



American School of Advanced Studies

STUDENT - PARENT HANDBOOK

2026-2027



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Student-Parent Handbook · 2026–2027

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Part I · Academics & General Information

01 General Information

Purpose of This Handbook

This Handbook sets out the academic and behavioural expectations that apply to every ASAS student, and the commitments the school makes in return. It applies to all students in Grades 6–12, on campus and at any school-organised activity. It should be read alongside the ASAS Curriculum Guide, which describes the academic programme itself. The Handbook is reviewed annually; where a policy changes during the year, families are notified in writing and the revised text takes precedence.

Our Mission

European School - American School of Advanced Studies provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values woven into every academic and extracurricular activity at European School. We actively promote four values that form the basis of everything we do:

- › Leading through **innovation**
- › Pursuing **excellence**
- › Growing by **learning**
- › Fostering **global citizenship**

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our commitment is to:

- › Offer inclusive, diverse, and innovative learning communities.
- › Focus on academic excellence and integrity.
- › Develop, support, and empower our students intellectually, creatively, socially, physically, and ethically, in harmony with Georgian culture.
- › Create lifelong learners.

The six ASAS principles. Within the European School, ASAS additionally holds itself to six principles that govern its academic and pastoral practice.

Purpose

Striving to create a better world through education and a whole-child development approach.

Rigour

Holding every student to standards that are demanding and attainable, and defining success by what they can do with what they know.

Respect & Belonging

Upholding the dignity of every member of the community, and building a school in which difference is understood rather than merely accommodated.

Inquiry

Cultivating curiosity, and the discipline to pursue a question further than required.

Partnership

Achieving goals through collaboration with families and with national and international educational communities.

Transparency

Ensuring all stakeholders receive full information about the learning process and can take part in it.

Non-Discrimination

The American School of Advanced Studies is committed to equal opportunity and treatment in education and employment. ASAS prohibits discrimination against staff, students, or any member of the community because of race, colour, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, sexual orientation, gender identity and expression, political affiliation, or marital status. Discrimination or



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harassment on any basis is strictly contrary to ASAS policy and philosophy and will not be tolerated. Any observed instances must be reported to the ASAS administration, which will thoroughly investigate the matter.

ASAS Language Policy

ASAS immerses students fully in an English-speaking environment. **The language of instruction and operation at the American School of Advanced Studies is English.** All classes, communications, policies, procedures, decisions, minutes, and meetings are conducted and written in English, including one-on-one meetings and tutoring sessions with students. Where meetings with stakeholders are conducted in Georgian, minutes are translated into English. The only exceptions are assignments, communications, and lessons in Georgian Language and Literature.

02 Directory Information

School websites

- › www.europeanschool.ge
- › facebook.com/ESIntSchool

General inquiry

- › asas@europeanschool.ge

Parent's primary point of contact

Principal, ASAS

- › George Zedginidze g.zedginidze@europeanschool.ge

Management and Administrative Personnel

NAME	ROLE	EMAIL
Sophio Bazadze	CEO, European School	info@europeanschool.ge
George Zedginidze	Principal, ASAS	g.zedginidze@europeanschool.ge
Tea Siradze	Implementation Coordinator, ASAS	tea.siradze@europeanschool.ge
Mariam Umudumovi	Administrative Manager, ASAS	mariam.umudumovi@europeanschool.ge
Nana Mukeria	Coordinator of Student Engagement & Leadership, ASAS	n.mukeria@europeanschool.ge

Daily Bell Schedule — Grades 6–12

Each lesson lasts **45 minutes**. Figures in the final column indicate the break, in minutes, following each period.

Regular Schedule

PERIOD	TIME	BREAK
1	09:00 – 09:45	5
2	09:50 – 10:35	5
3	10:40 – 11:25	25
LUNCH • 11:25 – 11:50		
4	11:50 – 12:35	5
5	12:40 – 13:25	5
6	13:30 – 14:15	15
7	14:30 – 15:15	5
8	15:20 – 16:05	5
9	16:10 – 16:55	—

Wednesday Schedule

PERIOD	TIME	BREAK
1	09:00 – 09:45	5
2	09:50 – 10:35	5
3	10:40 – 11:25	25
LUNCH • 11:25 – 11:50		
4	11:50 – 12:35	5
5	12:40 – 13:25	5
6	13:30 – 14:15	5
7	14:20 – 15:05	5
8	15:10 – 15:55	5
9	16:00 – 16:45	—

03 Academic Calendar

Fall Semester — Important Dates

DATE	EVENT
September 10–11, 2026	Student Orientation Days
September 14, 2026	First Day of School — all students report
October 2, 2026	Monthly Parent Coffee Morning
October 19–22, 2026	MAP Exams (Grades 6–11, special class schedule)



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DATE	EVENT
October 26–28, 2026	MAP Exam Make-Up Days
November 6, 2026	Monthly Parent Coffee Morning
November 9–13, 2026	Midterm Exams
November 18–20, 2026	Midterm Make-Up Days
December 4, 2026	Monthly Parent Coffee Morning
December 17–23, 2026	Final Exams
December 28, 2026	Parent-Teacher Conference

Fall holidays & vacations

October 14, 2026 — Svetitskhovloba (Mtskheta): no school

November 23, 2026 — St. George's Day: no school

Winter Break — 24 Dec 2026 to 14 Jan 2027

Winter Break (Faculty/Staff) — 30 Dec 2026 to 15 Jan 2027

Semester spans

Spring Semester — 15 Jan 2027 to 18 Jun 2027

Spring Semester (Faculty/Staff) — 18 Jan 2027 to 30 Jun 2027

Spring Semester — Important Dates

DATE	EVENT
January 15, 2027	First Day of School — all students report
January 18, 20 & 21, 2027	Final Exam Make-Up Days
January 22, 2027	Monthly Parent Coffee Morning
February 5, 2027	Monthly Parent Coffee Morning
February 22–23, 2027	Junior Project Presentation Days
February 25–26, 2027	Senior Project Presentation Days
March 12, 2027	Monthly Parent Coffee Morning
March 19, 2027	Open House Day
March 22–26, 2027	Midterm Exams
March 29–31, 2027	Midterm Make-Up Days
April 1–2, 2027	Parent-Teacher Conferences
April 16, 2027	Monthly Parent Coffee Morning
April 19–22, 2027	MAP Exams (Grades 6–11)
April 26–27, 2027	MAP Make-Up Days
May 3–14, 2027	AP Exams
May 7, 2027	Monthly Parent Coffee Morning
May 12, 2027	Commemoration Day of St. Apostle Andrew
May 17, 2027	Family Day
May 18–20, 2027	Final Exams — Grade 12
May 20, 2027	Parent-Teacher Conference (Grade 12)
May 21, 2027	Final Bell — Grade 12
May 27, 2027	Georgia and the World Conference
June 4, 2027	Monthly Parent Coffee Morning · Last Day of Classes
June 7–11, 2027	Final Exams
June 14–15, 2027	Final Exam Make-Up Days
June 18, 2027	Parent-Teacher Conference

