Higher Level, as available, only within the first two weeks of school before the courses begin their differentiated curriculum. Students may change from a Higher Level to a Standard Level course, when available, throughout the course of their two-year program but must recognize that such a change may impede their ability to fulfill the requirements of the IB Diploma.

It is important to note that dropping a course mid-semester, beyond the 10-day “change period,” may result in an assigned grade of “F.”

## **2.10 SEMESTER EXAMS**

For students in Grades 9 – 11, semester exams take place in December and June and are an important part of the assessment of a student’s progress over the semester. In addition to being worth 20% of the semester grade, exams are a valuable source of feedback with regards to a student’s mastery of learning and skill development. Grade 12 students take examinations at the end of January in preparation for IB Diploma exams in May.

It is expected that all students will be in attendance for final exams. Students and parents are urged to consult the final exam schedule before scheduling winter and summer travel. If a student must miss an exam due to early departure, parents must submit a letter to the Principal stating when the student would like to depart and the reason(s) for the early departure or late arrival. If the

request is approved, then the student may be required to take make-up exams after school, with specific dates to be determined. Failure to take a final exam may result in an incomplete for that exam, which may result in loss of credit.

## 2.11 ABSENCE PROCEDURE AND MAKE-UP WORK

When a student is absent, parents must contact the High School office before school starts to notify the school of the reason for the absence. The maximum number of classes that a student can miss during a semester is six (five for a student in Grade 12 in the second semester). This maximum number includes school-related events such as CEESA competitions and field trips, as well as illnesses and family business.

It is a requirement that all students complete the appropriate make-up work for the days missed. AAS provides a rigorous academic program and missing even one day can put a student significantly behind. Completing make-up work is vital to student success. It is the responsibility of the student to consult with the teachers involved to find out what the make-up work is, and when it will be due upon return from the absence. While it is preferable that students contact their teachers via email before or during their absence to make a plan for missed work, it is expected that this discussion will be initiated by the student on the first day back to school, at the very latest. Students are encouraged to meet with teachers during breaks and after school, rather than follow-up on missed work during class time.

Please refer to the Attendance Policy in this handbook for other information about absences.

## 2.12 GUIDELINES FOR ACADEMIC INTEGRITY

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

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

Student learning in high school is intended to provide the necessary academic and practical life training to be ready for success in post-secondary studies and career endeavors. Preparing to be college-ready includes a clear understanding of and conformity to the principles of academic integrity.

As part of the learning process, students are given guidelines for the honest and ethical completion of work, as well as clear definitions and examples of

actions that directly violate our expectations of academic integrity. Students are provided with definitions of academic dishonesty, including, but not limited to, plagiarism and cheating. Where possible, teachers provide students with strategies to help them avoid making mistakes of plagiarism, as well as to protect themselves from involvement in cheating.

### **Regarding Class Assignments and Homework**

The completion of homework and class assignments provides students the opportunity to gain valuable feedback on their learning and progress to date. It is expected that each student completes his/her own work. A student who submits or copies another person's assignment, in part or whole, is considered to be cheating and violates academic integrity.

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

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

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

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

## Regarding Exams, Tests, and Quizzes

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

Obtaining unfair help with exams, tests, and/or quizzes is a violation of the Guidelines for Academic Integrity. While it is not possible to create an exhaustive list of inappropriate test-taking behaviors, examples of unacceptable test-taking behaviors include:

- 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.

**All issues of academic dishonesty are taken seriously and will be dealt with by both the teacher and the administration; consequences are designed to deter and reform poor decision-making, but can have a long range impact. Colleges and universities request that incidences of academic dishonesty be reported.**

## Consequences for Academic Dishonesty

Incidences of academic dishonesty are cumulative through Grades 9 -12, and apply across all subjects. A student has only one "first chance," not one in each subject, nor one per year. The severity of each incident and subsequent consequence is at the discretion of the administration; all instances of academic dishonesty are considered serious.

The first time, minor offenses will be dealt with at the discretion of the classroom teacher's discipline plan and will include notification of the incident to the parent and the administration and a written letter of warning being placed in the student's file. Serious or second offenses will result in the following consequences:

- Student will be required to redo the work in question.
- Student will be referred to the administration, and a letter of reprimand will be placed in their file. Parents will be informed about the incident by both the teacher and the administration. Parents will be asked to respond to not only this reprimand but to acknowledge a clear understanding of future consequences for continued infractions.
- Student will attend an after-school detention.

