



European School LLC

შპს ევროპული სკოლა

# American School of Advanced Studies Curriculum Guide

## For 2024-2025 Year

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## 1. Introduction

The curriculum of the American School of Advanced Studies (ASAS) derives from the mission of the European school. It is based on the national goals of general education and the standards of the American educational program, as well as the school curriculum.

The primary objective of the curriculum is to create an educational environment and resources that align with the mission's goals. Additionally, it aims to outline the necessary methods and tools for implementing the American program and standards.

The curriculum also considers the teaching and learning objectives, focusing on developing the cross-cutting skills and values defined by the national curriculum for students.

The plan is focused on personal development, placing the student at the center, emphasizing their development process and achievements. Outcome-oriented learning means not only memorizing the information provided to the student but also transforming it into solid, dynamic, and functional knowledge.

The school curriculum is a mandatory document that includes:

- The distribution of mandatory and elective subjects in the school's hourly schedule by grade levels.
- The allocation of hours for each subject.
- The hourly schedule, textbooks, academic year calendar, and summary exam schedules.
- The determination of diploma credits, prerequisites for AP (Advanced Placement) courses, and the list of AP courses offered for the current year.
- Rules for selecting AP courses and mandatory activities for teachers' professional development (such as international conferences, webinars, professional retraining courses for AP subjects, preparation of AP qualifying syllabi, and more).

The ASAS's curriculum considers the professional growth of educators and encourages their active collaboration with the international educational community.

A fundamental principle of the school's curriculum is outcome orientation, which aims to equip students with actionable knowledge and develop skills to apply the knowledge gained in school to real-life situations. This requirement, in accordance with the curriculum and American standards, is reflected in the structure of subject-specific programs. The general section of these programs defines the objectives of teaching each subject and the key benchmarks of American standards.

The educational program of the American School of Advanced Studies promotes the development of qualities such as initiative, empathy, and tolerance towards diversity. It also fosters a drive for the continuous enhancement of knowledge and skills.

The school's program is designed to provide students with academic knowledge while also developing skills necessary for adaptation in the modern world. The focus is on equipping students to:

- Approach received information critically, not only acquiring knowledge but also evaluating its content, purpose, and quality.
- Develop independent logical thinking.
- Build the ability to make decisions independently and choose wisely.
- Be creators, capable of generating value and utilizing existing experiences and achievements to create new material, intellectual, and spiritual contributions.

## 2. Operation and Strategic Development

The operational and strategic development principles of the American School of Advanced Studies emphasize these goals to ensure a well-rounded and future-ready education for its students.

The operation and strategic development of the American School of Advanced Studies are based on six principles:

1. **Motivation:** Striving to create a better world through education.
2. **Tolerance:** Respecting the dignity, values, and traditions of others.
3. **Quality:** Valuing a reputation built on high educational standards.
4. **Transparency:** Ensuring that all stakeholders receive comprehensive information about the learning process and have the opportunity to participate in it.
5. **Partnership:** Achieving goals through collaborative efforts and engaging with national and international educational communities via forums and conferences.
6. **Leadership:** Pursuing innovation in pedagogical practices and encouraging creative approaches from both students and teachers.

## 3. American School of Advanced Studies Curriculum

- 3.1. The curriculum of the American School of Advanced Studies is based on both national educational values and the standards of the American education system, including the **Common Core** and **Next Generation** standards.
- 3.2. The development of the school curriculum involves the participation of the American School of Advanced Studies Principal, the Academic Dean, teachers, and subject departments. The curriculum is approved by the Director of the European School. The curriculum must be finalized and approved no later than one week before the start of the new academic year.
- 3.3. The **school curriculum**, aligned with the school's priorities, defines the following:
  - Mandatory and advanced-level subjects included in the curriculum by grade, along with the hourly workload for each subject.
  - Additional educational services.
  - Plans for school-wide educational activities.

## 4. Key Principles of Teaching and Learning

- 4.1. The American School of Advanced Studies encompasses grades VI through XII.