Spring Holidays Observed & Vacation Dates

January 19, 2027 — Orthodox Epiphany

March 3–8, 2027 — Spring Break

March 8, 2027 — International Women's Day

April 9, 2027 — Day of National Unity

April 29 – May 2, 2027 — Easter Break

May 2, 2027 — Orthodox Easter

May 9, 2027 — Day of Victory

May 12, 2027 — Commemoration Day of St. Apostle Andrew

May 17, 2027 — Family Day

May 26, 2027 — Independence Day

04 Graduation Requirements

To graduate from the American School of Advanced Studies, a student must earn a minimum of **28 credits** and fulfil the graduation requirements below.

REQUIREMENT	CREDITS	REQUIREMENT	CREDITS
English Language Arts	4	Sociology	0.75
Academic Writing	0.5	Classics	2.75
Mathematics	4	History of Arts	1
Georgian Language & Literature	4	Junior Project (Grade 11)	1
Georgian Language B / Cultural Studies	4	Senior Project (Grade 12)	1
History	4	Sports	1
Sciences	4	Foreign Language	2
Technology & Innovation	1		

Credit Hour Definition

- **1 credit** — 150 hours of class time; five 45-minute classes per week.
- **0.5 credit** — 65 hours; two 45-minute classes per week.
- **0.25 credit** — 32 hours; one 45-minute class per week.

05 Advanced Placement (AP) Courses

Advanced Placement (AP) courses are college-level courses available to high-school students across a variety of subjects. AP exams are scheduled during the first two weeks of May each year. AP courses are graded out of five (5) points; students who score three (3) or higher may have the opportunity to earn college credit, potentially transferable toward requirements in their chosen bachelor's programme. AP courses award graduation credits, and AP grades are weighted in students' GPAs.

AP courses are open to all Grade 10, 11, and 12 students at ASAS provided they meet the prerequisites for each course. Prerequisites ensure students have the skills required to succeed. To enter a course, students must hold a **B** in a prerequisite subject, relevant teacher recommendation and a subject **GPA above 3.00**. Exemptions are granted case-by-case at the discretion of the AP course instructor and the ASAS Principal. **By the 1st week of November, all students enrolled in an AP class must have taken an enrolment confirmation test scoring 2 or above. In the case a student does not meet this requirement, they will be removed from the subject AP.**

Students may discuss AP options and academic readiness with the AP course instructor and the ASAS Principal.

AP Exam 2027-dates: <https://apcentral.collegeboard.org/exam-administration-ordering-scores/exam-dates>

Exam start times for Tbilisi, Georgia will be **11:00AM and 3:00PM**. Students must show up at the examination center 40 minutes prior to the exam start time.

AP Exam Fee Payment Deadline - November 2, 2026. Payment fee after this deadline will increase by \$50.

To enroll in AP classes for 2027, students will be required to attend a week of AP classes in June 2026.

AP & Honors Classes Offered

GROUP	COURSES
Social Studies	Comparative Government & Politics · World History · European History · Macroeconomics · Microeconomics · Psychology · Human Geography
Humanities	Classics (A-Level)
Mathematics	Calculus AB · Calculus BC · Statistics
Sciences	Physics · Computer Science A · Biology · Chemistry
AP Capstone Diploma Program	Seminar · Research
Honors (Grades 9-10)	Mathematics

For more on Advanced Placement, visit apstudent.collegeboard.org/home.

06 Junior & Senior Research Projects

Every ASAS student completes two extended pieces of independent research: the Junior Project in Grade 11 and the Senior Project in Grade 12. Each runs for a full academic year, each is on a topic of the student's own choosing, and each carries one credit toward the diploma. The programme is led by dedicated members of staff who coordinate topic approval, supervision, milestones, and presentation. The programme is supervised and sponsored by the Principal.

Project Purpose

Students undertake an independent research project focused on a topic of their choice. Each project requires students to **investigate a research question or problem**, analyse information from credible sources, and **develop evidence-based conclusions**.

Throughout the project, students learn how to:

- › Develop a clear research question and thesis
- › Conduct in-depth research using credible sources
- › Analyse information and evaluate evidence
- › Propose a thoughtful, well-supported solution or conclusion
- › Communicate their findings through a written paper and presentation

Each student is assigned or selects a faculty advisor who provides academic guidance, monitors progress, and offers feedback throughout the research process. On any relevant matter, students may consult with the Junior and Senior Project Coordinators.

Project Elements	Grading (out of 100; pass ≥ 60)
› Topic Submission	› Topic — 10%: Creativity and Originality of the research topic.
› Thesis Draft / Outline	› Research Sources — 5%: Gathering and documentation of credible references.
› Research Sources	› Thesis Draft & Outline — 15%: Clear thesis statement and organised research plan.
› Project Draft	› Project Draft — 20%: Complete draft (or 2,500 words) submitted for feedback and revision by the deadline.
› Final Paper	› Final Paper — 25%: Polished, final research paper submitted by the deadline.
› Oral Presentation	› Oral Presentation — 25%: Presentation of research and findings to an audience.

Late submissions are penalised: 2 percentage points are deducted from the maximum available score for the affected project component, unless an approved extension has been granted. Junior and Senior Projects are worth one (1) credit each.

07 Assessment, Reporting & Homework

Assessment at ASAS exists first to improve learning, and only then to report it. Its purpose is to give students and teachers accurate, timely information about what has been understood and what has not. Grades describe performance at a point in time, not a fixed ability: every student is expected to reach a demanding standard, and assessment identifies the support each student needs in order to reach it.

ASAS students are graded daily in every subject on their schedule that day. Grading categories vary by teacher practices and subject requirements; teachers may customise how the final grade is weighted by assigning percentages to several of the categories below, where higher-percentage criteria carry more impact.