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

Further incidences of academic dishonesty may result in a 5-day suspension, pending the consideration for expulsion from the school.

In cases of academic dishonesty or malpractice during the completion of internally or externally administered IB assessments, a grade of "0" will be submitted and the IBO will be notified; the likely result of this notification is a failing condition for the subject, and ultimately the diploma.

## **2.13 REPORTING SUSPENSION AND DISCIPLINARY ACTIONS TO COLLEGES AND UNIVERSITIES**

It is necessary that both students and faculty represent students honestly in the college application process, upholding the spirit of integrity and high ethical standards that we promote. AAS will report to colleges and universities, as requested by college admissions offices, all pertinent information regarding discipline issues that result in a suspension or dismissal from school from Grades 9 through 12.



# AN EFFECTIVE SUPPORT SYSTEM

# 3

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

## **3.1 COUNSELING SERVICES**

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

- Facilitating problem-solving and communication among all members of the school community including students, teachers, parents, and administrators.
- Supporting students and families with immediate social-emotional issues and making referrals to outside support services where necessary.
- Guiding students and parents through the college application and admissions process.
- Assisting in the evaluation of incoming school records for admissions and placement decisions.
- Assisting advisors and grade-level leaders in monitoring student progress.
- Scheduling all Grades 9 and 10 students who arrive at AAS during the year.
- Helping students to determine what they might be interested in studying further or in choosing possible career options.

Students may see the counselors during their free time in the school day, before and after school, or during class with consent from the classroom teacher or at the request of the counselor. Parents may set appointments by contacting the High School Office: +7 495 231 4484, [hs.office@aat.ru](mailto:hs.office@aat.ru).

### **3.2 IB COORDINATOR**

The major responsibilities of the IB Coordinator are as follows:

- Ensuring that the IB courses in Grades 11 and 12 are taught as required by the IBO.
- Supporting IB teachers with resources and training.
- Advising students on appropriate courses and levels.
- Scheduling classes for students entering Grades 11 and 12.
- Monitoring student progress and facilitating appropriate action plans when students are not achieving success.
- Explaining the academic program in Grades 11 and 12 to students and parents.
- Organizing the final IB exams.

### **3.3 GRADE LEVEL LEADERS**

The major responsibilities of the Grade-Level Leaders (GLL) are to:

- Be an advocate for students.
- Facilitate the delivery of the Advisory Program in a cooperative manner, including the facilitation of grade-level community service initiatives.
- Coordinate and maintain the grade-level calendar and promote integration of subject areas and interdisciplinary learning where applicable.
- Be a link with the PTO and grade level activities happening in the school.
- Address student concerns, facilitate appropriate action plans where students are not achieving success.
- Organize events and grade-level meetings that promote team-building, socializing, and/or offer the opportunity to raise and discuss relevant issues.

### **3.4 STUDENT CONCERNS TEAM**

The mandate of the GLL Team is to support student learning and emotional

development. The team meets regularly to review the progress of students and formulate plans of intervention that include support and strategies for students who are struggling or underachieving. The team consists of Grade Level Leaders, High School administrators and the counselors who work in cooperation with the students and classroom teachers to find appropriate intervention strategies to bring about student success. A protocol exists that outlines how student concerns are brought to the team's attention for discussion.

### **3.5 PUPIL SUPPORT SERVICES**

The Pupil Support Services Team (PSS) is a multi-disciplinary group that includes High School administrators, counselors, and the school psychologist. This team meets regularly to discuss referrals and works with teachers to design instruction to better meet the needs of a particular student. The PSS identifies and supports students with mild to moderate learning needs within the regular academic program.

### **3.6 PARENT CONTACT INFORMATION**

Parents are asked to make sure that the school office has received all contact information from parents. This includes: home phone number, work phone number, personal and business mobile phone numbers, all e-mail addresses, street address and any other information that will help us find the parents if/when we need them.

### **3.7 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, <http://www.aas.ru/newsletters>.

### **3.8 STUDENT PLANNER**

Each student is issued an AAS student planner. All students are expected to record daily assignments, long-term assignments, quizzes, tests, exams, etc. Good study habits and organization of work promote academic achievement as well as success in later life. We expect all students to make use of their student planner.

Students who lose their student planner are expected to purchase a new one from the HS Office for \$10.

### **3.9 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 100 F/ 37.8 C, 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 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. If it's a weekend or holiday, call the Health Center on the next school day to report it. Children with a contagious condition must stay home from school.

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

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 provider 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 High 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 record 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.