**4.2.** The language of instruction in American School of Advanced Studies is English. However, the following subjects are taught in Georgian:

- Georgian language and Literature
- History of Georgia

**4.3. Academic Year Calendar**

4.3.1. The academic year is divided into two semesters, separated by the winter break.

4.3.2. The start and end dates of the academic year, as well as the timing and duration of vacations, are determined by state legislation. For grades VI-XII, the academic year consists of 37 weeks of instruction.

If necessary, a six-day school week may be implemented to compensate for missed school days caused by unforeseen circumstances.

**4.4. Lesson Duration**

4.4.1. Each lesson lasts 45 minutes.

4.4.2. Exceptions to lesson duration may be made under extreme conditions (e.g., freezing weather, extreme heat, pandemics).

4.4.3. In such cases, the school may temporarily adjust lesson lengths to minimize disruption to the academic process.

**4.5. Breaks Between Lessons**

4.5.1. Breaks between lessons are scheduled as follows:

- 5 minutes
- 15 minutes
- 25 minutes

**4.6. Class Sizes**

4.6.1. The maximum number of students in a general classroom is 15.

4.6.2. For second foreign language classes, the group size ranges from 8 to 10 students.

4.6.3. Students from different classes within the same grade level may be grouped together based on their language proficiency levels.

**4.7. AP (Advanced Placement) Classes**

4.7.1. AP courses are elective.

4.7.2. The number of students in AP classes ranges from 3 to 15.

**4.8. School Culture**

4.8.1. To foster and develop a shared school culture, the school promotes principles of mutual respect, equality, tolerance, and partnership.

4.8.2. The school's activities aim to create a creative and collaborative

environment for all members of the school community. It actively supports and develops:

- Sports activities
- Artistic programs
- Club initiatives
- School-wide projects

These activities involve students from various classes, teachers, and even parents, encouraging a sense of community and engagement among all stakeholders.

#### **4.9. Homeroom Teacher**

4.9.1. At the beginning of each academic year, every class is assigned a homeroom teacher to ensure the effective implementation of the educational and developmental process.

4.9.2. The primary goals of the homeroom teacher are to:

- Support students in achieving the national goals of general education.
- Foster the intellectual and physical development of students.
- Promote a healthy lifestyle among students.
- Develop civic awareness grounded in liberal and democratic values.
- Help students understand their rights and responsibilities toward their family, community, and state.

4.9.3. The work of the homeroom teacher is based on principles of holistic education, fostering creativity, encouraging active participation, and promoting collaboration among students.

4.9.4. Additionally, the homeroom teacher is responsible for identifying students' personal psycho-emotional needs and promptly informing the school administration and psychologist to address them effectively.

#### **4.10. Subject Departments**

4.10.1. The European School operates seven subject-specific departments.

4.10.2. The American School of Advanced Studies collaborates closely with these departments in the following areas:

- Coordinating teaching processes.
- Sharing experiences and best practices.
- Identifying factors for success and exploring solutions to challenges.
- Selecting appropriate educational resources.
- Supporting the professional development of teachers.

- Developing recommendations for the implementation of modern teaching methodologies and approaches.

## 5. Educational Resources

### 5.1. Management of Educational Resources

- 5.1.1. The use of diverse educational resources is essential for both teachers and students in the learning process. The school ensures accessibility to its educational resources, such as the library, computer lab, and other facilities, for all students and teachers.
- 5.1.2. The school also introduces students to the rules for utilizing various educational resources available on campus.
- 5.1.3. Types of Educational Resources:
  - School textbooks
  - Supplementary literature
  - Educational electronic resources
  - Various visual aids (e.g., maps, posters, models)
  - Library
  - Laboratories

### 5.2. Textbooks

- 5.2.1. **Selection Process:** Textbooks are selected by teachers, the Academic Dean, or the respective subject departments.
- 5.2.2. **Supplementary Materials:** Teachers may use additional teaching materials as long as they are approved by the Academic Dean and the department head.
- 5.2.3. **Language of Instruction:** The teaching process is conducted in English, utilizing English-language textbooks based on Common Core and Next Generation standards.
- 5.2.4. **Digital Learning Resources:** To support digital education and the integration of technology, students and teachers at the European School have access to global electronic scientific libraries such as JSTOR, Britannica, and Learning A-Z.
- 5.2.5. **Access to Resources:** Students and teachers are provided with individual user accounts, enabling them to access these resources both on campus and remotely.
- 5.2.6. **Library and Textbook Updates:**
  - 5.2.6.1. Every academic year, the library's collection of books (both electronic and printed) is updated based on the needs and requests of teachers and students.



