

# AAS FAMILY HANDBOOK

## 2022-2023 SCHOOL YEAR

*Text most recently updated June 2022*



**ANGLO-AMERICAN  
SCHOOL OF SOFIA**

*The International Choice*

## WELCOME

Dear Anglo-American School Community/Уважаеми родители и приятели на ААУ,

Добре дошли - On behalf of the Anglo-American School of Sofia team, I extend best wishes to all students and their families as we start the 2022-2023 school year.

This AAS Family Handbook and other school publications are available throughout the year on our website – [www.aas-sofia.org](http://www.aas-sofia.org). In order to facilitate an excellent learning environment of growth and change, we continually examine the work we do to ensure our practices are commensurate with best practices around the world. The procedures and practices outlined in this handbook are a result of considerable thought and deliberation by our staff in conjunction with student and community input. They are also aligned with best practices of other well-regarded international schools. We are very pleased that you have chosen to join us during this school year and beyond. Please take the time to review this handbook as it provides a common framework and language for our school community and thus fosters a stronger partnership.

Such partnerships are critical for a school and community to be supportive of one another. A key component of a good partnership is effective communication. Please remember that our door is open to comments, concerns or compliments. When we work together each student's learning experience is enhanced as they engage and explore new skills, hone strengths, and strive to be confident, happy and caring citizens in their quest to make our world an even better place.

Once again, welcome to the 2022-2023 school year!

In Partnership,

Dr. Tim Fries

Director - Anglo-American School of Sofia

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Please visit our website on [www.aes-sofia.org](http://www.aes-sofia.org) to find the latest information about our school. Follow the [Anglo-American School of Sofia](#) on Facebook; [@AAS Sofia](#) on Twitter, and [aeschool\\_bg](#) on Instagram

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## **THE AAS MISSION/Мисията на ААУ**

We engage, support and prepare each student for today and tomorrow.

Ние ангажираме, подпомагаме и подготвяме всеки ученик за днешния и утрешния ден.

We...

- *foster a love of learning, healthy living and international community*
- *develop the knowledge, skills and values to communicate, find solutions and innovate*
- *enhance critical thinking, resourcefulness and creativity*
- *cultivate leadership, compassion and responsible citizenship in both attitudes and actions*
- *nurture the abilities to interact effectively with others and to act independently with confidence*

## **AAS Global Citizenship/Глобално Гражданство**

At AAS, we recognize global citizenship transcends school approach, beliefs, and actions.

We...

- *Foster people's desire to make the world a better place*
- *Develop empathy and open-mindedness in communication within and beyond our community*
- *Enhance an understanding of local and global issues through analysis, creativity, and action*
- *Cultivate respect and acceptance of diverse people's identity, perspective, and culture, including those of minority or marginalised groups*
- *Nurture global citizenship through peace, ethics, and sustainability initiatives*



## **AAS Core Values/ОСНОВНИТЕ ЦЕННОСТИ НА ААУ**

*Commitment, Respect, Excellence*

### **COMMITMENT**

- *Academics, athletics, arts, service and sustainability collectively support our mission.*
- *We believe that learning is a lifelong journey that is transformative, collaborative and explorative.*
- *We appreciate and celebrate that the achievements of our holistic approach promote continuous growth.*
- *We are dedicated to the belief that we have a responsibility to embrace and seek out diverse perspectives and ideas.*
- *Self-awareness, willingness to push beyond limitations, and the desire to see things through to completion contribute to intellectual, social, emotional and physical well-being.*

### **RESPECT**

- *Integrity, empathy, mutual respect and consideration, and an ethical environment commensurate with the United Nations Declaration of Human Rights support our mission.*
- *We believe that embracing a mix of cultures, talents, experiences and socioeconomic diversity makes AAS an authentic and fulfilling place in which to learn.*
- *We model and help others model respect for all of our community members.*
- *We appreciate and celebrate people as individuals with unique talents and abilities.*
- *Wisdom and caring promotes the development of attitudes, values, self-regulation, relationships and responsible citizenship.*

### **EXCELLENCE**

- *Challenging, authentic and connected curricula, programs and assessments draw on the best international practices, help students develop the IB Learner Profile traits.*
- *We believe in encouragement, perseverance, cooperation, acceptance of individual responsibilities, and the provision of diverse and engaging learning opportunities for students.*
- *We understand that we are models for others and seek to embrace and live the ethos of being an open-minded, kind and caring community member.*
- *We appreciate and celebrate that successful learning and achievement takes many forms.*
- *Graduates leave AAS with confidence and an understanding of the role they may play in shaping the future.*

## **IB Learner Profile**

### **Inquirers**

- They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### **Knowledgeable**

- They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### **Thinkers**

- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

### **Communicators**

- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled**

- They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded**

- They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### **Courageous**

- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced**

- They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### **Reflective**

- They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **AAS at a GLANCE**

### **History and Overview**

The Anglo-American School of Sofia (AAS) was established in 1967 to meet the educational needs of children from the embassies of the United States and the United Kingdom. At that time, a very small group of students (less than 15) studied in a small building in downtown Sofia. AAS grew (to almost 30 students) and moved to the neighbourhood of Knyazhevo. Little by little the school enrolled students from foreign businesses and other embassies, in addition to the US and UK diplomatic missions. As more students joined AAS the campus was split with Elementary students staying in Knyazhevo and students in grades six to eight (Middle School) moving to a floor in the US Marine House near Studentski Grad. It was around this time that Bulgarian students were permitted by the authorities to attend AAS. A short time later the Middle School moved to Mladost. In 1998 all AAS students moved to Mladost, renting space at another school. In 2006 AAS moved to our current location and began the process of becoming a Pre-K to Grade 12 School. In 2010 our school celebrated its first graduating class. In August 2012, AAS completed a significant building project, doubling its building capacity. In 2018-2019 school year we opened Phase IV which includes additional instructional spaces, additional green space, updated parking, as well as an arts & design centre on recently acquired land. Today, we are a full-service, open admissions, international school with over 539 students, over 171 dedicated faculty and staff, and a commitment to our mission in a state-of-the-art building. The school's charter permits the school to enrol children from the international community in Sofia, as well as Bulgarian nationals. AAS is a not for profit, private secular school without affiliation to any religious denomination, political party or interest group.

To start the 2022-2023 school year our anticipated enrollment is 594 students (Pre-Kindergarten and Elementary School - 237; Middle School - 160; High School - 197).

To start the 2022-2023 school year our anticipated demographics are in line with our school's guidelines of being 67% international and 33% host country, specifically, International (not BG, UK, USA) - 46%; USA - 16%; UK - 5%; Bulgarian - 33%.

To start the 2022-2023 school year our anticipated faculty and staff includes 166 people, specifically, 111 Faculty (Teachers, Teaching Assistants (TAs), Librarians, Counsellors, Principals, DLC, DSSS) and 55 Administrative and Support Staff (Director, Business Office, Transportation, Security). Our Faculty and Staff includes people from over 15 countries.

### **Accreditation, Authorization and Affiliation**

The Council of International Schools (CIS) and The New England Association of Schools and Colleges (NEASC) accredit AAS. This involves scheduled review and evaluation by an outside team and corresponding follow-up. AAS is an active member of the Central & Eastern European Schools Association (CEESA). We are also authorised by the International Baccalaureate Organisation (IBO) as an IB World School.

## SCHOOL BOARD

The School Board of Directors governs the Anglo-American School of Sofia. The Board holds monthly meetings, which are open to all interested parents. The Board exercises control and direction of the business and affairs of the school. The Board is guided in its governance by the school's policy manual, which is available for review in the Director's office. There are nine members of the School Board. The American Ambassador appoints four Board members, including the Chair. The British Ambassador appoints four Board members including the Deputy Chair. The ninth Board member is nominated by the parent community and approved by the Board. The Board generally meets ten times a year and prefers someone who can expect to serve for at least two years. The Director of the School, the Finance Manager, and an elected Staff Representative are ex-officio and nonvoting members of the School Board. Board Members for the 2022-2023 school year are:

### **Board Members**

Aaron Cope (Chair)  
 Oliver Patten (Co-chair)  
 Boni Bonev  
 Eve Gower  
 Gia Ashley  
 Stanimira Dimitrova  
 Julie Creamer  
 Nikolay Rashkov  
 Pamela Della Toffola Andreoni

### **Ex-Officio Board Members**

Tim Fries (AAS Director)  
 Christine Wiest  
 Diana Tzvetkova (Finance Manager)  
 Selma Felice Maschetto de Sa (PTO President)

## BEGINNING of the SCHOOL YEAR

### **Where do students go on the first day of school?**

Kindergarten to grade five go to the ES main entrance. In the main entrance area there will be signs posted regarding grade levels and teachers. Each student goes to the appropriate grade level/teacher sign area. It is here the students will meet briefly with their teacher then move to their respective classrooms.

Please note that Pre-Kindergarten and Kindergarten students have a staggered start to begin the school year, you will hear from your child's teacher regarding details about the above.

Middle School and High School students go to the amphitheatre (if raining – the Vitosha Gym).

### How does the Welcome Back BBQ and Info Market work?

At the beginning of each school year, AAS hosts a “Welcome Back BBQ and Info Market”. This is generously arranged by our dedicated PTO and is free of charge for all the school community. The purpose of this event is multi-faceted. The two main purposes are to learn more about AAS and opportunities within Sofia and to build community. This event typically begins around noon. The Info Market includes:

- booths with information about a wide variety of activities and agencies in Sofia and Bulgaria
- stations with specific information about school including after school opportunities, using our learning management system, approaches to learning, field trips, contact information, transportation, security and more

The BBQ includes food, beverages, announcements and music.

### Is there an orientation for new parents and students?

Yes, usually the formal orientation program that takes place at the school is as follows:

- Elementary School – the Friday, August 19
  - Time: 10:00--12:00
  - students and parents together
- Middle School/High School – the Friday, August 19
  - Time: 12:30--14:30
  - separate program for students and parents

### Is there a specific evening to meet the teachers and learn more about the program?

Yes, we conduct Back to School Nights within the first two weeks of school. Back to School Nights provide Elementary School parents a chance to meet their child’s/children’s teachers and learn more about class routines and expectations. Back to School Nights for Middle School and High School parents provide an opportunity to meet their child(ren)’s teachers and to participate in an abbreviated school day. The Back to School Nights are usually as follows:

- Elementary School Back to School Night is Thursday, August 25
  - Time: 18:00 - 20:00
- Middle School and High School Back to School Night is Thursday, September 8
  - Time: 18:00 - 20:00

## PARENTS as PARTNERS

The Anglo-American School is committed to communication with parents and welcomes participation in our school community. In addition to numerous informal events, the school holds many formal events during the year to meet with school staff. These include: Orientation, Welcome BBQ and Info Market, Parent Teacher Conferences, Community Presentations, PTO Meetings, as well a variety of face-to-face opportunities.

Every Friday, parents and students receive the AAS Newsletter (known as the *Weekly Howl*) which is sent to parents via email with a designated link. The *Weekly Howl* has short articles on school activities, PTO news, and calendar items. The *Weekly Howl* is a key form of regular communication between the school and parents. Previous newsletters are archived on the school’s website. An SMS system helps with urgent communications.

We encourage parents to contact the school with questions and ideas. We believe consulting with the teacher or staff member closest to the concern best solves individual issues. To ensure efficient communication and timely responses the school uses following guidelines:

- communicate promptly with appropriate staff member
- bring unresolved concerns to the Principals and, if needed, the Director
- note that Board policy directs the School not to consider anonymous complaints
- if you are not sure who to contact, then email or call the Front Desk, ([frontdesk@aas-sofia.org](mailto:frontdesk@aas-sofia.org)) to ensure to help expedite responses to questions

## Visiting the School

Parents are welcome to visit the classrooms after making an appointment with the classroom teacher in advance. Teachers are engaged in teaching for most of the day, and the office staff has instructions not to interrupt them, except in an emergency.

Parents are also welcomed and encouraged to take part in the many special events and activities at the school. One good way parents can help is to let the teacher know if they have a special interest or knowledge of an area of study taking place in the school.

All parents, including those with diplomatic identification and/or licence plates wishing to enter the campus, must have a yearly pass issued through the school to show gate security. Only vehicles that are pre-registered and have the appropriate yearly pass are permitted to enter the campus.

Thank you for following the directions of our security personnel, including:

- lowering vehicle windows and showing the gate pass
- driving slowly and cautiously while on the school grounds
- parking in appropriate locations and using the crosswalk at all times
- turning off the engine of your vehicle

Visitors must obtain a visitors pass from security and wear the “visitors” pass when inside the school buildings and grounds.

## Guests

Former students, families, and other invited guests are welcome to AAS. In all cases, the School must be informed ahead of time about the visit. To arrange a visit to AAS, please send a written request to the respective Principal at least one week in advance. Children visiting an AAS student may attend classes with that student for up to one day based on the Principal’s approval. For further details please contact the appropriate Principal.

## PARENT TEACHER ORGANISATION (PTO)

The Parent and Teacher Organisation is an integral part of the life of the school, serving to aid and enhance programs and activities. The PTO provides a productive avenue for communication for all involved in the educational process of our children.

The PTO also serves the school by:

- supporting co-curricular and enrichment activities for students
- organising fundraising and other special events
- providing funds to support students who otherwise could not participate in some activities
- coordinating parent volunteer support as needed
- conducting special programs for adults
- enhancing positive communication between the school and the parent body

The membership of the PTO is composed of all parents, teachers and members of the Board of the Anglo-American School. All members are encouraged to attend PTO meetings and special events, as well as to become involved in PTO activities as volunteers.

PTO activities are coordinated by the PTO Executive Board, which is elected by PTO members. The officers are the President, Vice-President, Secretary, Treasurer, and one to two members at large - up to 10 maximum members if needed. There is also at least one teacher representative from ES and one from MS/HS on the PTO Executive Board. The PTO is an open and democratic organisation, and the PTO Executive Board provides leadership in coordinating PTO activities. Copies of the PTO by-laws are available from the PTO President. In addition to the PTO Executive Board members, many parents serve as room volunteers. At the teacher's request, room volunteers assist with activities, and provide a core group for organising campus and school wide activities. Each year a PTO member volunteers to coordinate the room volunteer program for the year.

Many activities each year need volunteer time and talent. Many parents with untapped skills and ideas could contribute to school and community life. Do not hesitate to voice your ideas to your child's teacher, PTO Executive Board members, or the school Director to help us start new adventures. Volunteer for an activity and join the fun! Make school a part of your life, too!

There are a number of PTO-sponsored activities to which all are invited to get the year off to a good start. Remember all parents have the right and the responsibility to be active in the PTO. PTO Officers for the 2022-2023 school year are:

President:	Selma Felice
Vice President:	Vared Baroch
Secretary:	Megan Langohr
Treasurer	Ildiko Savai
Room-Parent Coordinator:	Jenny Gushin
Book Club/Book Store Coordinator:	Andrea Hak-Kovacs
Merchandise/Store Coordinator:	K.C. Nodgaard Mead
Events Coordinator:	Rebekah Horne

Events Coordinator:  
 Logistics/Volunteers Coordinator:

Mariela Nenova  
 Necla Akbüköçlü Örek

Many parents and teachers serve as members at large to support the PTO endeavours. If you have any questions or wish to join the PTO team please email [pto@aes-sofia.org](mailto:pto@aes-sofia.org).

## ADMISSIONS and REENROLLMENT

The Anglo-American School of Sofia's admissions policy is designed to ensure an international student body that is consistent with the purpose of the school and the needs of both applicants and the existing student body. Class placement is determined by the division Principals to ensure that a balance of demographics is maintained.

### **Reenrollment**

The families of enrolled students will be sent the online re-enrollment form near the beginning of the calendar year and are required to indicate whether the student will be returning or not in the next school year. There is an option for undecided families if more time is needed however, they will need to give a decision by the designated deadline.