# A SOUND SET OF SCHOOL POLICIES

# 4

## 4.1 ATTENDANCE POLICY

Students benefit from being present at school every day. Classroom activities, discussions, laboratory work, group work, and presentations cannot be duplicated and are an intrinsic part of the educational experience at AAS. Therefore, in order to receive the maximum benefit of the education offered, in accordance with the above-stated philosophy, students will be expected to adhere to the following:

**If a student misses more than six blocks of any class in a semester, they will be expected to make up the time after school. If a student misses eight or more blocks of the same class, the student may lose credit for that class in that semester.**

The school will track and record all absences, which will then appear on the semester report card. Students who receive no credit in one or more subjects for a semester may have the opportunity to work with teachers and the Administration to form a plan to make up the lost credit either at AAS or another accredited institution with pre-approval.

The shorter length of the second semester in Grade 12, due to the IB exams in May, necessitates a different policy. Grade 12 students may not miss in excess of five blocks in the second semester or they will lose credit for that class for that semester. In order to sit the external IB exams in May of their senior year, Grade 12 students are expected to successfully complete all AAS course requirements with a passing grade.

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

## 4.2 TARDINESS

It is expected that students arrive at school and to each class on time. Excessive tardiness will result in a detention after school.

When students are late to school in the morning, they must proceed immediately to the High School office for a late slip before reporting to class. Once on campus, students are expected to arrive to each class on time. Arriving late to a class is disruptive to the classroom environment and may have an adverse effect on the grade of a student. **Four late arrivals in any one class is the equivalent of one absence and will be calculated accordingly in absence totals when administering consequences or considering the assignment of credit.**

## 4.3 TRUANCY

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

## 4.4 USE OF STUDY HALL

Students enrolled in the IB Diploma Program are eligible for a maximum of two study halls in Semester 1 of Grade 11 and Semester 2 of Grade 12. Otherwise, a maximum of one study hall per semester applies. The principle purpose of this allotted time is to provide an opportunity during the course of the school day to meet some of the requirements of their academic program. Students are expected to use this time productively. It is not to be viewed as free time or an extended break/lunch. It is accepted that there will be some down time during the course of a study hall period but it should not be the primary focus. Students should be using the time to work on homework, review course materials, complete assigned reading, revise for tests and quizzes, or carry out research related to their course of study. There will be occasions when students will need to work in small groups and that is acceptable with the provision that the group does not disrupt the work of others. Students who fail to recognize the purpose of an individual study hall forfeit the privilege and will be assigned a supervised class period.

## 4.5 AFTER-SCHOOL SUPPORT

### Extra Help

Extra help is available in each subject most days after school from 15:30 to 16:30. Teachers are available on rotating days throughout the week to

assist students with questions about homework or class instruction. Students are welcome to attend help sessions with any teacher who is available, not just with their assigned classroom teacher.

### **Peer Tutoring**

The National Honor Society (NHS) provides opportunities for peer tutoring throughout the week after school. Students should sign up in advance to ensure that a tutor is available in the subject in which they would like help. Students may also make a request for a personally-assigned peer tutor through the NHS Advisor.

### **After-School Study Hall**

A quiet work space is always available after school, though its location may rotate. Students who would like to stay after school to work are encouraged to ask their Counselor or Grade Level Leader to assign them to an After-School Study Hall session. As part of an intervention plan, students may be mandated to attend After-School Study Hall, during which their attendance is monitored and their self-studying supported by check-ins for accountability.

### **Working Session**

Assessment is an important part of learning, and students and teachers benefit from timely feedback. To ensure that work that is required is received on time, a Working Session may be assigned to help students manage their commitments. If a specific piece of work is not received by the assigned due date, an after-school working session will be assigned. Parents and student will be notified via email. If the work is submitted before the appointed time, then the session is canceled.

## **4.6 LOCKERS**

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

Students may decorate their lockers only with material that is celebratory in nature and appropriate for school, such as birthday wishes, college acceptance letters, or support for CEESA teams. This is monitored by the Student Council and Administration.

In PE class, students are issued locks, not lockers since there are not enough lockers in the PE changing rooms to accommodate all students. Students should not leave their belongings in a locker unless they are in a PE class or at practice. If locks are left secured to lockers overnight, the locks will be removed and the items will be securely stored until the student retrieves them.



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

The main security requirements are:

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

Please 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 in some cases companies and embassies) and service providers. The school does maintain a cooperation agreement with Transport Link Service (TLS), which has proved to be reliable over the years; please visit [www.aas.ru/bus](http://www.aas.ru/bus) for more information about TLS. Parents are free to make arrangements with any transportation provider they wish.