- | | |
|-----------------|-----------------|
| › Unit test | › Homework quiz |
| › Participation | › Homework |
| › Presentation | › Final paper |



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- › Quiz
- › Project
- › Lab
- › Journals
- › Essay / Paper
- › Classwork
- › Midterm Exam
- › Final Exam

Grade Scale

% OF 100	LETTER	4.0	% OF 100	LETTER	4.0
93–100	A	4.0	73–76.99	C	2.0
90–92.99	A-	3.7	70–72.99	C-	1.7
87–89.99	B+	3.3	67–69.99	D+	1.3
83–86.99	B	3.0	63–66.99	D	1.0
80–82.99	B-	2.7	60–62.99	D-	0.7
77–79.99	C+	2.3	0–59.99	F	0.0

Grading Modes

Differentiated — Letter Grade. Letters A–F indicate academic performance and are included in GPA.

Undifferentiated — Pass / No Pass. Indicates successful completion or failure; not included in GPA.

Other letter grades

GRADE	MEANING	VALUE IN GPA	CREDIT
E	Excused Absence	Not counted	No credit
U	Unexcused Absence	Counted as 0	No credit
I	Incomplete	Counted as 0	No credit
P	Pass	Not counted	Credit
NP	No Pass	Not counted	No credit

Definitions. **E** — issued for an excused absence on assessments (e.g. participation) requiring presence that cannot be made up in a later session. **U** — as E, but for an unexcused absence. **I** — issued when an assignment is not completed (10 days given to complete) or must be re-done following an act of academic dishonesty. **P** — successful completion; carries credit, excluded from GPA. **NP** — unsatisfactory performance; no credit, excluded from GPA.

Reporting to Families

Attainment is reported through the QuickSchools gradebook, which families may consult at any time; through written reports at the close of each semester; and at parent–teacher conferences. Where a student's performance changes materially, the school contacts the family at the time rather than waiting for the next reporting date.

If a student is referred to the Study Hall repeatedly or to counselling, the school will contact the family and seek ways of addressing the issue together.

Parents will also be contacted immediately if a child violates any aspect of appropriate school conduct, set out in chapters of this Handbook, acknowledged and signed by the parent.

Homework & Workload

Homework is set to consolidate what has been taught or to prepare for what is coming, never to occupy time. As a guide to total nightly workload across all subjects: Grades 6–8, 60–90 minutes; Grades 9–10, 90–120 minutes; Grades 11–12, up to 180 minutes including AP and project work. Homework is not set over holidays, other than long-term project work with a published deadline. If a student consistently needs substantially longer than these ranges, families should contact the homeroom teacher.

08 GPA, Awards & Academic Standing

Grade Point Average (GPA)

Semester GPA is computed at the end of each semester by multiplying the credits earned in each course by the numerical value of the grade received, totalling the grade points for all courses, and dividing by the total graded credits attempted (including failed courses).

$$(\text{Course Credits} \times \text{Grade Points}) \div \text{Attempted Grade Points} = \text{Grade Point Average}$$

Weighted & unweighted. AP courses are rigorous and taught at an accelerated pace, so they are scored on a 5.0 scale rather than 4.0 — AP final grades gain an additional grade point in GPA. A weighted GPA includes AP grades adjusted to the 5.0 scale; an unweighted GPA places all classes, including APs, on the 4.0 scale.

Academic Honors & Awards

Principal's Distinguished Academic Achievement Award. Students earning a cumulative unweighted semester GPA of 3.99 or higher are added to the award list for that semester.

US Presidential Awards. Granted to Grade 8 and Grade 12 students. Eligibility: a GPA of 4.0, outstanding attendance, and participation in activities demonstrating high motivation, initiative, intellectual depth, leadership, and/or exceptional judgement.

Academic Probation

Students are placed on academic probation if their final weighted semester GPA is below C (2.0 on a 4.0 scale). Probationary status is reviewed at the end of the following semester and lifted once the cumulative GPA rises above a C. Students on probation must meet their homeroom teacher weekly to review performance and develop study plans and habits, and may not take part in any school-run extracurricular activities, special events, or athletics beyond their required physical-education class. A parent-Principal meeting may be required in such circumstances.

Failure of required courses. Students who fail up to two required courses in a year may re-do them in a summer session for extra tuition; if not completed, they cannot progress. Failing more than two required courses means the student cannot progress and may repeat the grade at ASAS or transfer.

Sanctions & summer school. ASAS reserves the right to dismiss students for low academic performance or behavioural problems, including those who refuse to make up failed courses or repeat a grade. Summer school is offered as necessary for students unable to progress due to failure or excessive absence; schedules and offerings are published each May.

09 Academic Integrity & Artificial Intelligence

Academic Honesty

ASAS students are held to high academic standards and are expected to conduct all academic work with honesty and integrity, producing and submitting their own original work on every assignment. Failure to do so is considered academic dishonesty or plagiarism. Further detail is provided in the European School's Academic Integrity Policy.

What counts as a breach. Presenting another person's words, ideas, data, or code as one's own; unauthorised collaboration on work designated as individual; fabricating sources, data, or results; submitting work generated by another person or by an artificial-intelligence system as one's own; using unauthorised material in an assessment; and sharing or obtaining assessment content in advance.

Consequences. A first substantiated breach requires the work to be redone, is recorded as an Incomplete pending resubmission, and is reported to parents and logged. Repeated or serious breaches are treated under Levels 2 and 3 of the disciplinary framework in Appendix A2. In College Board examinations, the Board's own sanctions apply and are outside the school's control.

Artificial Intelligence

ASAS treats artificial intelligence as a capability to be taught rather than a threat to be policed. Students will enter universities and workplaces in which these tools are ordinary, and the school's responsibility is to ensure they use them fluently, transparently, and with a clear understanding of their limits.

Permitted use and disclosure. AI tools may be used in the course of learning where the teacher has permitted it, and their use must be disclosed. Work submitted for assessment must represent the student's own thinking, and students remain accountable for every claim, citation, and calculation they submit.

Assessment design. Teachers design assessment so that it evidences the student's own reasoning: through in-class writing, oral defence, drafts and process work, and questioning on submitted projects, particularly the Junior and Senior Research Projects.



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Critical literacy. Students are taught how these systems generate output, why they produce confident errors, how bias enters training data, and how to verify a claim independently. AI output is treated as a draft to be interrogated, never as a source to be trusted.

Teacher practice. Teachers may use AI to support planning, differentiation, and the design of feedback, under the same standards of disclosure expected of students. No summative grade is assigned by an automated system.