### **Student Withdrawals**

Notification of the intention to withdraw a student must be made in writing to the Registrar, appropriate Principal and the corresponding division assistant. Please give as much time as possible in order to facilitate the compilation of all documents. In general, our offices require a minimum of 10 working days to provide documents for students withdrawing from AAS.

## PROGRAM OVERVIEW

Our educational program is multifaceted and works to continually improve in being responsive to the needs of our students. Our program is informed by our Mission, Core Values and accreditation agencies, as well as various national and international learning standards and outcomes. These include Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), AERO and C3 Social Studies Curriculum Framework, Common European Framework of Reference for Languages (CEFR), National Core Arts Standards (NCAS), SHAPE PE standards, and the International Baccalaureate (IB).

### **The School Day**

Classes begin promptly at 08:30. The last scheduled lessons of the day end at 15:30. Middle and High School students engaged in extracurricular activities will finish at 17:30 (most often) or later (on rare occasions) depending on the activity. Elementary School students may engage in After School Activities from 15:30-16:40 provided they are signed up in advance.



Please note that Wednesdays are early dismissal days for students. The dismissal is at 15:00. Elementary After School Activities will end at 16:10 on Wednesdays.

## Instruction

High levels of student engagement characterise effective instruction at AAS and effective instruction period. In addition to being purposeful, differentiated, and intellectually challenging, quality instruction leads to enthusiasm and focus on the part of the students and teachers. Learning is a social and collaborative endeavour, exemplified by multiple voices. Students and teachers bring diverse and unique experiences into the classroom, and it is our goal as open-minded global citizens to share a multitude of voices, including those of minority or marginalized groups, regardless of age, race, ethnicity, religion, ability, gender, sexual orientation or other identity construct. When they are included in effective instruction, students are eager, and collectively contribute to a stimulating learning community.

## Learning Environment

Effective learning at AAS takes place within a safe and welcoming environment, one in which students are focused, intrinsically motivated and engaged. It is an environment that is stimulating yet comfortable, exciting yet organised, open to risk yet supportive. Student-centred, the environment is interactive and characterised by varied groups of learners who have the flexibility to move around, challenge and coach each other, and enjoy purposeful dialogue within an atmosphere of trust, respect, and collaboration. There is strong evidence that students are learning to be self-responsible through the use of purposeful positive feedback and praise rather than punitive measures. Exemplars of student learning are displayed to support this learning environment.

## Assessment

Assessment comes in many forms and types - diagnostic, formative, and summative - yet it is well-structured, and differentiated as needed, often requiring collaboration amongst different learners. Most importantly, quality assessment is authentic and transparent, providing students with a fair and attainable venue to proudly exhibit what they have learned. Feedback from teachers and classmates is timely and positive, fostering intellectual curiosity and inquiry. To continuously improve, students and teachers reflect critically on both instruction and assessment.

## Assessment Practices in Action

Teachers and teaching teams determine the appropriate number of summative (i.e. end result) and formative assessments (i.e. ongoing feedback, practice). The number of formative and summative assessments for each subject and grade level will vary. Teachers are expected to provide consistent and regular feedback to students about their progress toward learning goals. Teachers will use their professional judgement to ensure that the grades are accurate, meaningful, consistent and supportive of learning.

## Assessment and Reporting in Action – Elementary School (ES)

Reporting on each child's progress is undertaken through conversations, work samples sent home, formal parent-teacher conferences, and written reports. For Elementary School students there are:

- formal reports at the end of each trimester

- two parent-teacher conferences (autumn and spring)

For Elementary School students, AAS follows the general international practice of standards-referenced grading and reporting. Information is provided to students and parents about progress toward standards for each grade level.

### Assessment and Reporting in Action – Secondary School (Middle & High School – MS/HS)

For Secondary School students:

- formal progress reports (for grades 9-12) and grade level standard descriptors (for grades 6 - 8) at the end of each trimester
- access to the gradebooks (for grades 6 - 12) within the PowerSchool portal for both students and parents
- two conference opportunities for parents, teachers, and students (autumn and spring) with student-led learning conferences (for grades 6-8) taking place in the spring

### Homework

Homework will not be graded. However, there are times when students work on long-term projects that are assessed in a summative fashion or at the end of a unit or reporting cycle.

Homework completion and responsibility are reported separately from academic achievement.

### Assessment Rubric for K - 8

4 Exemplary	3 Mastery	2 Approaching	1 Beginning
Demonstrates mastery of the standard & application of higher order thinking	Demonstrates consistent understanding of the standard	Demonstrates inconsistent understanding of the standard	Demonstrates limited understanding of the standard

### Grade Descriptors for 9-12

7 Excellent	6 Very good	5 Good	4 Satisfactory	3 Limited	2 Poor	1 Very Poor

Please note: IB achievement levels may vary from course to course due to fluctuations prescribed by the IB. When using IB assessments, please refer to the specific subject reports published by the IB. These reports are available to IB teachers via the OCC or to the IB DP Grade descriptors 2017.

**Inc** (Incomplete) is used when there is not sufficient evidence for learning.

**N/A** (not applicable) is used when a standard has not been assessed during the reporting period.

## Late or Incomplete Work

When students have not completed enough work due to excused absence to demonstrate understanding, they may be given an “Incomplete” (Inc.) at the end of the reporting period until the work is completed within a timely manner (usually two weeks).

- If the work is turned in, it will be scored and the reporting grade will accurately reflect the level of performance
- If the work is still incomplete, teachers/administrators will determine whether students get a score of 1 reported, or if students are given an extended deadline or alternate course

If the work is late, incomplete, or missing due to a student’s poor learning habits, a decision will be made depending on the developmental level (e.g. grade level) of the student, the consistency of poor learning habits across multiple subjects, and a discussion with students and parents about whether the work will be allowed to be submitted for reporting or not

- If allowed, a time frame will be given, the work will be scored, and the reported score will accurately reflect the level of performance
- If not allowed, students will get a 1 reported Teachers will communicate to students, parents, and administrators the concerns regarding learning habits as soon as they are apparent
- Students will be put on academic contracts with appropriate consequences determined by administrators if this is a recurring issue

### Additional information specific to MS and HS

- Teachers will keep an open gradebook, allowing students and parents to see grades as they are available
- Teachers and students will follow the Retake Policy (below) in determining the type, timeline, and availability of re-take/re-submission options; this is done with the common understanding that the student has made a good faith effort in completing the work, homework, and has shown engagement in the learning up to the assessment task
- Trimester Progress Reports will be based on summative scores; the following will not be included in reported grades
  - Homework (the exception being a long term project, presentation, essay, etc. where work was done in a summative manner over an extended period of time)
  - Group grades: students will always be scored individually when working collaboratively
  - There will be no “curving” of grades

### Retakes & Resubmissions

The teacher can offer a second opportunity for the student to demonstrate their learning of the material. Individual content areas will communicate the specific expectations for re-take/resubmission within their class on the syllabus. In all subjects, this opportunity is contingent on the following:

- A good faith effort from the student in completing the homework during the unit
- A good faith effort from the student in completing the classwork; this includes showing engagement, note-taking, participation, questioning, and completing independent and group tasks (as appropriate)

- The teacher may require a correction of the original work along with an error analysis completed by the student
  - this could be dependent on the type of assessment
- Retake/resubmission completed within one week (where possible excusing extenuating circumstances, e.g. illness, absence)
- Retakes to be completed in the “Get it Done” room assigned by the teacher
  - A student will be given at least two days notice that they are assigned to the “Get it Done” room; if they fail to attend, they forfeit the opportunity to retake
  - To the extent possible, teachers will coordinate with students in an attempt to avoid interfering with athletics and activities, but with the understanding that academics come first
- The teacher may meet with the student to review/revise material
- The teacher may use the original test correction, meeting with the teacher, or revision and verbal demonstration of proficiency with the material to substitute for a retake and the reporting score would be changed accordingly

## Academic Program

Summaries of each curricular area can be found on the school’s [website](#). The curriculum involves academics, athletics/activities, arts and service.

### Pre-Kindergarten

This program is for four (4) year old students. Learning activities are designed to help the child become independent and confident. The emphasis is on social interaction, student learning behaviours, and foundational academics (e.g. literacy, maths, science). Children are continually assessed, so they can develop at their own level and pace. The program is offered to four-year-olds and is a full day program.

### Language and Literacy (English)

The goal of the language curriculum is to help pupils develop a high degree of proficiency in using the four language processes: listening attentively; speaking in a meaningful way; reading with understanding; and writing fluently. The formal program to achieve this purpose begins in Kindergarten and is followed through grade twelve. In addition to equipping students with the necessary skills to achieve excellence in all other areas of the curriculum, it is our hope that we will also have given them the inspiration and encouragement to read and write for pleasure.

### Mathematics

In preparing for life, students must be able to link mathematical ideas and be able to use mathematical tools and techniques. Problem solving is a process that permeates the entire mathematics program and provides the context in which concepts and skills can be explored and learned. Students acquire knowledge and skills, develop critical thinking, organise and interpret data and competently select and use appropriate tools and technology. Students are expected to work collaboratively and independently, appreciating mathematics throughout history and society, and demonstrate positive attitudes towards mathematics by working with confidence, persistence, and enthusiasm. Integration of mathematics concepts into other curriculum areas is an important part of our program.

### Sciences

Science promotes students' innate curiosity about the world. It provides a wide variety of experiences that help students develop the scientific processes of critical thinking, observation, and communicative skills. These are fundamental skills for students to become active decision makers and will facilitate lifelong learning. To give students a firm foundation in science and develop these scientific processes, our science program is designed to encourage students to:

- wonder about the world around them and ask questions
- investigate by using a wide variety of resources and recording their findings
- reflect on their discoveries through summary and evaluation, and act on what they have learned by applying it to the world outside the classroom

Our science curriculum enables students to experience the joys of science while promoting individual thinking, problem solving, and understanding. When possible, it is taught in an interdisciplinary manner using cooperative learning techniques and hands-on activities. Through these, students will be able to experience the richness and excitement of knowing about and understanding the world around them.

### **Social Studies**

Social Studies education at AAS enables students to participate in a changing society as informed, confident and responsible citizens. Students will develop knowledge and understanding about human society as they focus on:

- how groups are organised and the rights, roles, and responsibilities of people in groups
- the contribution of culture and heritage to societies
- the interaction of people with places and the environment
- the relationships between people and events, through time

## **Languages**

### **English as an Additional Language (EAL)**

The English as an Additional Language (EAL) program is provided for those students who are English Language Learners (ELL). The K-12 EAL program is designed to meet the diverse learning needs of all ELLs enrolled. Depending on the English mastery levels of ELLs, the types of services provided can be one of, or a combination of the following: small group settings providing specific interventions for English language acquisition, one to one instruction, in-class support by EAL teachers, and/or co-teaching model involving collaboration between the classroom teacher and EAL teacher. The aim of the AAS EAL program is to effectively support ELLs to eventually gain independence in accessing the learning in the general education setting where English is the medium of instruction.

### **World Languages**

The World Language Program at AAS strives to cultivate an interest in, and appreciation of, the target language and its culture. Students are given a solid foundation to use the language immediately, in day-to-day situations, and for ongoing study and use. In addition, the program reinforces skills and awareness of language that can be useful in the language and literacy program at the school. Students are encouraged to reach their highest potential in all areas of learning a world language: listening, speaking, reading, writing, and interaction.

Our understanding of language teaching is the foundation for our methodology and program design:

- language is a primary means of communicating and learning
- the acquisition of language is a lifelong process and a central component of intellectual and personal growth
- proficiency earned in one language is transferable to other languages, and language proficiency aids the student in acquiring competencies in other studies
- language is an expression of culture and must be valued as an integral part of a student's identity
- language learning promotes internationalism and multicultural understanding
- language learning must be fostered in all aspects of the school community
- teachers must strive to recognize the language needs of all students and work to serve these needs within the classroom and beyond

Depending on identified needs and capacity, the school may combine two levels in a single class if appropriate, or not offer some classes if the number of students is too low to run a class.

### **Mother Tongue Provisions**

The Bulgarian Mother Tongue (BMT) program is offered in Grades K through 10. In the elementary school, BMT is offered in the language block: families of students who are proficient in English, select between French as a Foreign Language, Bulgarian as a Foreign Language, or Bulgarian Mother Tongue. In the Grades 7 -10, BMT is offered as an Elective. In Grades 11 and 12, the IB Bulgarian Language A is offered. In some cases, older students can engage in self-taught language courses related to their mother tongue.

### **Information and Communication Technology (ICT) and Responsible Use Policy (RUP)**

AAS regards current and emerging technology as very important, both for the students' work in school, outside of school and later life. The objective is to provide appropriate opportunities for the use of current and emerging technology in the classroom and beyond. The web and cloud, in conjunction with devices such as computers, tablets, etc. offer students significant opportunities for interactive learning and research and for the publishing of their work. The use of current and emerging technology is supported by a developmental curriculum.

AAS is continually working to ensure technological literacy is integrated into all of our courses so students will have the computer and technological skills they will require through school and beyond. Essentially, we work to create an environment where prudent technology use is ubiquitous and a natural component of learning.

The responsible use of current and emerging technologies is critical – even more so in today's ubiquitously connected world. The core value of respect prevails. To help bridge this as an understanding, the acronym LARK (Legal, Appropriate, Respectful, Kind) helps define digital citizenship.

To maintain a school environment that encourages a free exchange of ideas, it is expected that all AAS community members (students, families, guests, staff, and faculty) will respect the privacy of other individuals on campus and at school related events off campus. Secret recordings (audio or video) on any device, including drones, is prohibited.

### **Mobile Phones**

Elementary and Middle School students are not permitted to use their mobile phones during the school day. They must be kept in either their bags or lockers. In cases of emergency, both parents and students should use the main reception desk. Within the High School, students are not permitted to use mobile phones within lessons.

## Athletics and Activities

The Athletics and Activities Program is an integral part of the educational process by providing students with opportunities to further develop their unique capabilities, interests, and needs beyond the classroom. Participation in these activities is a privilege offered to and earned by students. Participants are representatives of their school and community and their conduct is expected to exemplify high standards at all times. The merits of competing as an individual or on a team or working together as an ensemble, the physical and social development, and skills attained, along with the increased maturity of working with and for others, are possible goals within the reach of every student.

### Middle & High School After School Program

Most activities are linked to 'CEESA' (Central and Eastern European Schools Association), while others are organised internally by AAS staff. CEESA provides a competitive interscholastic athletic and activities program intended to enrich and enhance the educational experience of students. This program plays a large part in the life of Middle & High School students. From music and culture to sport, festivals to tournaments and competitions, there is something for everyone to enjoy - Football, Basketball, Volleyball, Model United Nations, Speech & Debate, Robotics and a lot more.

### Elementary School After School Program

We are providing your child with the opportunity to learn and develop skills in creativity clubs, dance, sports and many more. Activities in ES are provided mostly by outside vendors and therefore there are additional fees for participation. There are many different opportunities ranging from Pottery and Violin to Football and Taekwondo and many more.

### Private Instrumental Program (PIP)

The AAS Private Instrumental Program (PIP) began in 2008. Our PIP instructors are all professional musicians, experienced teachers and proficient English speakers. Each is successful in their field and aware of the high standard of education expected by students at AAS. Upon request, teachers will also prepare appropriate students for internationally recognised exams and assessments.

## Arts

The arts are fundamental for intellectual growth and the development of creative exploration. Through the study of visual art, music and theatre, movement students will develop a greater understanding of their world and its rich cultural history. Through a common language embraced by the Arts, students will come to understand the culture in which they live and the culture of others. Students' individual talents are developed as they problem solve, create, and perform using the language of artistic expression.

To further support artistic development there are many performance opportunities, such as the Middle School Arts Showcase, High School Productions, our AAS Art Gallery and the Elementary School Music and Dance Performances.