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

The main requirements are:

- Only vehicles with an AAS Parking Permit can enter the AAS compound. The permit states where the vehicle can be

parked. For a detailed description of the parking regulations please read the Traffic Policy.

- The maximum speed on the AAS compound is 10km/h.
- Pedestrians always have the right-of-way on the AAS compound.
- The direction of traffic is one-way only. Vehicles are not allowed to block traffic.
- All drivers must follow the instructions of AAS security personnel at all times.
- Repeated violations of the Traffic Policy will result in confiscation of the parking permit.

## **4.9 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 Shop 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 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 High School office in advance.

#### **4.11 SCHOOL VISITORS**

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

- All school visitors must possess a school ID badge or obtain a visitor's pass from Security.
- Parents or family helpers who need to speak with a student or

make a delivery should report to the High 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 High School office) that includes the signatures of parents and each teacher for the day of the visit.
  - b. Return the completed form to the Principal or Assistant Principal at least one day in advance of the visit.
  - c. Apply for a visitor's pass from Security one day in advance of the visit.
- On the day of the visit, the visiting student must sign in at Security and wear a visitor's badge at all times. The visiting student must be introduced to the High School office (at least one secretary and one administrator) before the start of classes.
- Visitors are expected to follow all school rules; the host is responsible for the behavior of the guest.

## **4.12 ELEVATOR USE**

Students are not permitted to use the elevator except in the case of medical necessity or when escorted by an adult. Students who have been granted permission to use the elevator should carry an official pass issued by their divisional 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.

## **4.13 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.

#### **4.14 HIGH SCHOOL DRESS CODE**

Students are expected to dress in a safe and healthy manner that is suitable for a professional learning environment. Clothing choices should also be sensitive to the variety of cultures and values represented in the school and should not detract from the learning environment. Students will follow these guidelines:

- Shorts and skirts will be an appropriate length for school. Skirts and shorts cannot be shorter than 15 cm above the crook of the knee. Wearing tights or nylons does not change the required length of a skirt or shorts.
- Cleavage should not be visible.
- Sleeveless tops are permitted, providing that the shoulders are covered.
- Undergarments should not be visible.
- All clothing must be opaque (not see-through).
- Clothing should not be excessively tight or overtly provocative.
- Footwear is required at all times and should allow for safe, quick movement throughout the school day and in the event of an emergency. Students should try to ensure that shoes are free of mud, dirt, snow, etc., before entering school.
- Clothing with inappropriate language, logos or images, such as advertisements for alcohol or cigarettes, is prohibited.
- Hats may be worn in the hallways, but not during assemblies or in the cafeteria. Hats may be worn in the classroom at the discretion of the teacher.

The final judgment on the appropriateness of student dress will rest with the Principal. The dress code applies to field trips, traveling groups, and other school-related activities. Students who do not honor the dress code will be asked on the first occasion to secure alternative clothing. For a second viola-

tion of the dress code, students may be asked to return home on suspension for the remainder of the day.

#### **4.15 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. Further, the school believes that it is essential for the well-being of the student that the student live with a parent (or permanent legal guardian). Accordingly, except in a family emergency or for brief travel, it is expected that each student will live with his or her parent or parents.

In the event that a family requires an exception to this policy, the Director shall be notified in advance of the separation of parent and student. This notification must be in writing and must give reason for separation. The decision whether to grant such exception shall be determined on a case-by-case basis. If the basis for such separation is deemed unacceptable, the family shall have a suitable time period as determined by the Director to remedy the situation. If this situation repeats frequently, the student asked to withdraw from the school.

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

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

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

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

#### **4.16 CAFETERIA USE**

The High School has three breaks during the course of the day, during which the students may go to the cafeteria. Students are expected to leave their bags in their lockers during these times. Students may bring their lunch from home to eat in the cafeteria. A microwave oven is available in the cafeteria to reheat food.

Russian rubles are the currency of use in the cafeteria.

The cafeteria is open from before school in the morning until late afternoon each day. Students may not go to the cafeteria during the lunch times assigned to Middle School students, as doing so would slow down the delivery of the Middle School lunch.

#### **4.17 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 High School students 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 among 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 stu-

dent PLEs and crafting digital footprints (the mark our digital presence makes).

Our High 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 keyboard, webcam & 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](mailto: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.