10 Academic Advising & University Counselling

Course selection at ASAS is an advised decision rather than an administrative one. From Grade 9, each student reviews their programme with their homeroom teacher and the ASAS administration so that subject choices, AP entry, and overall workload are matched to the student's strengths, interests, and intended destination.

University and career counselling. From Grade 11, advising extends to the application process: testing plans, transcripts and school reports, recommendation letters, essay preparation, university selection, and deadlines. Families are included throughout. The University and Career Counselling Office (UCCO) provides comprehensive, individualised, and inclusive support, represents the school in international forums, and applies global best practices. Its three interconnected programmes are University Guidance, which uses university visits, current admissions trends, and data to build a balanced *right-fit* university list; the Essay Writing Programme, which supports personal essays, statements, and supplemental questions through a structured curriculum and individual sessions; and the Career Readiness Programme, which develops research, analytical, and interpersonal skills with local and international professionals.

Philosophy and approach. The student is at the centre of the process. Counselling begins before applications and connects academic choices, extracurricular development, university planning, and career readiness to each student's short- and long-term goals. Students are encouraged to take ownership of their stories while receiving sustained guidance. The *right-fit* approach places sound decision-making above unrealistic expectations and treats admissions as an opportunity to build responsibility, resilience, autonomy, and reflection. The school's standard is that no student should reach Grade 12 with a subject profile that has closed a door they wanted open.

Transcripts and records. Official transcripts are issued by the ASAS administration on written request. Students should allow at least ten school days for a transcript and three weeks for a recommendation letter.

Student responsibility. Meeting application deadlines is the student's responsibility. The school will support, remind, and advise, but cannot submit on a student's behalf or request extensions from universities.

External testing. Students intending to apply to universities in the United States should plan their PSAT, SAT, or ACT sittings with the administration no later than the start of Grade 11.

11 Programme Changes

Mid-Semester Programme Changes

Students may change their programme through the second week of a semester, space allowing. After the start of the semester, a student who changes classes is responsible for catching up on all prior material, and assessment in the new class begins immediately. Students who join ASAS mid-semester may change classes up to two weeks after their official start date. After the third week, the only permitted change is an accelerated/decelerated level move where an academic need is demonstrated.

Decelerated → accelerated. Requires an overall grade of at least B+ and consistent evidence that the material is not appropriately challenging.

Accelerated → decelerated. Requires a grade no higher than C- and evidence that, despite best efforts, the material is too challenging.

Both teachers must recommend and permit any move between decelerated and accelerated courses; students may change between these levels only once per semester.

12 Physical Education

PE is graded pass/no-pass and awards 0.5 credits per year on successful completion. A student may be permanently excused from the gym requirement only with proper medical documentation, or if involved in an organised sport, athletic league, dance class, or other physically demanding endeavour for at least two hours a week with documentation. Excused students remain in their classrooms and use the period for study. Gym lockers are provided; a student not properly attired is marked unprepared for the day. Students must attend, be prepared for, and participate in **80%** of gym classes to pass and receive credit.

Part II · Student Life, Rights & Responsibilities

13 Safe School

Safe School is the framework that holds the rest of this handbook together. Everything that follows in Parts II and III — conduct and attendance, Study Hall, anti-bullying, wellbeing, health, safeguarding and emergency procedures — is an expression of one commitment: every student is protected, understood and supported to learn within a manageable range of stress, while every teacher is backed by clear, consistent and humane systems.

SAFE TO LEARN	SAFE TO GROW	SAFE TO BELONG
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Three core mechanisms

Study Hall	The Ledger Game	Transparency & Trust
Support A supervised, non-punitive academic reset that protects the lesson without stigmatising the student. The student settles, then covers the class material through QuickSchools. Study Hall (section 16) can also resolve Incompletes.	Expectations made visible A transparent reinforcement system for the behaviours and values the school sets out to cultivate. Positive and negative reinforcement are calibrated to reward meaningful habits — not points for their own sake. See section 15.	Consistency without fear Standardised procedures make decisions visible, fair and reviewable. Staff can raise problems openly and rely on leadership backing, and freedom grows alongside professional judgement and responsibility.

The 5 × 5 model: safety at every level

Five dimensions of safety	Five cultural pillars
Physical — health, nutrition and hydration, movement and environment Emotional — recognising and sitting with strong emotions, positive and negative Cognitive — diverse engagement, and learning how to learn Social — relationships, boundaries and conflict Prosocial — empathy, individual values and needs, and contribution to the community	Safety — mistakes are allowed; ridicule is not. Conflict meets responsive support and visible care Balance — healthy energy for learning, with real opportunities to restore and to ask for what is needed Roots — everyone has a sense of place; voice is shared by adults, students, families and community Trust — freedom grows with responsibility and with recognition of human needs Capable — confidence and competence everywhere; instruction and support unlock potential

How Safe School is lived every day

A calm adult presence in every room · phones away in lessons · room to make mistakes · teachers who are available · feedback on actions rather than on character · parent coffee mornings · concerns shared early, while they are still small.

Where this framework lives in the handbook

Safe School is not a separate policy to be read on its own. Each chapter below carries one part of it, and each is written to be read in the light of this section.

14 Student Rights & Responsibilities the reciprocal obligations of a safe community	15 Appearance, Conduct & Attendance the expectations made visible, applied consistently
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16 Study Hall support, not detention — the academic reset	17 Bullying, Harassment & Online Conduct how the school responds when safety is breached
20 Student Wellbeing & Counselling emotional and social safety, and the route to help	21 Health & Medical Care physical safety: health, nutrition, hydration, medical need
22 Safeguarding & Child Protection the statutory floor beneath everything above	23 Emergency Procedures & School Closure physical safety when circumstances change suddenly

See the behaviour. Attune to the child. Stay present and calm. Connect actions to causes. Everyone belongs — and when a student is unsafe, the school responds with what that student needs, not with exclusion.