## Service

The main goal of service learning opportunities is to give students varied opportunities to interact with different communities to uncover issues relating to culture, respect, service, gratitude, creativity, problem solving and in doing so they learn about themselves, their classmates, the “world” outside the AAS community and how they are connected to various communities. In this regard, AAS has cultivated several partnerships with outside organisations.

Students engage in many age appropriate community service activities throughout the year. These opportunities tend to vary from year to year. Within the Elementary School program service opportunities are addressed through classroom lessons and projects. Within the Middle School program service opportunities arise within the electives, “Wolf Pack Time” and after-school projects. Within the High School program service opportunities arise within the electives, CAS (Creativity Activity Service), “Wolf Pack Time” and after-school projects.

## **EDUCATION OUTSIDE the CLASSROOM**

The Anglo-American School encourages field trips designed to support or reinforce the school's program of studies or to introduce or extend student knowledge about Bulgaria. The students go on trips to sites in and around Sofia and longer trips with overnight stays in different parts of Bulgaria. This aspect of our program is very important, and it is assumed that all students will participate in these trips. Local and cultural field trips rarely if ever involve additional cost. There is however, some extended school related travel that involves an additional cost to the family. These trips include CEESA sports and activities team/ensemble, as well as voluntary educational trips. All parents will be notified of field trips in advance. The vehicles used for field trips must meet the school's safety standards. Part of the school-parent agreement document covers your permission for your child to go on such trips. There will be a special permission form for overnight stays. It should also be noted that all school policies and procedures also apply while students are participating on a field trip.

One of the joys, challenges and advantages of learning in an international school environment is inquiry and exploration. The richness of inquiry and exploration is enhanced when learning takes place in different locations, environments and with different people. From Pre-K to grade twelve, students at AAS engage in field trips, activities and events off-campus.

An Elementary class taking a walking trip to the Bell Tower Park; from the grade five class visiting a local juice factory, to High School Model United Nations (MUN) in Berlin; from the Middle School volleyball tournaments, to a family drive to explore Plovdiv; from our youngest artists sharing their work in downtown Sofia, to the IB Business and Management students visiting local business leaders and industries, learning opportunities abound. The above examples are just a sample of what our students engage in outside of the classroom.

### **Middle School and High School Cultural/Class Trips**

Each year students in the Secondary School engage in extended trips that involve overnight stays. Students from grade six to grade ten participate in class trips that are designed to mesh the school's tradition of grade level camps and cultural trips. Grade 11 and 12 students participate in their annual creativity, action and service retreats.



The benefits of field trips are to carry out the mission of the school by (in no particular order):

- providing an authentic window to how school curricula connects to life outside of school
- gaining greater understanding of Bulgaria and the surrounding region
- becoming closer and supportive of one another, appreciating each other and teachers in new ways, and growing in self-awareness, self-confidence & independence
- considering the ethical implications of one's actions and showing perseverance and commitment in an activity while undertaking new challenges

## FAQ

### **How are the travel groups determined?**

The groups travel by grade level. Rooming arrangements are related to advisory groups and teachers will set criteria for groupings of students in one room.

### **How many teachers will accompany the students and how are the chaperones determined?**

We have a ratio of one adult to every eight students (often this ratio is even more favourable). The chaperones are for the most part matched with their advisory group plus a teacher from outside their grade level that may have a specific expertise in the trip. As well as teacher chaperones, each trip has a full time qualified guide.

### **How will we keep in touch during the trip?**

Students may take their mobile phones, though this is not recommended. It is important to note that in some locations cell phone coverage is unpredictable. Teachers will also have cell phones and will keep in touch daily with school. Each travelling group contacts the school at least once per day and provides a trip update. These trip updates are recorded and sent out as email to the parents of the travellers. The times of the emails being sent out varies depending on trip activities.

### **Are students covered by school medical insurance?**

AAS maintains insurance for its students. This insurance is for emergency situations.

### **What happens in an emergency?**

In a distant location, the teachers working with the authorised tour leaders will contact the local medical care and inform the principal and parents of the situation. If it is decided that a student should be returned to Sofia, then we will do so as quickly as possible. For more minor illnesses, the student will be cared for in a hotel by a teacher/nurse/guide until he/she can return to the group activities.

### **What preparation takes place prior to the trips?**

For all of the locations, we use established tour companies which AAS had associated with in the past for student trips and that we have found reliable, knowledgeable and safety conscious, to find the perfect locations and hosts for our students. Tour companies, in conjunction with the school tailor make each itinerary to meet the needs of each grade level.

### **What kind of food will my child be eating?**

The trips have three well-balanced meals daily. Healthy snacks are also provided. Should a student have specific food allergies or restrictions, you will be asked to write and highlight that on the Parent Permission and Release form.

### **What are the behavioural expectations on the trips?**

The expectations are the same as a regular school day and as such breaches of school policies and guidelines while on trips will have similar follow-up and consequences to that described under “Citizenship, Community and Conduct” in this handbook. It is important to note that travellers are representatives of the school. Behaviour that is deemed unacceptable and dangerous to a student and/or others will be cause for immediate pick up of a student by the parent.

*NB: It is important to note that the Secondary School Cultural/Class trips are a part of the AAS program and thereby participation is mandatory. No family travel is permitted without the consent of the Secondary School Principal.*

### **School Representation Travel (Team/Group Travel)**

As well as our Middle and High School sports teams, students also represent AAS in relation to arts, service, academics and leadership. To date, these have included: Knowledge Bowl, Maths Counts, Music Festival, MUN, HOSIC, Robotics and a Cultural Arts program.

AAS values attendance in school, as well as full participation in co-curricular and extracurricular activities. In the Middle and High School there are 3 ‘seasons’ of activities each year and some of these involve travel to other cities for competitions and conferences. In order to minimise days missed due to these events, the following guidelines have been established:

- all costs associated with travel are to be paid by the students
- students are responsible to arrange with their teachers for the completion of missed work upon their return
- the guidelines may be adjusted by the Principal on an individual basis

Since there are often more students who wish to participate in CEESA events than there are places available to be selected for a travel team/ensemble, a number of criteria are used to decide which students may travel. Travelling groups are not selected too early in order to ensure opportunities for as many people as possible. Attitude and sportsmanship are very important considerations in the selection process. Skill and aptitude are two other factors used in the selection of a travelling group.

Those students on the travelling list as well as any students designated as alternates must continue to participate in practices and rehearsals while maintaining an acceptable academic and work habit performance. Perhaps, more important, all team/ensemble members must continue to demonstrate good citizenship in all areas of their school life. The coaches/sponsors of an activity, in consultation with the Secondary Principal and/or Athletic Director & Activities Coordinator, will make the ultimate decision concerning travel. If a team member's academic performance should deteriorate or should there be any significant disciplinary problems or notable issues with attendance, permission to travel may be withdrawn by the Principal. All students who maintain appropriate academic and social standing are eligible to participate in after school activities sponsored by AAS.

Please note that unless authorised, any student who does not attend classes may not participate in after school sponsored athletics or activities the same day.

### Student Travel Fees and Field Trip Fees

Day field trips and the Secondary School cultural trips are part of the school's program and all students are required to participate. For this reason, the fees associated with the above are part of school tuition.

There are cases when families pay separately for student travel and programming. Examples of such cases include:

- being selected to travel with a CEESA Team or other group, such as MUN
- engaging in an additional educational or service learning field trip, such as Art, French, History, Spanish, Theatre Arts

### Travel Fees Refund Policy

In order to manage costs, ensure space, meet requirements, procure accommodation, review safety and meet chaperone to student ratio needs, the travel, accommodation and excursion arrangements of the above trips are made as far as possible in advance. In light of the above please note:

- fees associated with travel, accommodation and excursions are to be paid in advance
- in most cases, fees are non-refundable and non-transferable
  - if a student withdraws from a trip, fees associated with the trip are not recouped
  - if any monies are recouped, the school will return such monies to families, after all accounts are settled
- parents are encouraged to purchase trip insurance in relation to your child's travel
- fees and arrangements related to visa procurement are the responsibility of the family
- should a travel issue arise due to an error; the party responsible for the error will absorb the costs
  - for example, if travel documents (i.e. passport) are not up-to-date and a student is not permitted to travel then the family would absorb travel costs
  - if the school made an error and a student was not permitted to travel then the school would absorb travel costs
  - in the case of shared responsibility for an error then the two parties split the costs evenly
- scenarios of force majeure (i.e. sudden civil unrest at anticipated destination) will be addressed on a case-by-case basis

Considering the above, please be sure to consider your child's social/emotional/physical readiness to engage in the above trips, as well as your (readiness as a parent) social/emotional/physical readiness to have your child travel for a period of time without you.

The school recognizes that in rare occasions extenuating circumstances arise in which a student is not able to travel (i.e. medical, unforeseen family emergencies). The school empathises with this, but is unable to provide refunds in non-refundable vendor situations since airline companies very rarely provide refunds. In the event that a student is no longer able to travel:

- please contact the school as soon as possible
- when possible, the organisers will attempt to fill the vacancy by offering the opportunity to some pre-established alternative students (time and cost permitting)

### Trips Organised Through an Agent

- the cancellation policy of the agency will be in effect
- in the event that the agency does not have a policy in place then the school policy will be used

## SERVICES

### Library

The School library has over 24,000 volumes in its collection with a circulation in excess of 60,000. The collection is continually updated and culled to meet our community's needs. The reference section is supported by a variety of electronic and print resources. Students in Pre-Kindergarten through grade two have a regularly scheduled library period once a week. In addition, the library is open at other times for research, book exchange and browsing. Students are encouraged to take library books home. The library also operates a "Book Swap" from time to time for the benefit of students.

It is no coincidence that the library is at the midpoint of the school – juncture between the Elementary and Secondary Schools. It also happens to be beside the "Atrium" which allows the library to not only be a location for research and reading, but a meeting area as well.

### Borrowing Policies

All borrowers accept responsibility for the privilege of using AAS' library by keeping materials in good condition; knowing their physical location while borrowed; and returning them in a timely manner. Each school year all materials must be returned by the date established by the library team. The borrower must pay for lost or damaged material. If lost material is subsequently found, the payment will be refunded. When all materials are accounted for, users may borrow resources to use during vacation. Complete details are available in the library.

### Learning Support

AAS maintains a Learning Support program as part of our Student Support Services to meet the needs of students. At the beginning of each year, the records of new students are reviewed by the Student Support Services department to assure that individual student needs are met. Throughout the school year, faculty and staff identify students who might need additional support.

The progress of students is monitored by the classroom teachers and Learning Support teachers. A Student Support Team (SST) in each division meets regularly to review student progress and to develop plans to meet their needs. Interventions include a range of strategies including encouraging students to participate in learning activities, developing specific enrichment programs, helping the teacher implement strategies in the classroom, assisting students in the classroom during specific classes, and/or providing targeted support in a small group setting during the school day.

Parents are important members of the team educating their child and are included in the development of any individual educational plan for their child. Parents are also invited to ask teachers and principals if they have any specific questions concerning their child. The Learning Support staff work hand-in-hand with the parents and classroom teachers guiding the students to reach their potential.

## Other Support Services on Campus

The school and community have successful partnerships with several external professionals who can provide further student support upon specific evaluations and assessments. The professionals possibly available are dependent on the transient nature of Occupational Therapy (OT), Speech Pathology, Physical Therapy (PT) and School Psychologists who may be currently stationed in Sofia. The school provides an office and learning space for the above professionals, should they be available. In relation to the above it is important to note that,

- referrals are to be approved by the school
- associated fees are the responsibility of the family and are arranged between the professional providing the services and the family
- the above services are limited in scope and often dependent on transient professionals

## Counselling Services

AAS has one full-time Elementary Counsellor, one full-time Middle School Counsellor and one full-time High School Counsellor. Included in the roles of the Elementary Counsellor are classroom observations, consultation with the teachers about individual student needs, working with parents and student support. The Middle and High School Counsellors are involved in student support as well as, when the time comes, the High School counsellor assists students and families in college/university placement and preparation of application materials. Counsellors (as well as all members of the AAS community) help students adjust to school and the transition between year grades and develop relevant skills in problem solving, communicating, and getting along with others. The counsellors also assist students in the classroom, provide individual and group counselling, and work with teachers on topics in our Social Emotional Learning (SEL) program.

In addition, the counsellors work with the parents regarding any concerns they may have about their child. When requested, the counsellor can conduct parent workshops on such topics of interest to the community. If you want to discuss any concerns regarding your child's progress or personal development, please feel free to contact the appropriate counsellor. Students can be referred to the counsellor by parents or teachers. Students may also request assistance for themselves. AAS referral procedures ensure that parents are involved at the earliest stage when the school has significant concerns about student social and emotional needs.

## Tutoring

AAS understands that sometimes families get tutors to work with their children outside of school. In such cases, the School requests that families notify the division principal (ES or MS/HS).

Tutors are not permitted to work with students on campus without express consent from the appropriate division principal.

Please note that AAS teachers may not tutor their students and are not expected to work with outside tutors hired by parents.

## Health Services

The school employs two full-time nurses, one male and one female. The health office is on the bottom floor near the Balkan Gymnasium (the gym with the blue floor). Our nurses check on students for general health issues, including head lice and communicable diseases. During class time students may ask for a pass from the teacher if they are feeling unwell or have hurt themselves. Accidents and infirmary visits are summarised

daily for school administration in an effort to identify trends and to improve health and safety throughout the school.

### **Illness or Injuries at School**

If a student is ill or injured while at school, students should notify an adult (teacher or staff) before contacting parents. The Health Office is equipped to provide immediate first aid and to treat minor injuries. In the event of illness or accident requiring further medical treatment, parents will be notified. The nurse will call the home, office and/or emergency telephone numbers listed in the student's file. Parents, or their appointed guardians, will be asked to collect their child at school and arrange for medical treatment. In cases of serious injury, students' parents are contacted and, if requested, our nurse will take the student to an emergency care facility.

In the event of a very serious accident requiring immediate, life-saving measures, appropriate ambulance services will be summoned.

### **Medication**

If a student needs to receive medication while at school please contact the Health Office for details. The school does not administer medication unless authorised in writing by a parent. All medicines must be handed over to the nurse. No student is allowed to self-medicate and all medicines must be taken under the direction of the school nurse.

### **Immunisation**

Students are required to have followed a routine and customary schedule of immunizations. Up to date immunisation records are required to attend school.

### **Communicable Ailments**

Any community member who has symptoms of COVID-19 or who has been in contact with someone who has COVID-19 is restricted from coming to the AAS campus. In this situation, please notify the school immediately.

Influenza season in Europe is usually around January to March. It is important to keep hands washed, get rest, and to sneeze/cough into the crook of one's elbow. If a student is running a fever it is best for the student to stay home.

Head lice are a common, recurring problem in any school setting – if the school nurse identifies a child at school with lice or nits (eggs), the parents will be contacted and informed of the school's protocol, depending if the lice or nits are dead or alive.

### **Accurate Information**

Please make sure we have up-to-date health records (e.g. allergies, immunizations, etc.) as well as up-to-date emergency contact numbers.

### **Families in Transition**

AAS Counsellors offer families in transition additional support for students, parents, and teachers in the process of coming to, assimilating into and moving from AAS and Bulgaria. The program aims at both school

and home by giving information, developing activities and facilitating discussion of ideas and sharing of experience among parents and teachers.

The key objectives of the support are to:

- help the students settle into Bulgaria and life at AAS and to establish friendships
- develop a knowledge and understanding throughout the school of the different cultures of the students, and of Bulgaria as our host nation
- support students who remain behind when their friends transition out of Bulgaria
- inform parents of recent research into the new challenges faced by children who are “TCK” (Third Culture Kids)

### Applications to Other Schools

Recognizing that some of our families will go to other schools, as our population is transient, AAS has established the following guidelines to help the student, parents, and teachers understand the process. While AAS is committed to helping with this process, the work expected from the counsellors, teachers and other “recommenders” and of course the applying family is not insignificant.