## 4.18 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 High School Principal and/or Director of the school
- 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/>

## 4.19 HARASSMENT POLICY

### Introduction

The best education takes place in a community where there is trust and respect so that everyone feels free to take risks. Students and teachers come to the Anglo-American School of Moscow from many different countries and

represent many different ethnic ancestries, races, and religions. The school community will go beyond tolerance to treasure differences and to look upon them as an opportunity for learning that will enrich each individual and promote personal growth.

### **Policy Statement**

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

### **Definition**

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

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

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

### **Education and Prevention**

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

address any questions to the administration.

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

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

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

### **Confidentiality**

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

### **Consequences**

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

If the complaint is determined to have merit, the school will place a record of it in the student's or employee's file and take appropriate action such as counseling, detention, suspension, or probation. If expulsion or dismissal is deemed appropriate by the Director, the Chairperson of the School Board will be notified.

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

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

## 4.20 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.

#### **4.21 USE OF TOBACCO PRODUCTS**

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

#### **4.22 DANGEROUS WEAPONS**

The possession of any weapon that can cause harm 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.

#### **4.23 FIGHTING**

AAS provides a safe, welcoming environment for all students. Physical vio-

lence 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.

#### **4.24 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 purposeful damaging of property at school is unacceptable and will result in the student repairing or replacing the damaged property, in addition to a further disciplinary consequence, including possible suspension or expulsion from school.

#### **4.25 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.

#### **4.26 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. 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 must be kept on silent mode during class time, including advisories and assemblies, 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 also reach students during the school day through the High School Office:  
+7 495 231 4484, [hs.office@aas.ru](mailto:hs.office@aas.ru).

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



# OPPORTUNITIES BEYOND THE CLASSROOM

# 5

## **5.1 SCHOOL COLORS AND MASCOT**

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

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

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

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

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

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

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

Student leadership opportunities exist through year-long activities such as Student Council, National Honor Society, Peer Helpers, and Kids in the Community.

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

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

### **5.3 DISCOVERY WEEK**

Discovery Week is an integral part of our school program that offers enhanced educational experiences for all students. It is a week-long experience in the spring for students in Grades 9 -11. Discovery Week is designed to allow students to:

**1. Have the opportunity to learn more about the culture of Russia or other countries.** The focus of a trip might be material needed for a particular class or a significant cultural, historical, or geographical area. It might also be a location that provides students with various challenging, exciting opportunities.

**2. Become closer and more supportive of one another.** By traveling together for five days or more in a somewhat self-contained environment, students will discover more about their classmates, make new friends, and learn skills in dealing effectively with others in a group.

**3. Grow in self-awareness, self-confidence, and independence.** By traveling with classmates away from home without parents, students will get to know themselves better, gain confidence through new experiences, and make decisions that increase their sense of self-reliance and independence.

**4. Appreciate each other and their teachers in new ways.** Through the common experiences of traveling, eating, and living together for four to five days, students and teachers will experience each other in new ways not possible in the classroom. These new experiences will provide an opportunity for students and teachers to build a positive and constructive foundation for interaction for the rest of the school year.

These educational experiences often involve traveling outside of Moscow and staying overnight for the whole week. Students may choose to stay in Moscow to complete a week of community service and work experience projects de-

signed by the school. Discovery Week choices and trip details will be provided well in advance of the traveling date to ensure appropriate preparation in school and by the family. Although the school supplements Discovery Week, most trips are at an additional cost to the family.

The following regulations will be followed by students participating in Discovery Week trips:

### **General Behavior**

- Students will follow all instructions given to them by their chaperones. This applies to all activities irrespective of location during the period of the trip.
- Students will display appropriate respectful behavior at all times.

### **Drugs, Alcohol, or Tobacco Products**

- The use or possession of drugs, alcohol, or tobacco products will not be tolerated under any circumstances.

### **Dress Code**

- Students are expected to dress in a safe and healthy manner.
- Clothing choices should also be sensitive to other cultures.

### **Violations**

- If a participant is involved in a major violation of the school rules during a trip, the chaperone may carry out the following:
  - a. Review the situation and determine the appropriate consequence to address the matter.
  - b. In the case of a serious violation, notify the parents what has occurred and that their son / daughter will be placed on the next available flight back to Moscow at the parent's expense.

The circumstances surrounding any major violation will be reviewed by the appropriate chaperone, Divisional Principal, and School Director. The outcome of this review may result in a student being excluded from all activities for the remainder of the trip, semester, or school year. Depending on the circumstances, a student may also be suspended or expelled from school.