“Feeling safe is a prerequisite for learning.” — Shanker & Hopkins, Self-Reg Schools (2020)

14 Student Rights & Responsibilities

Students have the responsibility to:

- Attend school regularly and punctually, and make every effort toward academic success in all areas of study.
- Complete, or attempt to complete, all assigned homework from every instructor.
- Come to every class prepared with pens, notebooks, textbooks, and so on.
- Have their parents call the ASAS administration when they are absent, and bring a note explaining the absence on the day they return.
- Follow all school regulations regarding personal appearance, behaviour, and banned items.
- Respect the dignity and equality of others and refrain from acting in a way that infringes on the equality of others.
- Respect both school property and the private property of community members.
- Be polite and respectful toward others regardless of race, colour, origin, ancestry, age, religion, disability, sex or gender, gender identity and expression, or political affiliation, and refrain from slurs on these grounds.
- Refrain from obscene, defamatory, or bullying communication in any form.
- Express themselves in a way that promotes cooperation and does not interfere with the educational process.
- Keep themselves and their parents informed of school-related matters, including progress and events.
- Check their ASAS email and QuickSchools accounts regularly for assignments and important information.
- Be familiar with all school codes, procedures, and policies, and abide by them at all times.
- Uphold academic honesty in every piece of work submitted, and neither present the work of another person nor unattributed material as their own.
- Use artificial-intelligence tools where a teacher has permitted them, disclose that use, and remain accountable for every claim, citation, and calculation submitted.

Students have the right to:

- A challenging and well-organised curriculum.
- Qualified teachers.
- Physical safety and protection of personal property.
- A supportive learning environment free from harassment, discrimination, or bullying.
- Consultations with teachers, counsellors, and administrators regarding grades, discipline, or any concern.
- An equitable learning environment with clear standards for assessment and discipline.
- Their personal beliefs, without consequence, provided these do not interfere with others' learning.
- Respect from teachers and administrators and, where necessary, discipline that is fair, equitable, and within ASAS policy.
- Participation in creating and reviewing the rules that govern them, and to be informed of them.
- Present petitions, complaints, or grievances to school authorities and expect prompt, authoritative replies.



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Eating & Drinking

- › Students may eat and drink in the cafeteria only; eating is not permitted elsewhere in the building.
- › Gum may not be chewed by students or staff at any time.
- › No food or drink is allowed at the computers at any time.
- › Water is provided; students are encouraged to stay hydrated and keep the water area tidy.
- › Students must clear away any rubbish, waste, spillage, or dropped food appropriately.

Parental Involvement

Positive parental involvement is critical to students' development and success. ASAS strives to communicate academic progress frequently and meaningfully and to alert parents to academic or disciplinary issues in a timely manner. Parents are asked to:

- › Create a QuickSchools account to track their child's progress.
- › Ensure their child arrives on time every day.
- › Allow their child to stay home only for severe (fever and/or vomiting) or contagious illness.
- › Avoid planning trips or events during the year that cause missed school.
- › Monitor study time at home and ensure home assignments are completed or attempted.
- › Check the ASAS website for events, announcements, and information.
- › Attend information mornings, parent meetings, and parent-teacher conferences.
- › Read and understand all ASAS policies and procedures pertaining to students.
- › Sign the Student/Parent Handbook and any policy amendments.

15 Appearance, Conduct & Attendance

The following are policies of the European School and apply to all students in every section, including ASAS.

Personal Appearance

Students must arrive in the appropriate school uniform for every regular school day. ASAS uniforms consist of blue sets, a plain white shirt, and a tie on occasions. Hats, head coverings, and/or jewellery are not allowed unless for religious purposes. Lockers are provided to store gym clothes for physical education.

Banned Items

The following items, if found in a student's possession on campus, constitute a serious breach of school policy and merit severe punishment as determined by the Principal. In case of a suspicion that a student may be caring a banned item that can cause harm, school may search the particular student. **These items will be confiscated and may be disposed of:**

- › Cigarettes and e-cigarettes
- › Lighters and matches
- › Alcoholic beverages
- › Knives, box cutters, or cutting tools of any sort
- › Blunt objects (crowbars, baseball bats, golf clubs, etc.)
- › Firearms
- › Firecrackers
- › Explosives
- › Indecent items
- › Psychotropic drugs without medical prescription
- › Guns

Personal technology (**mobile phones**) **must be left** in personal lockers or the ASAS staffroom before first period and retrieved at the end of the day. Mobile phones may be collected during the lunch break and must be returned to the locker or the staffroom before the start of the next lesson. Technology confiscated during the day may be held by the administration until the end of the week or the following Monday.

Severe Violations of School Rules

The following behaviours are regarded as severe violations, with consequences ranging from warnings to removal from the school according to severity:

- › Violent or threatening behaviour, including bullying, racial harassment, or discrimination
- › Vandalism
- › Smoking on any part of school property
- › Consuming alcohol and/or illegal drugs
- › Setting off a false fire alarm
- › Bringing weapons to school
- › Cyber attack or cyber security threat

Attendance

Absence for health reasons and family-related events is considered excused if the ASAS administration is notified appropriately by phone or email. If a student is absent more than 10 days a semester for health reasons, ASAS will request documentation and will make accommodations as necessary. Families must, when possible, inform ASAS of planned absences at least two weeks in advance. Absences — excused or not — can affect academics: students must make up missed work, including summative assessments; teachers must accept homework on the day of return and allow make-ups, but may award a failing mark where work is not made up. **A student with more than 20 unexcused absence days in an academic year, where the missed work cannot be recovered, cannot progress to the next grade.**

Late arrival & early departure. Students arriving late or leaving early with an excuse must sign in or out in the ASAS staffroom and notify a homeroom teacher.

Tardiness. A student more than one minute late to class is tardy. More than three tardies in a week may result in a detention. Teachers who hold a student past the bell must write a late note. Students returning from the nurse must bring a nurse's note.

Classroom Conduct & Detention

Students must attend every scheduled class and exhibit proper behaviour as established by the teacher. Conduct warranting detention includes general disruption (shouting out of turn, touching other students, throwing items) and disrespect toward teachers or peers. Teachers set and communicate their own expectations and use discretion on what is disruptive. A detention can be issued after one clear warning.

Detentions are issued for misbehaviour in the classroom and destruction of school property; the administration also issues them for excessive tardiness (three or more in a week). Detention periods run **45 minutes** after the final period on the day issued, monitored by an instructor, with an approved activity.

16 Study Hall

Purpose

The Study Hall is a supervised, on-premises space that supports students and teachers during lesson time. It does two things: it receives a student who, in the moment, cannot take part productively in a lesson, settles them, and then helps them cover the material the class is studying for the remainder of that lesson. Study Hall sessions can also be used to make up "Incomplete" lesson materials.

It is a support structure, not a sanction. Because the same room serves both functions, attendance carries no stigma — this dual design is deliberate and must be protected.