#### Guidelines for the Application Process

First and foremost, parents are asked to notify the Registrar, Dola Kay, ([dkay@aes-sofia.org](mailto:dkay@aes-sofia.org)) of a possible move and which school(s) the family is intending to apply. At this time the family will be asked to give AAS permission to release student records to the applicant school upon request. AAS will not release student records unless the family has given permission in writing.

The following additional guidelines will help a smooth and timely application process:

- families when notifying the Registrar, will be asked to provide relevant information
  - rationale for moving
  - name and contact information of the school(s) they intend to apply
  - expected start date at new school(s)
  - any potential ‘entrance assessments’ for application that need invigilation
- families are asked to first contact the Registrar for recommendation letters and forms
- a minimum of two weeks should be allowed for AAS to process applications and send the required student records and documents
- a maximum of three applications per student will be processed in any year
  - if the family deems it necessary to apply to more than three schools, a specific request must be made to the Division Principal, explaining the rationale for the additional applications
- if a school requires an entrance exam, contact the Registrar to coordinate an appropriate invigilation for the assessment based on the options below
  - if it is a Secondary student, having the student take the assessment during the Secondary After School Work Session which occurs 2 times/week and has an invigilator available
  - if it is an Elementary student, having the same options that a Secondary student, including taking the assessment during the Secondary After School Work Session (can be arranged through the Elementary office)
  - having an official external assessment centre (recommendations are available upon request of the Registrar) invigilate the assessment at a convenient time for the student

- if the above two options are not possible, having AAS arrange for a substitute teacher invigilate the assessment at AAS at a time convenient for the family and the school; the cost of the substitute teacher will be paid for by the family to the Business Office.
- if none of the above is possible, making a request to the Division Principal with a suggested invigilation plan for the required assessment

As a courtesy, the AAS Registrar will contact the family when any unsolicited requests for personal documents or application forms are made directly to AAS without notification by the family.

### School Materials

The school provides all basic supplies needed for class. Printed materials (such as textbooks) are provided on a loan basis to the students. Students are expected to care properly for school materials. Where applicable, electronic resources are culled and appropriate passwords and logins are provided. All losses or damage will be charged at actual replacement cost (including freight costs and customs duties). From time to time, each teacher may make special requests for items to be brought in, based on the particular needs of the class. Please try to send items in as requested.

## HOMEWORK

Homework is a key area in which the partnership between the school and the family can be addressed in a purposeful and practical way. The real value of this part of your child's education depends on this partnership. Homework should reinforce skills introduced and practised in class.

The purpose of homework generally is to:

- enable students to internalise concepts, master skills they have studied and stretch their knowledge base
- give students an opportunity to develop organisational skills and self-discipline
- foster a love of personal reading and writing

Assignments designated as homework/independent practice should accomplish one or more of the following:

- prepare for in-class assignments or long-range projects
- provide practice on concepts or skills already taught
- enrich, enhance, and extend school experience
- provide real-life applications
- provide for some parental involvement in student learning
- provide time for research, reflection, or creation

We collaborate to try to balance the student homework load across a grade level so that there is a reasonable distribution throughout a week or quarter. Teachers and students monitor this.

In research projects it is highly advisable that students use a mixture of electronic, print and in person resources. When assigning research on the Internet, it is essential for the teacher to verify the usability of the material available as well as the electronic links to reach that material. Students need guidance in how to do



research and document it properly from both printed and electronic sources. The library team is very happy to assist in setting up and teaching research skills for projects.

In Elementary School, the homework expectation is that students are reading for at least 20 minutes every night. There may be times when additional homework is assigned, but it should not amount to more than 10 minutes multiplied by the child's grade level (thus, a fifth grade student would have no more than 50 minutes of homework of which 20 minutes would be reading).

Preparation and study in the Middle School and High School may require more time, for example in preparation for large tests or completion of major projects.

Parental support for the homework program is very important. We ask that you provide a place and time for the work to be done, and whenever possible, take an active interest in what is being undertaken. If you have any questions, suggestions, or concerns, please set up an interview with the appropriate teacher. It is important that you do this as soon as the need arises to ensure the highest level of cooperation throughout the year.

## **ATTENDANCE**

Regular daily attendance in class contributes to the school's instructional goal of developing traits of punctuality, self-discipline and responsibility in students. Interaction between students, their peers, teachers and their involvement in the total school environment are critical components of the learning process. Each day's lesson is built on those activities that took place on previous days. When a student misses a class, for whatever reason, that experience can never be completely made-up. Reading the material and performing satisfactorily on tests does not compensate for the loss of insight gained during class discussions or the loss of information acquired through an explanation. If the student is not present in their classes, that individual is not maximising personal learning. As a general practice students will have the same number of days to make up work as they missed.

Board policy and the administration of The Anglo-American School fully support the notion that students should be in attendance at least 90% of the academic year. This equates to 18 days over the course of a school year or 6 days per trimester that a student may be absent and be within the 90% attendance. The school will take an active role in notifying parents should any attendance issues occur. Where attendance issues persist, students may be placed on attendance contracts or subject to other measures as deemed appropriate by the school administration. Students may be excused several days per year as part of the school's travelling sports teams or other outside-of-school activities. These event days will not count towards the suggested 90% attendance policy.

### **Punctuality**

Students are expected to be prepared and on time for classes. Parents are kindly asked to call the division office if their son/daughter will not be arriving to school at their regular time.

In the Secondary School, students are required to obtain a pass from the Secondary Reception if arriving to school after 08:30 in order to enter class. In Secondary School, students who demonstrate a tardy trend will be subject to progressive discipline.

### Planned Absences

For Elementary School students, in the event an absence is planned, parents are asked to notify the classroom teacher and the ES Office as early as possible: 02 923 8837 or via email the ES Office at [es\\_office@aaas-sofia.org](mailto:es_office@aaas-sofia.org). In the case of a planned extended absence (e.g. family vacation), please contact the ES Principal as early as possible for discussion.

The parents of Secondary School students are asked to communicate any planned absence to the Secondary School Office on 02 923 8842 or via email at [mshs\\_office@aaas-sofia.org](mailto:mshs_office@aaas-sofia.org). Secondary School students are responsible to arrange with their teachers for the completion of missed work using the “planned absence form” (for grades 6-12) and to notify the MS/HS Principal.

### Absences Due to Illness

If a student is absent due to illness, please notify the appropriate division office before 9:00 AM on the day of the absence - Secondary (MS and HS) 02 923 8842 or via email to the office at [mshs\\_office@aaas-sofia.org](mailto:mshs_office@aaas-sofia.org); Elementary (ES) 02 923 8837 or via email to the office at [es\\_office@aaas-sofia.org](mailto:es_office@aaas-sofia.org).

When the student returns to school, he/she should bring a note to the division office from the parent verifying the absence. If a student becomes ill during the school day and the nurse or administration believes the student should go home, parents will be contacted and informed of the situation. It is the parent’s responsibility to pick up the child. Under no circumstances will a student be allowed to leave school without officially checking out with the respective division office. In most cases due to illness, the school nurse must agree.

### Early Departure

There may be times when students need to leave in the middle of the day. This may only be authorised by a parent/guardian. All students leaving early must have a dismissal pass from the division office to leave the campus. Students without passes (accompanied or alone) will not be allowed to leave school premises.

The last two weeks of each trimester in the Middle and High School have summative assessments planned. Students wishing to complete the trimester or year early may receive an Incomplete for the trimester or year if they leave more than two weeks prior to the end of the trimester. Early departures affect student learning. Families are encouraged to plan early departure accordingly and are asked to make any request for early departure, well in advance of the last day of school to the MS/HS Principal. The MS/HS administration will make a final determination of credit or grade designation for each case. Middle School final assessments (including Arts Showcase performances) and High School exams are scheduled in the last two weeks of the school year.

## **CITIZENSHIP, COMMUNITY and CONDUCT**

The AAS mission and core values inform the elements of citizenship, community and conduct. The “Golden Rule” of “treat others as you would like to be treated,” is the guiding premise of our behavioural expectations. This holds true in the “real world” and “virtual world.” This concept is elaborated on in a variety of ways to help illustrate the expectation of mutual respect and consideration.

The school maintains an [Elementary School Code of Conduct and Behaviour Management Framework \(version in Bulgarian\)](#) which outlines relevant details of expectations, supports, and follow-through regarding student behaviour.

Students at AAS are expected to conduct themselves, both on and off campus, in a manner that reflects well on themselves, their school, their families, and their countries. They should maintain standards of conduct that model the school’s mission and global citizenship statement and core beliefs. The Principals and/or the Director reserve the right to take appropriate disciplinary action in the case of a violation of these standards.

The School expects parents to support its behavioural expectations and to direct any questions regarding an action taken by the school staff to the particular staff member involved or the Principal without delay.

### **AAS Statement of Rights and Responsibilities**

As a community of learners who will be responsible citizens of the future we believe that we should all work together to ensure that learning is enjoyable, fun and challenging. To do this we believe we all have certain rights, which are:

- the right to learn
- the right to be safe and healthy
- the right to be respected

To make sure AAS is a fun and supportive place to learn we should all have the responsibility to respect the rights of others by:

- allowing everyone to learn and teach
- behaving safely
- showing respect and care to everyone and everything
- demonstrating open-minded attitudes and behaviours
- being willing to learn

### **Language Statement**

The AAS community is a dynamic multi-cultural environment. Language is one key component of cultural understanding. Our core value of respect comes to mind when it comes to language use.

In class we speak the target language (English in an English-medium class, Bulgarian in a Bulgarian-medium class, Spanish in Spanish class, and French in French class).

In our public spaces we recognize the social importance, educational value and comfort of people speaking their “mother tongue,” or practising a developing language. Thus, in our halls we may and will hear an array of different languages. In our group interactions we focus on a language of inclusion.

## The Essence of Character

Your character is defined by your total pattern of behaviour. It has been described as “what you do when others are not looking.” You own your behaviour. Your own actions determine your reputation and also help to determine how people react to you now and in the future. Trust, respect, and the true friendship of others must be earned. Your pattern of behaviour or character determines how much trust, respect, and friendship you earn. Students are encouraged to make a genuine effort to develop and maintain good character.

## Citizenship Ideals

Our global citizenship statement provides clear expectations and guidance on what it means to be a global citizen. The basic tenet of citizenship 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 of the classrooms, are the guidelines for all of our interactions with others. To help maintain and foster the above, all students, teachers and parents are expected to model the following behaviours:

- treat all people and property with dignity and respect
- participate actively in the learning process
- exhibit a positive attitude and willingness to hear diverse perspective
- engage in thoughtful dialogue and discussion in an effort to understand the experiences of others, especially those that might differ from your own
- act responsibly and honestly
- arrive at school punctually and prepared to learn
- use appropriate language

While ‘Citizenship’ does not appear as a subject, it is the foundation of our whole educational structure. Self-control, self-responsibility and consideration for others are the keys to good conduct. We expect all students to be accountable for all their behaviour all the time. Students, parents, and school staff members are jointly responsible for maintaining proper conduct in school, on school grounds, on school transport and at school-related activities.

## Community Conduct Guidelines

Mutual respect and consideration are the keys to making our school a great place to be. Below are some more specific details that will ensure a positive experience for everyone.

### Attend All Classes On Time and Come Prepared to Learn

Students are asked to please be in their assigned place when class begins. Students are reminded to bring their school agenda or personal organisational device, and to have the correct materials and supplies before each class.

For safety reasons, students may never leave school grounds without a parent/guardian signing them out in the office.

### Leave Distractions to Learning at Home

Candy and other snacks (including gum) should stay in appropriate areas. Personal electronic devices or other electronic equipment (that are not serving a learning purpose) and toys and games, are to be used in accordance with teacher instructions. The school is not responsible for valuables brought to school. Do not bring large sums of money or other valuables to school.

### **Self Regulate**

The campus can get crowded at times and the halls can get slippery during inclement weather. When indoors please walk at all times. If somebody else does something that bothers you, please don't be tempted to retaliate. There are better ways of making your feelings known. Sports balls are for field and court use – never in the halls or classroom areas.

### **Ensure a Positive Web Presence**

Personal devices, computers, the web, the cloud, the internet, social media – whatever monikers and devices you use regarding your “virtual world” are a projection of yourself. Students are reminded that what goes online is pretty much permanent and can be viewed by the world – the vast majority of whom you do not even know. Schools, colleges, universities, companies, employers etc. routinely check a person's web presence in application processes – be wise and be safe.

### **Maintain a Safe, Calm and Clean School Environment**

Facilities are shared during breaks, lunch, and recess; please be mindful of other classes and groups. Students are reminded to please help the cafeteria function smoothly by keeping food on their plate and chatting calmly with friends. Students are reminded to please:

- clean your table and push in your chair
- throw food into the trash or compost bins
- recycle or dispose of trash in appropriate containers;
- keep the disposal area clean
- place litter in trash cans and place aluminium cans, plastic, and paper in recycling bins
- out of respect for your colleagues and the environment, it is every student's obligation to help keep our campus clean and attractive inside and outside the classroom

### **Unauthorised use of electronic equipment**

Tampering with or inappropriate use of electronic devices (such as unauthorised photos or recordings) is vandalism and/or harassment and therefore is not permitted.

### **Weapons**

Weapons or items that could be used as weapons including matches, lighters or fireworks, are not permitted on campus. Toy weapons are not permitted on campus.

### **Food and Drink During the Day**

The School's food service strives to present balanced and nutritious meals every day. Hot lunches are served, and soups and salads are available each day. All drinking water is safe and is regularly analysed for purity. Students are strongly encouraged to eat healthy choices from our cafeteria or from home, and choose to eat healthy snacks. The adage “an apple a day keeps the doctor away” serves young people's minds and bodies well. “You are what you eat” is not just a cliché. Students and adults alike are not recommended to eat junk food and consume carbonated soft drinks during the school day (the wonderful Bulgarian tradition of

providing chocolates for special days and various bake sales are obvious exceptions). The above, combined with enjoying the outdoors and engaging in physical movement at breaks (in appropriate locations) is important to promote good health.

### **Drugs and Alcohol**

Drugs and drug-related items (including alcohol apart from in exceptional circumstances) are not permitted in school and non compliance with this rule are treated as serious offences. Please note:

- the abuse of chemicals and illegal drugs is an extremely serious matter in Bulgaria and can result in disastrous legal consequences
- the school is not in a position to protect a student involved in drug abuse
- the school may facilitate the treatment of a student who wants help with an addictive problem and wishes to remain in school
- students bringing these substances onto the campus or appearing on campus under their influence will face lengthy suspensions and probable expulsion
- the school is under obligation, in certain circumstances, to report these incidents to the authorities
- the supplying or sale of drugs will result in expulsion and the notification of the authorities
- smoking is not permitted anywhere on the AAS campus or at school trips/events

### **Dress Appropriately for School**

We work on the premise that students can and should be able to choose their own clothing. Our school does not have a uniform, however, students are expected to dress appropriately for school - and we greatly appreciate parental and student support in this regard. The following points provide some specifics regarding the statement, "Use your personal freedom to dress for success, appropriate for your age, and to demonstrate respect for all others who will observe you," specifically:

- wear neat and clean clothes
- wear proper footwear befitting the activity and /or weather at hand
- do not dress in an overtly revealing manner or wear clothing that display offensive and developmentally inappropriate words, pictures or slogans
- ensure that underwear is indeed underwear and consequently remains unseen
- in physical endeavours, such as PE class students must wear proper clothing that is conducive to movement and safety, for example, T-shirts that cover the shoulders, tennis shoes/trainers and socks, shorts of appropriate length or sweatpants/warm-ups

### **Disciplinary Procedures Information**

As a school, our priority is to assure a safe learning environment. Expectations, guidelines and aspirations such as the AAS Mission, Our Core Values, Global Citizenship Statement, Language Statement, Statement of Rights and Responsibilities, the Essence of Character, Citizenship Ideals and Community Conduct Guidelines (all found within the handbook), provide us with guidance and expectations to be the best version of ourselves. The above do not only help us in our "real world" but in our "virtual world" too. The above provide a variety of ways, scenarios and tenets of what kindness looks like, sounds and feels like.

Rules and regulations are established for the safety and well being of all students in our school. Behaviour that interferes with the teaching and learning or safety of our students will need to be improved. Failure to abide by school rules or to maintain appropriate conduct will result in disciplinary consequences. School rules apply in school, on school grounds, on school buses and at school related activities. While the following rules are

emphasised, they may not be all inclusive. Common sense and a concern for the safety of all shall prevail in situations where a rule has not been formalised. The purpose of disciplinary consequences is to help students internalise positive community values.

The school works to turn mistakes and lapses in good judgement into learning opportunities. Students who violate school rules will be subject to consequences. The severity of the violation and the student's individual discipline record will be considered when assigning consequences. Because of the various influences that affect the nature of discipline cases, it is difficult to codify offences and consequences. The Principal or Counsellor may assign alternative consequences. If a student has violated a school rule within the classroom, the teacher will initiate procedures to correct the observed behaviour. The teacher will work cooperatively with the student, parent and counsellor to assist the student in understanding their responsibility for a change in conduct.

Depending on the nature of the offence, the school may assign (but is not limited to) the following consequences for inappropriate behaviour:

- telephone call home
- conference with student and/or parent
- special projects
- meeting after class
- after-school time
- parental conferences
- suspensions - in-school and / or out-of-school
- social and/or academic probation
- other consequences deemed appropriate by the school administration to protect the rights of other students and assist the student involved to grow and mature
- expulsion - in serious cases

Grave or repeated violations of the standards of basic conduct despite intervention may result in immediate suspension or worse from school; some specific examples include:

- harassment – relational aggression in physical, verbal or digital ways
  - cyber bullying on or off-campus
- stealing
- academic malpractice
- vandalism/destruction of property
- frequent violations of school citizenship, community and respect expectations
- use/possession of drugs and alcohol on campus and/or during school related activities
- repeated serious violations despite intervention

## ACADEMIC INTEGRITY

### **Supports for Academic Integrity**

Today with the availability of so much information at our fingertips the line can become blurred regarding sharing and plagiarism. AAS provides all students with multiple opportunities to learn how to practice academic integrity. In Elementary School, students are provided multiple opportunities to learn and practice

research skills. We will support students entering 6th grade, who still may be developing their academic honesty skills, as well as new students in grades 7-12, if appropriate. Practices such as, but not limited to, copying and pasting from other sources; copying another student's work; presenting the work of a tutor or computer program as their own; citing sources appropriately; obeying EU copyright laws are explained to students.

## Academic Misconduct

Common examples of academic misconduct include, but are not limited to, the following:

- **Cheating:** intentionally using or attempting to use unauthorised materials, information, or study aids in an assignment or assessment; copying from another student; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission from the school; not following the rules of an assessment
- **Fabrication:** (making things up; lying): intentionally making up data, information, documents, research or forging signatures
- **Facilitating academic misconduct/Collusion:** intentionally or knowingly helping or attempting to help another engage in academic misconduct
- **Plagiarism:** representing another person's ideas, "facts" or original work without giving proper credit (e.g. citations, footnotes, endnotes). To avoid plagiarising, be sure to do the following:
  - if you copy a quote, cite it
  - if you paraphrase, however loosely, cite it
  - if you borrow an idea from someone else, give that person credit
  - if a fact is common knowledge, no citation is needed
  - if you have the slightest doubt whether or not to cite something, cite it

## Consequences for Academic Misconduct

When presented with a possible case of academic misconduct due to a lack of academic integrity skills or a deliberate act of academic misconduct, in addition to any other consequences, the student will be given the opportunity to rectify the situation. If a student is found to have failed to act with integrity and honesty, the following steps will be taken as developmentally appropriate:

For the first instance of academic misconduct, the following actions will be taken:

- teacher will inform the MS/HS Principal
- parents and Wolf Pack advisor are informed by the teacher and the teacher meets with the student to discuss the issue
- the student watches the video (or equivalent) on academic integrity and completes a reflection. This is added to the student's file
- the student will be allowed to re-do the assignment under supervision. Failure to attend the supervised re-do session will result in an Incomplete on the assignment
- the Wolf Pack advisor will follow up during mentoring time with the student

For the second instance of academic malpractice, the following actions will be taken:

- teacher will inform the MS/HS Principal



- the incident will be recorded in the student's file
- the MS/HS Principal will meet with all parties (student, parent, teacher) to discuss the academic malpractice
- the student will be given an Incomplete on the assignment
- the student may be suspended
- the student may be ineligible for participation in school activities for the remainder of the term and/or school year

For the third instance of academic malpractice, the following actions will be taken:

- the teacher will inform the MS/HS Principal
- the incident will be recorded in the student's file
- the Principal will meet with all parties (student, parent, teacher) to discuss the academic malpractice
- the student may be suspended with possible expulsion and, when appropriate, the school may report any instances of academic malpractice to the IB
- the student may be ineligible for participation in school activities for the remainder of the term and/or school year

At any stage the MS/HS Principal may intervene if the offence requires more substantial action, for example, if it contravenes IB regulations. More information about the Academic Integrity Policy can be found [here](#).

## COMMUNICATION

Our core value of respect is inherent to our communication. In this regard the school has developed an effective communication plan.

### Calendars

The school maintains two calendars - the school year calendar and the detailed activities calendar.

#### School Year Calendars

School calendars are posted on the AAS website. The calendar is developed three years in advance. The calendars are made far in advance to help with long term internal planning and external planning within the CEESA region. The primary purpose of the calendar is to provide an effective framework of instructional days for the students, but due attention should also be given to the incidence of public holidays (American, British and Bulgarian). The calendar shall be made available to the community as soon as possible after its approval by the Board. The calendar is developed in accordance with the following parameters:

- 180 school days
- 190 days for instructional staff - including four In-Service Days during the student school year, and two Parent-Teacher Conference days
- similar to previous calendars, school begins last week in August and ends by the end of June
- includes these holidays:
  - Unification Day (September 6)
  - Independence Day (September 22)
  - October Break

- American Thanksgiving Holiday (last Thursday and Friday in November)
- Winter Holiday
- February Break
- National Day (March 3)
- Spring/Easter Break
- Labour Day (May 1)
- St. George's Day (May 6)
- Bulgarian Culture and Literacy Day (May 24)
- at least one break every six to eight weeks for students and staff

### **Annual Activities Calendar**

The school maintains an electronic and a printed calendar with specific details of events and activities for the coming school year. This calendar is usually developed in May/June for the upcoming school year. To minimise calendar conflicts the school assigns a calendar gatekeeper. This calendar is maintained in a Google calendar.

The purpose of the Annual Activities Calendar is to:

- facilitate effective planning
- promote cross grade/subject connections
- foster community
- avoid or minimise scheduling conflicts

Parents are encouraged to consult the calendar periodically to keep abreast of events across the school, and to use it to notify the school community of upcoming events.

*NB: Please note that while the printed calendar is accurate at the time of printing, some items may be subject to change. Any changes will be posted in the weekly newsletter and the online calendar at [www.aas-sofia.org](http://www.aas-sofia.org). AAS is a dynamic place with much going on, thus this printed calendar cannot include all events /activities happening at AAS.*

### **Channels of Communication**

It is important that parents know to whom they should share compliments, questions, concerns and complaints. The classroom teacher is the first line of communication with regard to individual teacher/student questions or concerns. The Principal will always be the next person to contact. The Director may be involved if a teacher and principal seek additional support with a parent. If it is ever unclear whom you should contact regarding a concern, begin with the divisional, elementary and middle/high school office staff.

### **External Communication**

Where appropriate, AAS makes a great effort to include parents, students and our larger community in discussions concerning school issues involving our greater community. Through clear and open communication by both parents and school staff we can ensure that all students have the best educational experience possible. Early communication helps nullify or minimise surprises.

There are a number of ways the school will communicate with parents and the general community. These include, but are not restricted to,

### **Email Correspondence**

Parents should establish a reliable email connection with the school. In the case of teachers this contact is best done early in the school year.

### **Telephone**

Bus Monitors will establish reliable cell phone connections with parents of children on their bus route.

### **Website**

The school's website is [www.aas-sofia.org](http://www.aas-sofia.org). Our website includes great detail about our school, our program and our community. Please do have a look.

*NB: Some information specific to communication found on the website includes Parent FAQs, Addressing Concerns and of course program information.*

### **Newsletter**

Every Friday the school publishes the *Weekly Howl*. This is an excellent forum to share information about projects, service etc. Like the website, the newsletter has a lot of information about our school, our program and our community. Please do take the time to read this each week.

### **Back to School Nights**

Early in the school year parents are invited to an evening meeting to meet their child's teachers and to learn more about the program.

### **Community Presentations/Meetings**

To support participation and face-to-face communication, presentations are often linked to PTO meetings. AAS is fortunate to have many opportunities for the community to engage in discussion and learning together. Below is a brief overview of the various types of meetings for parents and others at AAS.

- **School-Wide Coffees**
  - the School-Wide coffees generally occur once every two months in conjunction with the monthly PTO meetings; school-Wide coffees are designed to be of general interest for Pre-K to 12th grade families
- **Division-Specific Coffees**
  - division-Wide coffees are designed specifically for Elementary School, Middle School or High School
- **Topic-Specific Coffees**
  - topic specific coffees are for more specific items such as working with a small group of new families, or a seminar on a new opportunity that might pertain to smaller groups

## Parent Conferences and Contact

Contact with parents is important for parents, teachers and students. We all work in partnership to help achieve the best learning experience possible. Twice a year, near the end of the first trimester and near the end of the second trimester, we have student-parent-teacher conferences. In the Middle School (grades 6-8) the spring conference is a student-led learning conference with their parents.

## Face-to-Face Communication

While there are many modes of communication available to us, the best form continues to be face-to-face communication.

## Physical Address and Mail (“Snail Mail”) Address

### The School’s Physical Address

Anglo-American School of Sofia  
1 Siyanie Street, Pancharevo  
Sofia 1137  
Bulgaria

## EDUCATIONAL TECHNOLOGY

The creation of a large and varied technology environment demands that technology usage be conducted in legal and ethically appropriate ways. It is the intention of the Anglo-American School of Sofia that all technology resources be used in accordance with all school policies and procedures. Additionally, it is expected that students will use technology resources to benefit their learning through responsible practice. Violators of this policy will be dealt with in a manner comparable to situations requiring disciplinary action.

## Internet Use

- all students will use the internet as and where appropriate during their studies at AAS
- students will use the internet as a supervised part of their work
- students are encouraged to view the internet as a resource for research, telecollaboration and communication
- students must be aware that selectivity is required to use the information available on the internet
- the school recognizes that, under certain circumstances, the internet can give students access to undesirable information and images; we work to ensure that students are protected from such information through supervision and the use of direct links to previewed sites that provide as safe an environment as possible.

## Social Media Use

The Anglo American School of Sofia realises that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. To this aim, the Anglo-American School of Sofia has developed a guideline to provide direction for instructional employees, students and the school community when participating in online social media activities. It is important to create an atmosphere of trust and individual accountability; keeping in mind that information produced by teachers and students is a reflection on the entire school community and is subject to the School's

[Responsible Use Policy](#). By accessing, creating or contributing to any blogs, wikis, or other social media for classroom or district use, we agree to abide by these guidelines.

## **AAS Responsible Use Policy**

This Responsible Use Policy supports the Anglo-American School of Sofia’s overall mission as well as its vision of technology use and upholds in our users a strong sense of digital citizenship. This policy applies to all AAS-Sofia computer networks, the resources available on those networks, and all devices connected to those networks.

The primary goal of the technology environment (including internet access, mobile devices, computers, printers, etc.) is to support the educational and instructional endeavours of students at the school. Since many devices can also be used for personal and recreational purposes, students must be aware of the expectations for the use of technology at school. In some cases, students’ behaviour is guided by clearly articulated expectations, but in other cases, they must make wise decisions about their own behaviour. This behaviour is dictated by a sense of good citizenship and as a responsible member of the AAS-Sofia community. Students should be aware that these expectations apply to any IT device used at AAS-Sofia, even mobile phones.

### **Keep Health & Balance in Mind**

Leveraging new and emerging technologies at AAS-Sofia is meant to be a positive, enriching resource to enhance learning and creativity. However, it is recognized that computers, mobile devices and other technologies can sometimes have a disruptive effect on a person's behaviour and wellbeing. Proper usage of technology should never cause pain, fatigue or other physical or mental ailments. Additionally, while technology can be an engaging way to spend time, it can take up time that could be better used for studying or working with friends. Instead of watching videos and surfing the web, reading a good book or talking with your friends & teachers may be a better choice. Students should find a comfort zone that strikes a healthy balance between online and offline activity.

### **Use Technology in an Ethical Way**

Responsible citizenship means practising good ethical behaviour, whether online or offline. Students are encouraged to model good online citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others, just like in the classroom. This refers to all devices, school and personal devices used at school. At a minimum, this requires that students:

- not view or install inappropriate content including sites that display profane or obscene material, that advocates illegal acts, encourages the use of drugs, or that advocates violence or discrimination towards other people
- not engage in any illegal activities, including possessing or sharing pirated software or applications;
- not engage in conversation or activities (such as sending pictures, i.e. “sexting”, creating and/or distributing sexually explicit media) that may inflame, irritate, offend others, hurt others, or harm yourself
- not try to bypass network guidelines with proxies or Internet access devices
- not use peer-to-peer file-sharing software such as LimeWire or BitTorrent, which is primarily used to download illegal content and could jeopardise Internet access for all members of the AAS-Sofia community
- not hack or install malicious software on any device used at AAS-Sofia

- not attempt to hack or modify other student accounts or official school files or accounts
- not copy or remove school software
- obey all intellectual property rules and copyright laws; use of Creative Commons material and licensing is encouraged
- follow [student email guidelines](#), including not sharing or using others' email accounts or passwords
- immediately notify a teacher or the system administrator if they have identified a possible security problem
- not threaten others or exclude or attempt to exclude others from online activities or organisations
- promptly disclose to their teacher or administrator any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using email, chat rooms or forums

### **Protect Identity & Personal Information**

Once information goes on the Internet, it is likely that it will remain there for a very long time. Personal information also extends beyond names, phone numbers, photos, videos, student ID numbers and addresses, but to things such as usernames and passwords as well. As such, it is important that students treat their own and others' personal information with great care. Students should never share user accounts or passwords, especially those that are close to their identity (e.g., email, AAS-Sofia accounts, social networks). All personal information, such as home addresses, phone numbers and full names, should always be kept private.

*NB: Images or videos of students, or their work, may be published or utilised in various electronic resources, including the school website and other online platforms, as well as in print media, including teaching and school promotional materials. If a student's work is shared, only the first name and grade will be included as credit. All students and their parents must complete the AAS-Sofia [Photo and Video Release Form](#).*

### **Be Smart When Sharing Work Online**

Students will be sharing their work in a variety of online spaces and are expected to act safely by keeping personal information private. When they share their work online, they are expected to treat those spaces as classroom spaces and use language or images online that are appropriate for class.

Because students will be sharing their work with real audiences, they may receive feedback that is inappropriate for academic purposes. Regardless of the nature of the feedback, students should respond ethically and responsibly (or not at all).