What the Study Hall is — and is not

What it is	What it is not
– A calm, supervised room where a student settles and then covers the lesson material. – A dedicated space for catching up on missed material. – Staffed by trained teachers on a published duty roster. – Recorded, monitored and reviewed.	– A detention, sanction or disciplinary room. – A counselling, therapy or welfare-assessment setting. – A place to leave a student indefinitely. – The library, or any unsupervised space.

The two functions

A. Restorative support

When a student cannot focus, is disturbing others, or is upset, the teacher sends them to the Study Hall for the rest of the lesson; a teacher may send up to two students at the same time. The Study Hall Teacher settles the student, hears the issue briefly, then helps them cover what the class is studying — looking up the day's plan and syllabus in QuickSchools. The student stays in the Study Hall until the lesson ends and does not return to the classroom mid-lesson unless there is good reason.

B. Making Up “Incompletes”

A teacher may send a student who has missed prerequisite material and is not ready for the current lesson. This allows the student to catch up with the rest of the class and get back on track.

Guiding principles

- **Dignity and de-stigmatisation.** Every student is received without judgement; the Study Hall is never a punishment.
- **Constructive, bounded talk.** Conversation is short and purposeful — support, never chat or gossip.
- **The support-counselling line.** Supervisors settle and support study; they do not counsel, diagnose or investigate.
- **Academic continuity.** The student covers the lesson material in the Study Hall, not merely calms down.
- **Proportionate and safeguarded.** Referral is a considered step; sessions are visible and logged, and welfare concerns are escalated at once.

Operating models: timing

Model	How it works	Best for
Immediate	The student is sent during the lesson and supported in real time for the rest of the period.	Acute disruption; a student upset now.
Deferred	The student is booked into a later Study Hall period to cover material already missed.	A student who is not ready for the current lesson and needs to catch up.

Log. The Manager keeps the Study Hall log and roster of available teachers. Weekly reports are submitted to the Principal.

17 Bullying, Harassment & Online Conduct

Bullying

All students have the right to a safe and supportive learning environment. Bullying is unwanted, aggressive behaviour involving a power imbalance that is repeated or has the potential to be repeated over time. Students must respect one another's opinions, cultures, belongings, and physical space, and resolve disagreements calmly and courteously. The following may be considered bullying and, if repeated after one warning, will result in disciplinary measures:

- › Teasing
- › Name-calling
- › Inappropriate sexual comments
- › Taunting
- › Threatening to cause harm
- › Hitting, kicking, or pinching
- › Spitting
- › Tripping or pushing
- › Taking or breaking someone's property
- › Making mean or rude hand gestures
- › Spreading rumours about someone
- › Embarrassing someone in public

It is the duty of students, teachers, and community members to report incidents of bullying they experience or witness to the ASAS psychologist, administration, or homeroom teachers. Further information: www.stopbullying.gov.

Sexual Harassment

All members of ASAS are entitled to study, learn, and work free of sexual harassment. ASAS prohibits students and staff from engaging in sexual harassment and will take disciplinary measures where established, including dismissal of staff and suspension or expulsion of students. Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment, including: unsolicited written, verbal, physical, or visual contact with sexual overtones; continuing to express sexual interest after being told it is unwelcome; reprisals or threats of reprisal following a negative response; and viewing,

printing, or transmitting obscene or pornographic material on a computer. It does not include welcomed personal compliments or age-appropriate social interactions between students where consent is clearly communicated.

Any student or parent who believes the student has been sexually harassed on school property or at a school event should report it immediately to a teacher or administrator; an investigation may begin even without a report if a school official learns of harassment. All reports are promptly and thoroughly investigated, and appropriate remedial and disciplinary action is taken at the discretion of the European School governing body — calculated to end the harassment, eliminate any hostile environment, and prevent recurrence.

Email & Social Media

ASAS email. All students and staff receive ASAS Gmail accounts on the @americanhighschool.ge domain. ASAS correspondence must go through ASAS email or QuickSchools. Students must check email daily and are accountable for missed deadlines resulting from failure to stay informed.

QuickSchools. ASAS uses QuickSchools for the gradebook, attendance, student records, and communication. All teachers, students, parents, and administrators have accounts; students check daily for assignments, communications, and grades. Training and support are available from the administration.

Social media. ASAS respects students' and parents' right to use social media, provided such use does not damage the reputation of ASAS, the European School, its employees, students, or families. Social media is defined broadly (blogs, forums, networking sites, and similar). Students are strongly discouraged from posting content damaging to their own or the community's reputation. Communication in the online public sphere must be respectful and consistent with the school's philosophy; ASAS and the European School may remove defamatory or inconsistent posts from their official media.

18 Field Trips & Excursions

ASAS promotes learning and community involvement beyond the formal classroom. Teachers and staff are encouraged to arrange field trips related to classroom content and to take part in excursions that build community.

Mandatory field trips. The only type that may interrupt scheduled class hours. They must be directly related to classroom content, include assessed turned-in work based on the trip, and be fully funded by ASAS.

Optional field trips. Offered for supplementary context and enrichment; teachers may offer extra credit as an incentive. These do not require ASAS funding.

ASAS-organised excursions. ASAS periodically organises excursions to historical sites and regions of Georgia. Though not mandatory, all students and staff are strongly encouraged to participate to build community in an informal setting. Excursions are announced at least two weeks in advance; students must pay in full at least one week prior so final arrangements can be made.

Field Trip & Excursion Code of Conduct

1. Students represent ASAS and must always conduct themselves with courtesy and respect, following all Handbook policies and procedures.
2. Students must always defer to and follow the instructions of adult instructors and chaperones.
3. Substances, items, and behaviours banned on campus — including tobacco and alcohol — are also banned on trips.
4. Students must remain with the group and in sight of adult supervision unless explicit permission is granted.
5. Students and parents must sign a liability and permission slip before participating.

Failure to abide by these policies results in the student being banned from all non-mandatory trips and school-sponsored extracurricular activities.

19 Student Initiatives, Leadership & Engagement

At the American School of Advanced Studies (ASAS), students are encouraged to be active contributors and leaders in school life. Students may initiate and lead projects, clubs, events, and community initiatives with appropriate school guidance and approval.

Students may:

- › Lead or participate in MUN, student conferences, debates, and academic competitions.
- › Establish and lead student clubs, engaging peers around academic, cultural, creative, athletic, or social interests.