### **Be Aware of Others in the Environment**

- students may not use up excessive bandwidth--examples include constant video streaming, running peer-to-peer file sharing software, etc.
- computer use should not be disruptive to other students who are working nearby; students are requested to use headphones when listening to audio
- students may personalise their computer carrying case, but any stickers or other markings should not be offensive to others
- students may not remove identifying barcode tags affixed to the computer by the ICT Department
- students should also be aware that individual teachers will have different protocols for classroom use of IT and it is the student's responsibility to be aware of these and adhere to them

### **Protect the Device**

Students should take careful steps to protect all devices used at AAS-Sofia from damage or theft. This means:

- carrying it only when the lid is closed
- using a carrying case when moving between classes
- never having open drinks nearby while using the laptop
- identify the personal device with stickers, covers etc.
- securely locking the device in the student's locker or other locked storage area, or kept within sight when not in use. It must never be left unattended in open areas, even for a few minutes
- in the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform their teacher or the ICT department so that repairs can be performed
- AAS is not responsible for theft, loss or damage of student owned IT equipment.

### **Monitored Use, Misconduct and Free Wifi**

The student's laptop will be considered a guest of the wifi network at AAS. The wireless network will be filtered by the AAS content filter when users are connected to the school's wireless service. In cases where there are concerns that electronic communications systems are being used inappropriately, teachers or IT department staff may monitor student use. Similarly, student use of the school network is monitored on a regular basis. AAS-Sofia reserves the right to inspect school-issued computers and electronic media and to carry out appropriate disciplinary action in cases of student misconduct. AAS-Sofia does not take responsibility for personal media or information transmitted to a third party by a student of their own free will, nor does it take responsibility for any repercussions that may occur from said action (e.g. posting photos on a social networking website).

### **Google Apps and Other Student Accounts**

In accordance with our technology vision our students may require accounts in third party account systems (such as Google Apps for Education which includes email, storage, calendar, etc). Many of these accounts will be used at school for school related projects but may also be accessed outside of school with their parent/guardian permission. The use of these accounts will help our students master effective and proper online communications and collaboration.

### **Be Prepared to Learn (BYOD Students Grades 6 to 12)**

Being a good digital citizen and a responsible member of the AAS-Sofia community means students come to school prepared to learn by:

- bringing their laptop to school each day, in operating condition, with sufficient storage available for school use, and with the battery fully charged
- managing their battery use to ensure that they can get through the school day and participate fully;
- backing up and managing the files on their device
- making use of designated folder architecture in Google Docs and file naming protocols defined by the teacher

In addition:

- computer use during recess and lunch will be limited to completing work in designated study areas
- computer use at school should be limited to installed or online programs that are directly connected to school-related activities
- recreational games, non-academic use of social networking sites or other activities that disrupt studies, peers or classes are strongly discouraged

### **Violations**

Students who violate a rule under the Responsible Use Policy (RUP) will follow the same disciplinary actions and procedures of the Family Handbook with resulting consequences being appropriate to the rule violation. The goal is to ultimately turn mistakes into learning opportunities, as well as ensuring our community is a safe place to learn.

### **AAS Student Email Guidelines**

AAS-Sofia students have an AAS-Sofia email address. Email communication between students and teachers should use only this address.

The following guidelines should be followed:

- responsible use of email is an expectation of the AAS Sofia Community
- using email to bully or intimidate or harm other users are serious offences
- the email subject should be brief and an accurate indication of the contents of the email
- only send email to the recipients who need to know the information in the email:
- don't forget that you can talk to a person directly--you don't always have to use an email
- forwarding emails to recipients who were not included in the original email (unless the original sender approves) is not polite
- don't use email for unlawful activities, political or commercial purposes, any form of harassment or sending of spam messages
- maintain your correct identity when using email--do not pretend to be someone else
- remember when you send an email the recipient cannot see your facial expressions and cannot hear your voice: ensure your email sounds polite to the person receiving it
- don't use defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, and disrespectful, or prejudicial language in public or private communication
- if you feel upset don't hit send, wait a while!
- when you create your password, make the password a combination of numbers and letters; make it something you will remember
- check your email regularly
- Google limits attachment size to 20MB

## **SAFETY, SECURITY and EMERGENCY PROCEDURES**

The physical safety and security of our children and community is paramount. A rule for everything is not feasible and removes the importance of sound, fair judgement. Nonetheless, in matters of security it is important to articulate specific rules and regulations in order to support our community.

### **Specific Rules of Exit and Entry**

- AAS is a closed campus. No student is allowed on or off campus during school hours without the proper identification, Visitor Pass, or Early Dismissal Pass
- no second person (extra private security guard) is allowed in the cars entering the campus
- no weapons on the campus



- cars may enter the campus only with gate passes. Always show your gate passes to security guards
- cars need to be checked with screening mirror
- if you don't have a pass with you, please wait for the guards to check your licence number (this is done via the computer system)
- new parents will be instructed through Admissions on how to request a gate pass
- gate passes must be updated when licence numbers change
- while the car is waiting for the gate pass to be issued for new families and licence changes, security guards will verify your name in the computer system before allowing entry into the campus
- face recognition by security guards should be only for AAS permanent staff, Board Members, and agreed upon regular PTO representatives only
- visitors can enter the campus only if they have a gate pass or are verified with a phone call to the appropriate school staff member. (Alumni – verified by Principals or Director, all other visitors verified through the Front Desk Receptionist upon them checking with connected staff member)
- after recognition by a staff member, visitors must be registered at security house 2 and issued a Visitor Pass
- visitors having appointments with AAS staff members must be registered at security house 1 before their visit and upon their arrival, verified by the Front Desk Receptionist. Those visitors can be checked for dangerous objects, if there is any reason for suspicion
- double parking is not allowed in the parking area
- overtaking the buses is not allowed on campus
- AAS buses with students are always priority on the campus and have the right of way in all areas
- park as close as possible to the other cars in the parking area, filling in spaces
- students must always have a Dismissal Pass from the reception desk or administration to be allowed to leave early from school and it must be given to security guards upon exiting
- always use the sidewalks and crosswalk
- always follow signals to stop or yield from the security guards
- in Emergency Situations you must follow the security guard's instructions
- speed is limited on the campus to slower than 20 km
- the AAS campus is a designated non-smoking area and smoking is not allowed, including in the parking area
- taxis are not allowed to enter onto the campus. They can park and wait outside of security house 1
- workers can enter campus after registering with security guards at house 1
- for special and big events, you must be on the approved invitation list in order to be allowed on campus
- security guards must have a list with names of the invited persons, event invitations or a representative who will coordinate the event for recognition of participants
- pizza and other delivery cars must stay outside the campus unless the security guards have information about it
- parents must return their car pass when the student is withdrawn from AAS
- students walking home must have a parent permission slip on file with the front office to be allowed to enter and leave campus before and after school hours
- once parked, vehicles are to be shut off. Please refrain from idling on campus. As part of our work in regards to sustainability, AAS is a no idle zone (this includes winter when it may be cold and summer when it may be hot)

## Additional Emphasis of Parking and Parking Lot Etiquette

Cars may only enter the campus with gate passes and drivers are to roll down their windows and show their gate pass to security guards. If you don't have a pass with you, please wait for the guards to check your licence number (this is done via the computer system). New parents will be instructed through Admissions on how to request a gate pass. Gate passes must be updated when licence numbers change. Parents must return their car pass when the student is withdrawn from AAS.

Overtaking buses is not allowed on campus. AAS buses with students are always priority on the campus and have the right of way in all areas.

Please drive with care in the parking lot. The speed limit in the parking lot is below 20 km/h.

Please follow designated parking conventions (i.e. between the lines). Cars should park as close as possible to the other cars in the parking area, filling in spaces. There are places reserved for carpooling, low emission vehicles and handicapped parking. Please pay honest heed to these signs and places. People parking incorrectly in the above areas will be asked to move their car to an appropriate location. If this does not happen, the vehicle may be towed at the owner's expense. Once parked, vehicles are to be turned off. Please refrain from idling on campus. As part of our work in regards to sustainability, AAS is a "no idle zone" (this includes winter when it may be cold and summer when it may be hot).

Taxis are not permitted to enter the campus. They can park and wait outside the barrier. Pizza and other delivery cars must stay outside the campus unless the security guards have information about it.

## Privacy

Parents must complete one "Photo and Video Release Form" for each of their children which remains valid for the duration of their time at AAS. This form allows parents to express whether or not they give their consent for photographs or video of their children to be used for promotional uses, for example: AAS website, AAS brochures, AAS movie clips, AAS social media channels (Facebook page, YouTube Channel etc.), media interviews, and approved partner organisation's websites. In all such cases the child's family name will not be stated.

## Emergencies

The school has developed, in conjunction with safety and security specialists, an Emergency Procedures Manual that is regularly reviewed. Evacuation drills, including the proper use of the external fire escape stairs, will take place as and when appropriate. We have an emergency phone tree and an SMS notification system therefore, it is essential that parents maintain updated home and office addresses and phone numbers, as well as medical information and alternative contacts with the school for use in emergency situations.

The school conducts drills such as fire drills, lockdown drills, and earthquake drills. Drills are a time to practice for the unexpected. With this in mind, there may be times when drills are practised or false alarms occur in less than optimal weather. If this should be the case during winter, the school works to ensure students and staff are outside for as little time as possible in the process of ensuring safe re-entry to the building. Aside from internal staff, we keep in touch with local authorities, as well as experts with the USA and UK Embassies.

## Child Protection

AAS has a [Child Protection Policy](#). AAS recognizes its clear responsibility and its “duty of care” to protect children and to support students in school. People serving in schools, because of their regular contact with children, are particularly well placed to detect outward signs of abuse, behaviour changes and other changes in social-emotional and academic conduct.

- in addition to the above, the Child Protection Policy is to support an environment that is commensurate with the United Nations Declaration of Human Rights,
  - [United Nations Declaration of Human Rights - English](#)
  - [United Nations Declaration of Human Rights - Bulgarian](#)
- this policy applies to the whole school including Preschool (Pre-K) to Grade 12, AAS Staff, the AAS School Board, volunteers, invited instructors or consultants, coaches, sponsors, contracted employees, including third party contractors
- the Child Protection Policy works in accordance with all school policies, procedures and handbooks, in particular the AAS Code of Professional Conduct

## Escorts and Family Security Staff

While Sofia and Bulgaria are considered a safe place, a handful of expatriate, local and diplomatic families happen to have an escort. Please note that family escorts and staff (i.e. bodyguards and drivers), diplomatic or otherwise are not permitted to enter the campus (or be on a field trip or excursion) with a weapon nor undue show of force (i.e. posturing). Certainly drivers may enter the school grounds whilst dropping off children, however, if there are other escorts in the car besides the driver, those escorts must exit the car prior to entering the school grounds.

### Escorts and Family Security Staff in Relation to Field Trips and Other School Excursions/Trips

Please note that families with escorts and/or support security staff must contact the school prior to the field trip/excursion to talk with your child’s respective Principal to further clarify school protocol regarding family escort/security staff. At this time the Principal will ask, “Is the purpose of the escort travelling near the child because there is an active threat on the family?” If the answer is “yes”, then the child (and escort) is not permitted to participate in the excursion. If the answer is “no”, then the Principal and family discuss whether or not the escort can have a presence on the excursion depending on the nature of the excursion. For clarity and safety, under NO circumstances is a person (family member, escort, family security support etc.), diplomatic, or otherwise permitted to be on a school excursion or at school with a weapon.

## Community Member Conduct Statement

Our school’s mission, core values and global citizenship statement also pertains to our parents, wider AAS community, third-party contracts, and visitors. As such, any person who violates the rules and regulations of the AAS community via in-person or digital means may be suspended or expelled from the school grounds or any school event by the school director or designee or if necessary local authorities. Furthermore, any continual violations of the rules and regulations may result in suspension from future school events at AAS and may affect the enrollment of any children they have at AAS.

## FACILITIES

## Community Use of Facilities

Use of AAS facilities and grounds by AAS community and outside groups is supported under the LEED environmental management system because it contributes to social and environmental sustainability. AAS community and outside groups may be permitted to use school facilities for worthy purposes, provided that such uses do not contravene school policies, do not interfere with the school program and do not impose unwarranted burdens on school personnel. The Facilities Manager in conjunction with the Athletic Director/Activities Coordinator will review each case before giving facilities use permission. Fees may be required by the school (following the fees already established) in light of the services rendered or to safeguard the school from damages and wear and tear as appropriate, including specific expenses and pro-rated general overhead expenses.

Each request will be reviewed individually, based on the specific merit and timeliness of the request. When in doubt, the Facilities Manager and Athletic Director/Activities Coordinator will consult with the Principals and/or Director as needed.

For submitting a request to use the facilities, please email the Director's Assistant - Zhulieta Nikolova - [zNIKOLOVA@aas-sofia.org](mailto:zNIKOLOVA@aas-sofia.org)

## Facility Use After Hours

- individuals and groups must sign in at the security gate
- safe, clean and proper use of facilities and equipment is expected
- use of campus facilities by groups must be approved in advance by AAS
- ES and MS students on campus outside school hours must have adult supervision
- smoking and alcoholic beverages are not permitted on campus. In rare instances, for special events, alcohol may be on campus if the Director of AAS has confirmed prior consent
- use of the facility after school hours is at your own risk and may not interfere with school programming or events
- the school is not responsible for personal property or injury

To supplement the above please note that facility use is permitted upon approval outside of the school day and school programs, if there are no school events or activities scheduled, as per the following:

- 08:00 to 18:00 school use only
- designated internal facilities - Monday to Friday - 18:00 to 21:00 eligible for non school use upon written approval
- designated internal facilities - weekends and holidays - 09:00 to 20:00 upon written approval

The school trusts the AAS community in cooperation and understanding of the above items.

School employees may use the school facilities after hours providing it does not interfere with school programming and the use is commensurate with the above facilities use procedures.

## TRANSPORTATION

### **Changes In Travel Arrangements for the Beginning and End of the School Day**

Parents must notify the school by 12:00 noon in writing or by telephone of any changes in travel arrangements (for example, a different driver or not going home on the regular bus). Children will not be permitted to change from regular procedures unless the school is notified (ie. calling the school with detailed changes).

### **Travelling on the School Bus**

AAS provides an optional bus service. Buses are limited to certain geographical areas and the number of students that a bus may hold. The school may not be able to accommodate all bus requests from students. The first priority in providing this service is to ensure the safety of the children.

It is important that the actual journey for your child be as short as possible, within the parameters of safety and reality of the locations in which people live. To allow all students to arrive at school on time, students should arrive at the bus stop 5 minutes before the scheduled pick-up time. Parents will be informed of the approximate bus pick-up times. The driver has instructions to wait one minute, and no longer, at each stop. Younger students will not be dropped off if there are no parents waiting for them. In this case, students will be brought back to school and parents will have to pick them up.

Although every effort is made to adhere to the regular bus schedule, traffic and weather conditions may cause the bus to arrive a few minutes earlier or later than planned. During the winter months when there is snow and ice, parents may have to bring their children to a main road for pick-up (winter pick-up points), this tends to be the norm if they live in a hilly area or on a narrow street.

Children must take the same bus home daily and will not be allowed to call two different locations as a residence. A child who would like to have a playdate after school with another child who rides a different bus can do so only if prior permission is given via email/letter/telephone by the parents by 12:00 noon of the day in question and provided there is space on the bus.

Each bus has an assigned Bus Monitor for supervision of the students. Procedures and rules have been established to assist us in providing safe transportation to and from school and are printed below. Please review them with your child and encourage children to follow these rules. In the event that infractions occur, parents will be notified (via telephone, email, or note). Repeated infractions may result in suspension or expulsion from the bus.

### **Bus Departures**

Buses depart the school at 15:40 (15:10 on Wednesday).

The Elementary After School Activity bus leaves at 16:50 (16:20 on Wednesdays).

Secondary School students may take the late bus due to extra-curricular activities, which leave at 17:30. Please note that the MS/HS late buses do not have Bus Monitors. Students must sign up to use the MS/HS late bus.

## Bus Rules

Bus transportation, like school or school trips, incorporates all school rules with respect to community, citizenship and conduct. To provide further clarity on the bus, please note that students are to:

- immediately follow all instructions from the Bus Monitor
- stay seated with seat belt properly fastened at all times
- talk quietly and be ready to listen to instructions
- not eat, drink, or chew gum on the bus (unless granted special permission – for example a particularly long bus ride due to poor weather might necessitate the need for a snack)
- keep hands and feet to themselves
- not open bus windows unless given permission by the Bus Monitor, or interfere with any part of the bus
- be assigned specific seats on the bus at the discretion of the Bus Monitor
- print or online materials being read or used must be appropriate and in line with the AAS Core Values and Global Citizenship Statement
- behave with respect for others at all time

It is a condition of the school's acceptance of a child on a school bus that parents read the above, and accept the rules for the child and the obligations for the parents. Failure to comply with bus rules will result in a warning. Any subsequent misbehaviour will result in bus privileges being suspended.

## Arrival or Dismissal of Students

Please notify the school if a bus change has to be made during the course of a school day. Unless the school is notified via email/letter/telephone about a change of routine, your child will be required to comply with their regular dismissal procedure.

## FOOD SERVICE

The school has a contract with the food service company, Liberty Foods Services, to provide hot lunches for all Preschool (Pre-K) to Grade 12 students, AAS faculty and staff, parents, visitors and guests who may be on campus. Food and beverages are also available for break times, and after school, for adults and students. Payment for food is generally conducted with a card system and is an arrangement between the person and Liberty Foods.

All children should bring their own lunch, as well as a snack, for those days when they plan not to purchase lunches from the cafeteria.

Students may not order food from outside vendors (for example fast food). On special occasions, authorised student groups such as a student council may receive permission from the school to bring in food from an outside vendor.

## **OTHER INFORMATION**

### **Indoor Shoes**

Elementary students must have a pair of suitable indoor shoes to keep at school to change into upon arrival and after recess. It is important that these be suitable for outdoor wear in the event of emergencies and for emergency drills (ie. these should not be slippers).

### **Knapsacks/Bags, Snack and Lunch Containers**

Students will need knapsacks/bags in which to carry clothes, books and other items. They will also need a secure and sensible container for their snacks and lunches. Please remember that all such bags and containers should be such that they can be stored easily and tidily. Also, please make sure your child's name is written on personal items. The school is not responsible for lost items, but will try to aid in their recovery.

### **Changing for Physical Education (PE)**

- preschool (Pre-K) to grade 5 may come to school in their PE clothing on their PE days
- grades 6 to 10 bring their PE clothing to school and change at the beginning and end of PE class, unless they have PE last period, in which case they can wear their PE clothing home
- PE clothing - track/sweat suits, shorts, T-shirts, and suitable footwear to run around in (i.e. sneakers/trainers - indoor PE trainers can also be indoor shoes)

### **Lost and Found**

The school maintains a "lost and found" area. If something is missing, please have your child check the classroom and then, if unsuccessful, the lost and found area. If an item is lost it is best to report this to the teacher or teaching assistant as soon as possible. Items unclaimed after one month will be donated to charity. If you notice that your child does not bring an item home, please do not delay in communicating with the homeroom teacher or the receptionist, as it is often very difficult to follow up on such losses some time after the event. It is advisable to write your child's name in a permanent pen on inside tags of all clothing and other belongings.

### **Class Lists**

The process we undertake to set up our classes is a complex process that we follow with great care and thought. Some of the many factors included in establishing class lists are: a variety of demographics (country of origin, gender etc.), student needs, group needs, class sizes and language related factors. Since we want to ensure the best educational experience possible for our children we cannot base our placement decisions primarily on personalities or likes and dislikes – a much broader picture must be taken into consideration. We need to take a look at the group as a whole and make sure there is a good balance in the class. We also look at the individual needs of children who may have unique needs and try to match them with a teacher who might be more experienced in working in that particular area.

Class lists in the Middle School tend to be more variable than the Elementary School in light of student choice of courses and the course selection process - thus in classes such as a World Languages, or Electives, classes may vary notably in size, relative to a Maths or Social Studies class, for example.

Class lists in the High School tend to be more variable than Middle School and Elementary School. This is in light of student choice, the course selection process, seeing how graduation requirements mesh with new students, and balancing class sizes in relation to electives.

As our school has many transient students due to the nature of their parents' jobs, between 20% and 25% of the student body is new each school year – many of these families finding out at the last minute they are moving to Sofia. As a result class lists can be in a state of flux to almost the first day of school. Student class placements/schedules are communicated to families on the Friday before the first day of school.

The school shares the above information so that our community can best understand the class list process and why it is highly unlikely that any changes to the class lists will be made. Based on the steps and the discussions held with respect to the class list process the school is confident that children have been placed in a setting we believe will help facilitate a successful school year.

## **FURTHER DETAILS SPECIFIC to MIDDLE SCHOOL and HIGH SCHOOL**

Middle School and High School tend to involve discrete, yet connected, areas of study. It is important to understand that the essence of good teaching and learning involves teaching people rather specific subjects.

### **Middle School: A Brief Overview**

The "Middle Years" are a journey of significant emotional, social, physical and intellectual growth. This journey is truly exciting (complex, fun, frustrating, enriching and wondrous) and follows many different paths. It is important to be resilient and see mistakes or areas of uncertainty as learning opportunities and to celebrate when we overcome these natural obstacles. With this in mind, we hope our students engage and explore while learning new skills, honing strengths, and striving to be confident, happy and caring citizens.

### **Middle School Courses**

In Middle School each student must study a full complement of classes. Students requiring further learning support or language acquisition support may engage in designated Learning Support classes or English Language Learning classes, respectively.

In general, a typical Middle School complement of classes is as follows:

#### **Grade 6**

- full year courses - Language Arts, Social Studies, Maths, Science, Physical Education, and World Language
- trimester courses – Art, Music, Theatre, Transition to Middle School, Electives

#### **Grade 7 and 8**

- full year courses - Language Arts, Social Studies, Maths, Science, Physical Education, and World Language
- Students choose two (2) electives which can be a combination of trimester and full year courses

### **Wolf Pack Time - Middle School**

It is our strong belief that each Middle School student should be well known by at least one adult in Middle School. While small classes ensure that all students have close contact with each of their teachers, it is during



Wolf Pack Time that teachers and students are able to interact on a more personal level. The advisors serve as the student's advocate and guide through Middle School, following a student's academic and social progress and helping the student to communicate with parents, teachers, and peers alike.

Each Wolf Pack group has 15-20 students and two teacher advisors. This group meets each day, except on Wednesdays and Fridays, for 30 minutes. During Wolf Pack Time, a variety of activities - both individual and group - take place. This time is dedicated to delivering the Social Emotional Learning (SEL) curriculum.

### **FLEX TIME- Middle School**

FLEX time will take place every Wednesday for 65 minutes. The activities and discussions will focus on helping make a difference in the wider community, both in school and in the world around us. This is done via assemblies, community projects, and other thought-provoking activities. This time will also be used for furthering discussions and activities including career and college topics.

### **FRIDAY FEATURES**

Friday features will take place every Friday for 30 minutes. These are student led activities based on student proposals and choice. Teachers will only serve as mentors to support student leaders.

#### **The Multi-Faceted Purpose of Wolf Pack Time, FLEX Time, and Friday Features**

- building a sense of community and trust within the Middle School
- supporting students academically
- developing students' decision making skills
- discussing issues important to students in order to build strong character and outstanding citizenship
- providing opportunities for students and teachers to create more informal relationships through structured activities
- enhancing communications skills and emotional growth
- fostering a safe environment conducive to trying a new activity, community project, etc.
- creating opportunities for relationships between students within and across the grade levels
- creating a relationship between teachers and students and teachers and parents, so each child will have an advocate outside of the classroom who can serve as a liaison between teachers, counsellors, and parents

### **Student Support**

In Middle School students are expected to pass each course. In the case of a student struggling to pass a class - the school, student and parent work together to support the student in the work needed to be successful academically. The school will closely review cases in which a student is consistently not being successful in some or all courses.

### **High School: A Brief Overview**

High School is a further time of exploration. It is also a time of looking to the future whilst staying in the present. While it is a time when the academic stakes may be considered higher, the adage of students do not care how much you know until they know how much you care continues to be very true and most relevant.

### **Wolf Pack Time - High School**

In addition to the variety of classes and courses studied en route to graduation, High School students, like Middle School students, engage in Wolf Pack Time. While small classes ensure that all students have close contact with each of their teachers, it is during Wolf Pack that teachers and students are able to interact on a more personal level. The advisors serve as the student's advocate and guide through High School, following a student's academic and social progress and helping the student to communicate with parents, teachers, and peers alike. Each Wolf Pack group has 15-20 students and two teacher advisors. This group meets each day, except on Wednesdays and Fridays, for 30 minutes. During Wolf Pack Time, a variety of activities - both individual and group - take place. This time is dedicated to delivering the Social Emotional Learning (SEL) curriculum and career and college guidance.

### **FLEX TIME- Grade 9 and Grade 10**

FLEX time will take place every Wednesday for 65 minutes. The activities and discussions will focus on helping make a difference in the wider community, both in school and in the world around us. This is done via assemblies, community projects, and other thought-provoking activities.

### **International Baccalaureate Diploma Programme (IB DP)**

IB Diploma candidates must complete coursework, and pass the examinations in 6 areas. Students can also take single subject courses should they not be full IB Diploma students.

<b>Subject Areas</b>	<b>Choices at AAS</b>
Group 1 – Studies in Language and Literature	Literature, Language & Literature, Bulgarian
Group 2 – Language Acquisition	French, Spanish, German Ab
Group 3 – Individuals and Societies	Business & Management, Environmental Systems & Societies (ESS), Geography, History, Psychology
Group 4 – Sciences	Biology, Chemistry, ESS, Physics
Group 5 – Mathematics	Maths Analysis and Approaches SL/HL, Maths Applications and Interpretations SL
Group 6 – The Arts	Theatre Arts, Visual Arts

Students must choose one course from each group. However, where available in the schedule, students may take a second course from Groups 1-4, instead of a Group 6 course. Diploma candidates take six academically rigorous 2-year long courses chosen from the IBDP groups. Three of the courses are at the 3 higher level (HL) and 3 at the standard level (SL). Bulgarian is classified as a group 1 course as it is not offered globally within group 2 (in the case of taking Bulgarian a student would have two group 1 courses and no group 2 courses).

### **Other IB DP Requirements**

IB Diploma candidates are mandated by the International Baccalaureate Organisation (IBO) to complete the following requirements:

- **Theory of Knowledge (TOK)**

This course provides students with the opportunity to develop a critical awareness of what they and others know, through analysis of concepts and arguments, and the basis of value judgement. Assessment is based on an externally marked essay and a presentation, marked internally by the teacher.

- **Creativity, Action, Service (CAS)**

CAS is a fundamental part of the IB Diploma. It provides students with the opportunity for experiential learning. Students are expected to be involved in a variety of ongoing projects in a range of activities representing the three areas of CAS. Student involvement in the projects must be documented and reflected upon in their CAS portfolio.

- **Extended Essay (EE)**

Students must write a research paper of a maximum of 4000 words on a subject of their choice. Although an independent undertaking, students will be provided with guidance and internal deadlines from the IB Office, as well as being assigned an advisor.

Full IB Diploma candidate status will be determined on an individual basis in consultation with the IB Coordinator and Principal. Students who begin the IB Diploma Program and are not successful as determined by the quality of their work and/or their ability to meet deadlines will continue to pursue the AAS Diploma instead of IB Diploma. This will be determined through consultation with the individual student, the student's teachers, parents, the IB Coordinator, and the HS Principal. The final decision regarding whether a student will pursue the IB Diploma will be made by the HS Principal.

As part of the AAS Senior Project, all students will complete some form of CAS, the extended essay and the Theory of Knowledge course regardless of their IB Diploma or Course candidate status.

### **Academic Guidelines**

High School students will be prepared for and understand the time and study commitment necessary to earn the AAS Diploma and in many cases the external IB Diploma.

Teachers will support students in their learning and understanding and inform parents as necessary where concerns arise.

If a HS student falls behind in his or her studies, the student may be placed on Academic Probation. Academic Probation will be determined at the end of each trimester and will be based on the student's grades (on a 7-point scale) according to the following criteria on the Report Card:

- One "1" grade in any class
- Two "2" grades in any class
- No more than three "3" grades

*(based on a 7-point scale).*

The administration reserves the right to refer to other data to determine Academic Probation.

The procedure is as follows:

- When the student falls below the academic minimum the Principal and the Student Support Team (Counsellor, IB DP Coordinator and/or Learning Specialists) will review the grades, may call for a parent conference, and work to devise a support plan to help the student improve academic performance.
- A second trimester in which the student does not meet the academic minimum will result in the student being placed on Academic Probation. The MS/HS Principal will craft a contract detailing the terms of the Academic Probation. The Principal and the High School Counsellor will meet with the student and his or her parents to go over the contract and discuss expectations. The parents and student will sign the contract to indicate their understanding and agreement of the terms. In which the student does not meet the academic minimum will result in the student being placed on Academic Probation. The MS/HS Principal will craft a contract detailing the terms of the Academic Probation. The Principal and the High School Counsellor will meet with the student and his or her parents to go over the contract and discuss expectations. The parents and student will sign the contract to indicate their understanding and agreement of the terms.
- If the student fails to meet the academic minimum after a third trimester, the Principal may ask the student to withdraw from AAS.

AAS faculty and administration are ready to assist all motivated students in improving their grades, and will establish programs, as necessary, to help such students.

### Promotion/Retention

High School students who fail a year course will not receive credit for that course. This course must be repeated if it is needed to meet graduation requirements. If this course cannot be rescheduled, the student must seek another course to make up the credit, such as an online course from an accredited school or by attending another school in the region. Any course taken as a make-up credit or as any transfer credit must be pre-approved by the School Counselor and Administration.

Requirements to advance one grade level in the High School:

- to move into grade 10, a student must earn 5 credits, four of which must be English, Maths, Science and Social Studies
- to move into grade 11, a student must have earned 11 credits, eight of which must include two years of English, Maths, Science and Social Studies
- to move into grade 12, a student must be in position to earn the credits needed to earn a High School diploma. Therefore, a student must have already earned 18 credits. The IB course schedule has no room for courses in Physical Education, so these requirements must be met before a student enters grade 11

### AAS Graduation Requirements

Subject Areas	Credits	Courses
English	4.0	English 9, English 10, English 11 Literature or Language and Literature, English 12 (Lit. or Lang.& Lit)
Mathematics	3.0	Maths 9 (Core or Extended), Maths 10 (Core or Extended), IB Maths (Studies, Standard Level, or Higher Level)

Sciences	3.0	Science 9 (Chemistry, Physics, Biology), Science 10 (Chemistry, Physics, Biology), IB Chemistry or Physics or Biology or Environmental Systems and Societies (ESS)
Social Studies	3.0	Social Studies 9, Social Studies 10, IB History or IB Geography or IB Business & Management or IB ESS
The Arts	1.0	Visual Art, Graphic Design, MakerSpace, Music or Theatre
World Language	3.0	French I or Spanish I or Bulgarian Mother Tongue, French 2 or Spanish 2 or Bulgarian Mother Tongue, IB French or IB Spanish or IB Bulgarian Lang. & Lit.
Physical Education	2.0	PE 9, PE 10
Senior Project	1.0	Comprises three components: CAS, Independent Project, TOK.
Other	4.0	Any courses beyond required classes
<b>Total</b>	<b>24.0</b>	

- students who transfer into AAS during their High School years may have certain graduation requirements waived by the MS/HS Principal
- International Baccalaureate Diploma (IB DP) courses are 2 years in length - see International Baccalaureate Diploma (IB DP) Coordinator for further clarification
- specific details pertaining to the Senior Project:
  - CAS: non-IB diploma students are required to complete one CAS project that runs for a minimum of 1 trimester. This project must include a service component and must be agreed to by the CAS coordinator
  - Independent Project: Students are required to complete a 2000 word research essay or equivalent project. All students are expected to attend the scheduled Core class where essay writing skills are taught. All projects must include a research component
  - TOK: Theory of Knowledge remains mandatory for all students for the first two trimesters of grade 11. This allows all students exposure to this philosophical foundational subject. Students are required to successfully complete/ pass the two trimesters for graduation

### Auditing

In rare cases a student may audit a course depending on space availability and on approval of the parents, teacher, and Principal. The student will be required to attend all classes, complete all homework and classroom assignments. The student may be exempt from taking any major examinations, depending on advanced notification and approval of the teacher. The student will not receive a credit, but the class will appear on the transcript followed by “audit—no credit”.