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- › Organise charity, community-service, and social-impact initiatives that contribute to the wider community.
- › Contribute to and co-organise school assemblies, including academic presentations, performances, debates, exhibitions, and creative showcases.
- › Initiate school events and campaigns, from cultural celebrations and talent shows to awareness campaigns, student conferences, and intellectual competitions.
- › Create student-led media, including podcasts, newsletters, magazines, and other platforms that amplify student voices.
- › Develop peer-support and mentoring initiatives, helping younger students and strengthening the school community.
- › Design innovation, entrepreneurship, and global-citizenship projects addressing real-world challenges.
- › ASAS values student voice, initiative, creativity, responsibility, and leadership. Students are encouraged not simply to participate in opportunities created for them, but to identify needs, develop ideas, bring people together, and turn ideas into action.

Part III · Wellbeing, Health & Safety

20 Student Wellbeing & Counselling

Academic demand and personal wellbeing are not in competition: students learn best when they feel secure, known, and supported. ASAS provides access to a school psychologist and counselling support alongside the pastoral role of the homeroom teacher.

First point of contact. For day-to-day concerns the homeroom teacher remains the first point of contact for both students and parents, and coordinates any additional support that is needed.

School Senior Psychologist. ASAS senior psychologist will meet with each class weekly on rotational basis to work with them on topics that matter to them and their wellbeing.

Confidentiality and its limits. What a student discusses in counselling is treated as confidential. The single exception is where there is a concern about the safety of the student or of another person, in which case the matter is passed to the Designated Safeguarding Lead. This limit is explained to students at the outset.

Wellbeing in the programme. Homeroom time is used for structured discussion of study skills, workload management, online conduct, and transition to university.

21 Health & Medical Care

The European School operates a medical room staffed during the school day for first aid and for students who become unwell. Parents are informed of any injury or illness requiring more than routine first aid, and emergency services are called where a situation requires it.

Medication. School staff do not administer any medication, prescription or otherwise, without written parental authorisation held on file. Students may not carry medication on campus except where authorised in writing for conditions such as asthma or severe allergy.

Medical conditions and allergies. Any medical condition, allergy, or dietary requirement must be declared at enrolment and updated whenever it changes. Where a condition requires it, the school agrees a written care plan with the family before the student attends.

Emergency contacts. Families must keep at least two current emergency contacts on file and inform the administration immediately of any change. Students are released during the school day only to a parent or an authorised contact.

22 Safeguarding & Child Protection

The welfare of the student is the paramount consideration in every decision the school takes. Every member of staff has a duty of care and a duty to report; no concern about a child's safety is ever treated as too small to raise.

Designated Safeguarding Lead. The European School has a Designated Safeguarding Lead.

Reporting. Any concern, disclosure, or allegation is reported to the Designated Safeguarding Lead the same day and recorded in writing. Staff do not promise confidentiality to a student making a disclosure, and do not investigate concerns themselves.

Safer recruitment. All staff and regular volunteers are subject to background checks.

Professional boundaries. Staff communicate with students only through official school channels. Private one-to-one contact off campus, personal social-media contact, and transporting a student in a private vehicle are not permitted without prior written approval from the Principal.

Raising a concern. Students and parents may raise a safeguarding concern directly with the Designated Safeguarding Lead or the Principal, and may do so about any adult in the community, including a member of staff.

23 Emergency Procedures & School Closure

Drills. Evacuation and lockdown drills are held each semester. Students remain with their teacher, move in silence, and assemble at the designated point where a roll is taken against the class register.

Evacuation. On the alarm, students leave belongings, follow the posted route, and do not re-enter the building until the all-clear is given by the responsible member of staff.

Unplanned closure. Where the school must close at short notice for weather or any other reason, families are notified through QuickSchools, email, and the school website. Remote learning may be activated, and where it is, the normal timetable and attendance requirements apply.

Release of students. In an emergency, students are released only to a parent or an authorised emergency contact, and only once the administration has recorded the release.

Part IV · Working With the School

24 Concerns & Complaints

Most concerns are resolved quickly and informally by speaking to the person closest to the issue. Where that does not resolve matters, the following stages apply. A concern raised in good faith carries no disadvantage for the student.

STAGE	RAISE IT WITH	EXPECTED RESPONSE
1	The subject teacher or homeroom teacher	Within 5 school days
2	The ASAS Implementation Coordinator or Administrative Manager	Within 5 school days
3	The Principal of ASAS, in writing	Within 10 school days

25 Student Records, Privacy & Media

Records. Academic and pastoral records are maintained in QuickSchools and in the ASAS office. Parents may request access to their child's record, and students aged 18 and over may request access to their own.

Disclosure. Records are shared outside the school only with the family's consent, or where the school is

Photography and media. The school photographs and films school events for its own communications. Families who do not consent must withhold consent in writing at enrolment, and the school will honour it.

Student recording. Students may not photograph, film, or record another student or a member of staff without that person's consent, and may not publish such material in any form.



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required to disclose by law, or in an emergency affecting a person's safety.

26 European School Facilities

Library

ASAS and the Georgian sections share the library on the 5th floor, available on school days from 9:00 to 17:00. Library staff help students find resources for research and tasks and cite them properly.

Using the library

- › Return materials to the librarian or front desk — do not reshelve without assistance.
- › Treat all resources with care and respect.
- › Maintain a quiet, calm atmosphere.
- › No food or drink is permitted.
- › Keep track of belongings; staff are not responsible for lost or stolen items.

Borrowing

- › **Textbooks** are collected at the library at the start of the year, assigned individually, cared for by the student, and returned at year's end; textbooks must not be traded.
- › Other materials may be borrowed once the loan is recorded — up to two items, for 14 days (extendable to 30 with permission).
- › Overdue loans must be settled before borrowing further; dictionaries, reference books, and manuals cannot be loaned.

Science Laboratory Safety & Protocol

Rules

- › Follow all instructions of the teacher, lab supervisor, or specialist; only do assigned activities.
- › No food or beverage in the laboratory.
- › Leave unnecessary items in the homeroom; bring only textbooks, notebooks, lab manuals, and pens/pencils.
- › Put on lab coats and fasten loose hair; wash hands; disinfect the work area.
- › Keep cultures closed where possible; keep chemical or biological substances away from faces.
- › Be careful with glassware; stay alert and aware of others.

Do

- › Keep work areas clean, neat, and organised; clean thoroughly after experiments.
- › Ask for help cleaning breaks and spills; handle hot glassware with clamps or tongs.
- › Use great care with scalpels, knives, or sharp objects; wear closed shoes.