### Dropping/Adding Courses

No courses may be added by a student after the first three weeks of the course, and must be approved by the teacher, Counsellor, parent, and Principal. Students who withdraw from a course after this period of time without the teacher, Counsellor or Principal’s approval, or are removed for disciplinary reasons, will receive a W/F (Withdrawal/Fail) on their report card with no credit. In special circumstances, such as inappropriate placement the student may withdraw from a class without penalty. Forms for changing elective courses are

available in the respective counselling offices. Approval to change will depend on class balance and current enrollment. Class changes in the IB Program may only be made through the IB Diploma Coordinator.

## Middle School and High School Athletics and Activities Guidelines

The Athletics and Activities Program is an integral part of the educational process by providing students with opportunities to further develop their unique capabilities, interests, and needs beyond the classroom. Participation in these activities is a privilege offered to and earned by students. Participants are representatives of their school and community and their conduct is expected to exemplify high standards at all times. The merits of competing as an individual or on a team or working together as an ensemble, the physical and social development, and skills attained, along with the increased maturity of working with and for others, are possible goals within the reach of every student.

One of many factors needed to provide such an atmosphere is the “Athletic Code of Conduct.” This code is intended to aid our athletes in bettering themselves, in developing a sense of responsibility and in attaining a sense of pride from a job well done.

### Athletic Code of Conduct

Being a part of the Middle School and High School athletic experience requires commitment of time, energy and patience. A student-athlete has these responsibilities both on and off the field.

- first and foremost is the responsibility to follow and adhere to all school policies
- second, if a commitment is made to a sport, this commitment must be followed through to completion, as outlined in the afterschool program
- showing respect and a positive attitude to the coaching staff, teammates and opponents is expected at all times
- as a player, students are not allowed to show displeasure with those officiating. Students should be congenial and cordial to all officials
- students should avoid conversations or actions that are negative toward the opposing team. Support should be in the form of positive acts toward both teams
- no swearing, crude comments or gestures are allowed
- athletes representing AAS should conduct themselves in an appropriate manner in all situations

### Eligibility

The Principal will determine athletic and activity eligibility. For students to participate in a practice, game or tournament, they must attend all classes the day of practice, game or tournament. Only pre-arranged planned absences will be permitted. The student-athlete must discuss pre-arranged absences with their coach/sponsor by 12:00 noon of the practice day. Students returning from a weekend sporting event must attend classes the next academic day or it will be considered an unexcused absence unless they have a note from their family doctor stating the nature of the illness. All classroom work missed while attending an athletic or activity event must be made up by the student. Students are eligible for athletics at AAS after the following are received by the MS/HS Athletic Director & Activities Coordinator:

- a physical health card signed by a health professional and by the student’s parents giving permission to participate
- student and parent knowledge and signatures regarding this Athletic Conduct Code, which can be obtained from the athletic office or MS/HS office

- a form indicating parent's understanding of hosting obligations in relation to CEESA events and activities

*NB: For the fully detailed information regarding MS/HS Athletics and Activities please see the [MS/HS Athletics and Activities Handbook](#) as well as the [Wolves Hosting Program](#).*

### **Supporting New Students - AAS School Ambassador Program**

International school communities are transient in nature and AAS is no exception. Aside from our school being a warm and welcoming environment in general – AAS has a student ambassador program to further support newcomers to the Elementary, Middle, and High School. Below is a quick overview of the student ambassador program.

**Our Vision:** A student-led team of selected ambassadors representing different nationalities, beliefs and backgrounds will work collaboratively to build a supportive, welcoming community at AAS.

**Our Goals:**

- to form a well-rounded team of ambassadors
- to provide student support for orientation activities
- to pair each new student with a compatible ambassador (MS/HS) or homeroom buddy (ES)
- to see that each student finds connection in our school community
- to host special events welcoming new families and students into the community
- to provide mid-year arrival students with extra care
- to acknowledge students leaving the AAS community
- to guide the rising 6<sup>th</sup> grade and 9<sup>th</sup> grade classes in their transition
- to represent AAS as a unique, hospitable community and uphold its core values as expressed through the IB Learner Profile
- to be positive student leaders and role models and provide support at AAS events when requested

**Student Ambassadors** – Selected students who provide a friendly welcome and support to new students in the transition to and from AAS so that they find success in their new environment. Student Ambassadors are responsible for contacting new students prior to their arrival (MS/HS only), being present at orientation activities, and helping students to adjust to their new environment over the first few weeks by answering questions and providing support.

### **BYOD (Bring Your Own Device)**

As we constantly strive to fulfil our mission here at AAS - to engage, support, and prepare each student for today and tomorrow - we are aware that technology must seamlessly be embedded into the fabric of the student learning experience. Students at AAS-Sofia in grades 6 to 12 bring their own laptops to school for use in their classes, particularly in Maths, Science, Social Studies and Language Arts. With their own devices in hand and with guidance from their teachers, engaged students have taken ownership of their education and are forming critical skills needed for 21st Century success in learning and beyond.

*NB: For further details about minimum requirements and parent recommendations please see the AAS website*

*NB: For the fully detailed Responsible Use Policy please see the AAS website or the section in the Family Handbook entitled “Responsible Use Policy”*

## **FINANCIAL INFORMATION**

Please refer to the [“Tuition and Fees”](#) page on our website for the latest updates on fees. If you have any further queries, please do not hesitate to contact the school.

### **Invoices**

Tuition invoices (as well as registration and capital fees) for the school year will be issued to the billing address specified by parents on their child’s admission application. Details of payment timing and other stipulations related to fees are found on the invoices.

### **Capital Fee and Entrance Capital Fee**

AAS allocates the stated part of fees (Capital Fee and Entrance Capital Fee) toward improvement of the school facilities, loan obligations, and large non-consumable program items, but retains absolute discretion in allocating to the Capital Fund. The Capital Fee and Entrance Capital Fee represent an integral part of the overall school fees.

### **Fees Other Than Tuition, Registration and Capital Fees**

There is a bus fee for those who choose to use the bus service. Also, additional school fees may be assessed in either Euro, USD or Bulgarian Leva for other purposes, such as; external examination fees, special field trips, and CEESA sports and activities travel. Such fees can be paid in cash at the cashier’s office or by bank transfer (bank details from the office). Further details regarding the above potential fees are shared when a student begins engagement in such activities that may involve additional fees.

## **CODE of PROFESSIONAL CONDUCT**

Integrity, honesty and full compliance with applicable laws have governed the Anglo-American School’s practices. AAS faculty and staff have upheld and lived this commitment in their everyday responsibilities ever since its founding in 1967. Indeed, integrity is of critical importance when working with students and adults alike, and is one of AAS’ greatest assets. The Code of Professional Conduct specifies and helps the continued implementation of our mission, by establishing certain non-negotiable minimum standards of behaviour in key areas. The nature of this Code is not meant to cover all possible situations that may occur. It is designed to provide a frame of reference against which to measure any activities. Faculty and staff should seek guidance when they are in doubt about the proper course of action in a given situation, as it is the ultimate responsibility of each employee to “do the right thing”, a responsibility that cannot be delegated. It provides a framework when considering the adage “character is not what you do when someone is looking; it is what you do when no one is looking.”

### **Laws, Rules and Regulations**



- we respect the law

### **Conflicts of Interest**

- we act in the best interest of AAS

### **Families and Relatives**

- our hiring, professional development opportunities and admissions decisions are fair and objective

### **Data Protection and Confidential Information**

- we value and protect our confidential information and we respect the confidential information of others

### **Fraud, Protection of AAS Property, Accounting**

- we insist on honesty and we respect AAS' assets and property

### **Corruption**

- we are incorrupt

### **Gifts and Favours**

- our partnerships and business relationships are based on quality and supporting people

### **Safe Environment – Free of Harassment and Discrimination**

- we embrace diversity and respect the personal dignity of our community members  
AAS respects the personal dignity, privacy and personal rights of every staff and AAS community member and is committed to maintaining an educational environment free from discrimination and harassment. Therefore, employees must be actively open-minded to the perspectives and experiences of others, regardless of age, race, ethnicity, religion, ability, gender, sexual orientation or other identity construct; employees must not engage in any kind of verbal or physical harassment. Staff members who feel that our educational environment does not comply with the above principles are encouraged to raise their concerns with their direct supervisor or HR.

### **Cooperation and Compliance with the Code of Professional Conduct**

- we will consult the Code, comply with its provisions and seek guidance where needed

### **Reporting Uncooperative and Non-Compliant Conduct**

- we take responsibility for ensuring that we all act with integrity in all situations

### **Mission Driven**

- our Code of Professional Conduct helps us live our mission

The Code of Professional Conduct policy applies to the whole school including Preschool (Pre-K) to Grade 12, AAS Staff and the AAS School Board, as well as, volunteers, invited instructors or consultants, coaches, activity sponsors, contracted employees, including third party contractors.

## **CHILD PROTECTION**

The Anglo-American School of Sofia has a clear [Child Protection Policy](#). AAS recognises its clear responsibility in respect of its “duty of care” to protect children and to support students in school. People serving in schools, because of their regular contact with children, are particularly well placed to detect outward signs of abuse, behaviour changes and other changes in social-emotional and academic conduct. Teachers, teaching assistants, support staff other school staff should note that reporting the suspicion of child abuse, “in good faith” exempts them from school disciplinary action in relation to the AAS Code of Professional Conduct.

AAS is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment. As such, all employees are required to sign a declaration that they are in possession of the qualifications they claim; that they are not disqualified from working with children; that they have no convictions, cautions or bind-overs or are subject to any sanctions imposed by any regulatory bodies. School requires all employees to produce evidence of qualifications and references are sought from previous employers. Finally, police checks are carried out on all employees.

## DATA PROTECTION

AAS’s Data Protection Policies are continuously reviewed on a regular basis by our GDPR Data Protection Officer and DPO Liaison. Our full policy can be found on the school website at:

[https://www.aas-sofia.org/uploaded/AAS\\_Privacy\\_Notice.pdf](https://www.aas-sofia.org/uploaded/AAS_Privacy_Notice.pdf)

AAS processes personal data for the following purposes:

- provision of educational services, starting with the admissions process, enrolling students, administration of classes and timetable, teaching activities, issuance of academic records
- provision of educational ancillary services: library services, extracurricular activities, school trips, school events, managing school’s publications
- compliance with the staff-related requirements of the labour and social security legislation
- ensuring campus security: monitoring access on campus, performance of video surveillance
- provision of the medical care and counselling that students may need
- school administration: handling student records and other academic documentation, administration of fees and accounts, internal audits and controls, reporting and statistics creation, implementing school policies, archiving, assessing the quality of our services, facilitating research activities
- school related communications: conveying various messages related to the students and AAS’s activities by any communication means
- collaboration with other schools and educational institutions
- performance of agreements with service providers and contractors, including insurance suppliers
- other legitimate purposes such as legal services, maintenance and security of the AAS website and IT systems, protection of the AAS legitimate interests including dispute resolution and litigations
- to fulfil statutory obligations in connection with visa/residence permits requirements under European and national migration legislation; in relation to the execution of proper and lawful accounting; arising from execution of the orders of competent state or judicial authorities

Should you have concerns about any use of your information, please contact the Data Protection Officer. (dpo@aas-sofia.org).

## SUSTAINABILITY

AAS works hard to be a LEED Gold Certified School. LEED (Leadership in Energy and Environmental Design) is globally recognized as a best practice in green building design, construction, and operation. In March 2012, the Balkan Wing achieved Gold Certification under the LEED for Existing Buildings: Operation and Maintenance rating system. At the time, AAS was one of only three such schools in Europe. In August 2013, the Vitosha Wing earned Gold Certification under the LEED for Schools system, which at the time was the highest score of any new building ever constructed in Bulgaria. AAS is committed to being sustainable.

### **Transportation**

- we provide secure bicycle parking – bikes racks, showers, and changing rooms
- we provide preferred parking for carpools and alternative energy vehicles
- over two-thirds of our school population travels by bus
- we are a no idle school – turn off your engine when waiting

### **Landscaping**

- we use native and adaptive plants accustomed to Bulgaria's climate
- we utilise irrigation efficiency
- we use captured rainwater for a variety of purposes

### **Roof Technologies**

- our roof has two to three times the insulation of standard roofs
- our green roof further improves insulation & reduces heat island effect
- we collect rainwater from our roof for reuse
- we help flood control and water quality with our green roof

### **Energy Saving**

- we have thermal solar panels for heating water
- we have double-pane wood windows filled with argon gas
- we have increased sound and thermal insulation
- we use abundant natural light in classrooms, learning spaces and public spaces
- we have photovoltaic solar panels providing covered parking to generate electricity

### **Water Management**

- we have simulated a closed-loop water system allowing for the reuse of rainwater
- we use biologically based sewage treatment in an area where such a municipal service is not offered
- the Vitosha Wing is built so the surface runoff from a storm is no greater than prior to the construction
- we provide high efficiency plumbing fixtures that aid in efficiency
- we have waterless urinals

### **Pollution Reduction**

- we reduce, reuse and recycle paper, glass, plastic, and food

- we reduce CO2 emissions directly and indirectly
- we have sustainable purchasing of ongoing consumables

### Sustainability Pledge

AAS is a school that has made a commitment to sustainability. Our building is a model for green technology and living. As such, we ask our community to support this theme as well by reading and adhering to the following pledge:

- I will plan my use of resources (paper, water, materials) before I start a project
- I will print on double sided paper and preview before I print
- I will not use the printer as a copier
- I will place one-sided printed paper neatly into the REUSE box and use this paper when possible
- I will use the recycling bins correctly
- I will turn off computers, monitors, printers, projectors, water taps and lights when not in use
- I will use digital formats when permissible to reduce the amount of paper I use
- I will reduce my use of plastics at home and at school
- I will take the opportunity to educate others about sustainability
- I will encourage others to follow the Sustainability Pledge

## AAS SCHOOL SONG

There are different kinds of stairways that each of us must climb.  
 There are stairways of knowledge of friendship and of time.  
 As we climb up to the top or find our way back down  
 It's nice to know/that there are those/who care about us

### Chorus

So many different faces from so many different places  
 Our home away from home - Anglo-American School!

In our class we learn about the world from A to Z  
 But it's working together we learn about you and me  
 And with every step we take there is a helping hand  
 Even when/we are falling down/we're learning to stand.

### Chorus

So many different faces from so many different places  
 Our home away from home - Anglo-American School!

As we step into tomorrow the road is ever long  
 With friendship and with knowledge we build our bridges strong!

### Chorus

So many different faces from so many different places  
 Our home away from home - Anglo-American School!

So many different faces from so many different places  
Our home away from home - Anglo-American School!

\*(Text and Music by Laura-Giosh Markov)