Do not

- › Eat, drink, or smoke in the laboratory; carry bottles around the room; pipette by mouth.
- › Put chemicals in the sink or trash, or pour them back into containers, unless instructed.
- › Operate equipment before instruction; perform unauthorised experiments; engage in horseplay.
- › Leave stoppers in while heating test tubes; leave experiments unattended.

Instructors provide additional, specific instruction on equipment, procedures, and safety for individual laboratory periods and experiments.

FabLab – Innovation & Digital Fabrication Laboratory

The European School FabLab is a specialized innovation and digital fabrication space that supports STEAM education, project-based learning, creativity, and hands-on problem solving. Recognized as a pioneering school-based industrial innovation laboratory in the region, FabLab gives students opportunities to turn ideas into tangible prototypes and innovative projects.

Students can explore 3D modelling and printing, laser cutting, CNC fabrication, electronics, robotics, digital design, and other fabrication technologies. Through guided projects, students develop essential 21st-century skills,

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including creative thinking, collaboration, technological literacy, design thinking, engineering, and problem-solving.

Cafeteria

Students may eat in the cafeteria (2nd floor) during the designated lunchtime; food and beverages are available for purchase. Students are expected to show proper table manners, clean up after themselves, and discard uneaten food in the proper receptacles. **Students may not have or consume food outside the cafeteria.**

School Bus

ASAS students may sign up for European School buses to and from campus on regular school days; buses leave campus at 5 pm daily. Interested students inform their homeroom teacher during the first week and provide their address, then receive their route and morning meeting time. Students joining or moving mid-semester may sign up or switch routes if they live on or near a route, pending availability.

Conduct & safety

- › Follow any directions given by the bus driver.
- › Remain seated while the bus is in motion.
- › Avoid excessive noise, throwing objects, or distracting the driver.
- › Do not throw items out of windows or extend any part of the body outside the vehicle.
- › Report any vandalism to the driver immediately; repair costs are charged to the responsible student's parents.
- › Cross only at designated crosswalks; the operator allows boarding and exit only in areas protected from traffic.

Appendices

A1 Recognising & Rewarding Positive Behaviour

Effort and good behaviour are recognised through:

- › A merit/commendation comment on QuickSchools, shared with parents.
- › Student leadership opportunities.
- › Public recognition in school assemblies.
- › End-of-year awards.

A2 Addressing Poor Behaviour – Disciplinary Actions

Consequences escalate with the level and severity of behaviour, as set out below.

Level 1 — Lack of Responsibility

Behaviours	Actions
› Non-compliance with dress code (long hair untied in the cafeteria, make-up, long/dark painted nails, piercings except ear, visible tattoos, etc.) › Lateness to school or lessons › Lack of equipment or stationery for learning › Failure to complete homework/classwork › Misuse of laptop during lessons › Failure to follow the mobile-phone policy (devices stored in a personal locker or the ASAS staffroom) › Dropping litter or not clearing up › Leaving personal possessions unattended › Chewing gum	› Verbal warning and instructional conversation with a subject and homeroom teacher › Reasons established and ways to improve discussed › Recorded on QuickSchools as 'first case of misbehaviour', with parent notification (subject teacher for lesson-related cases; homeroom teacher otherwise) › Mobile device stored for the remainder of the school day, in line with the mobile-phone policy in section 15

Level 2 — Lack of Respect

Behaviours	Actions
› Repeated Level 1 behaviour › Disrespect toward fellow students, staff, or any member of the ES community › Inappropriate displays of affection › Vandalism, e.g. graffiti	› Verbal warning and instructional conversation with a subject teacher, homeroom teacher, and psychologist/counsellor › Recorded on QuickSchools as 'repeated behaviour', with parent notification

Behaviours	Actions
› Disruption to the learning process › Truancy a lesson › Name-calling, single negative communication, isolating others, or interfering with others' property › Use of inappropriate language › Misuse of IT and/or classroom equipment › Plagiarism / academic dishonesty	› Reason for behaviour explored by the homeroom teacher and psychologist/counsellor › Formal meeting between the student, referring teacher, homeroom teacher, and psychologist/counsellor › Detention with a written reflection under homeroom-teacher supervision › Letter of apology where appropriate, under homeroom-teacher supervision

Level 3 — Serious Offences

Behaviours	Actions
› Persistent (three or more) violation of school expectations; repeated Level 1 and 2 behaviour › Fighting (including self-defence) › Theft › Vandalism more serious than Level 2 › Smoking/vaping or drinking alcohol on premises or during trips › Threatening or physical aggression toward any community member › Bullying (verbal, physical, psycho-emotional, or cyber) › Academic dishonesty in examinations	› Immediate referral to the counsellor and the Middle/High School Coordinator by the witnessing staff member, with an Incident Form › Recorded on QuickSchools as 'repeated behaviour', with parent notification › Fully documented Incident Form by the homeroom teacher with the responsible supervisor › Reason for behaviour explored by the homeroom teacher and psychologist/counsellor › Meeting with parents, school counsellor, and M/H School Coordinator › External suspension — number of days agreed with the M/H School Coordinator and approved by the Principal; follow-up email to parents › Report cards and references may include information about serious offences

Level 4 — Most Serious Offences

Behaviours	Actions
› Persistent (four or more) violation of school expectations; repeated Level 1, 2, and 3 behaviour › Possession or use of illegal substances, e.g. narcotics › Possession or supply of pornographic material › Possession of any weapon; threat or actual use of any object as a weapon that may cause serious physical injury › Inappropriate sexual behaviour (sexual attempts, sexual harassment, etc.)	› Full documentation by the witnessing staff member, with an Incident Form › Immediate referral to the school counsellor and security by a subject or homeroom teacher › Student withdrawn from lessons (with school-security involvement) › Parents contacted by the Principal › External suspension for a fixed term (without access to online learning); number of days agreed by the M/H School Coordinator with the Principal › Instructional conversation with the Principal › The student's future at the school is discussed with the ES Director; Board approval is sought for permanent exclusion if deemed necessary. Email to parents sent by the Principal › Report cards and references include information about serious offences

A3 Handbook Acknowledgement and Consent

Please sign and return this page to the ASAS office within the first two weeks of the academic year.

We confirm that we have read the ASAS Student-Parent Handbook 2026–2027, that we have discussed it together, and that we agree to abide by the expectations and policies it sets out for the academic year.

Student name _____ Grade _____

Student signature _____ Date _____

Parent / guardian name _____

Parent / guardian signature _____ Date _____