5.2.6.2. A detailed list of school textbooks is prepared by grade/level and subject.

### 5.3. Additional Educational and Developmental Services

5.3.1. The school provides students with educational and developmental services beyond the standard curriculum, including:

- **Advanced Placement (AP Courses)**
  - Offered as elective courses for grades 10-12.
  - Includes university-level content.
- **Capstone Diploma:**
  - Available for grades 11 and 12.
  - Comprises four AP courses, along with a two-year program including **AP Seminar** and **AP Research**.
- **Extracurricular Activities:**
  - Participation in various intellectual and educational clubs.
  - Opportunities for creative endeavors.
  - Sports activities and other enrichment programs.
- **Educational Excursions:** The school offers students a variety of general and thematic excursions, both within Georgia and abroad. These excursions are designed to:
  - Help students experience and connect with classroom material outside the school environment.
  - Foster social and creative skills.

All excursions are conducted in full compliance with the school's excursion policy.

### 5.4. Hourly Grid of American School of Advanced Studies

The school's hourly curriculum includes both mandatory and elective subjects, clearly outlined in the schedule.

### 5.5. Inclusive Education

The school has developed a Policy on Inclusive Education, which defines the approach to working with students with special educational needs (SEN). Key aspects include:

- Developing individualized educational plans (IEPs) for SEN students, based on the National Curriculum, as needed.
- Ensuring that all students receive appropriate support to thrive academically and socially.

## 6. Academic Assessment Policy

The purpose of the student evaluation system is to manage the quality of teaching and learning, aiming to improve learning outcomes and monitor progress. The assessment system in place supports the comprehensive development of students, helps to identify their potential, and ensures equal opportunities for students with varying capabilities.

### 6.1. Assessment Components

The system allows for the evaluation of students based on various components, including:

- Participation
- Classroom activities
- Homework
- Presentations
- Projects
- Essays
- Unit tests
- Quizzes
- Homework tests
- Final essays
- Midterm exams
- Final exams
- Laboratory work
- Journal keeping

### 6.2. Evaluation Framework

The school has developed and approved a grading system based on the principles of the American education system. It provides clear guidelines for calculating grades and recognizing students' academic achievements.

Two types of assessments are used:

- **Formative Assessment:** Focused on the learning process.
- **Summative Assessment:** Focused on learning outcomes.

### 6.3. Grading Formula

Depending on the subject specifics, the components of the final grade calculation formula vary. The **final grade**, expressed as a percentage (100%), is distributed among the respective components proportionally.

### 6.4. Assessment Scale

<b>% from 100</b>	<b>Letter Grade</b>	<b>4.0 Scale</b>
93-100	<b>A</b>	4.0
90-92.99	<b>A-</b>	3.7
87-89.99	<b>B+</b>	3.3
83-86.99	<b>B</b>	3.0
80-82.99	<b>B-</b>	2.7
77-79.99	<b>C+</b>	2.3
73-76.99	<b>C</b>	2.0
70-72.99	<b>C-</b>	1.7
67-69.99	<b>D+</b>	1.3
63-66.99	<b>D</b>	1.0
60-62.99	<b>D-</b>	0.7

#### **6.5. Assessment Definitions by Subject**

The school offers the following assessment options for subjects:

- **Differentiated (Alphabetic Grading)**
  - **Grades A–F** are used to evaluate academic performance in courses.
  - These grades are factored into the calculation of the **GPA (Grade Point Average)**.
- **Non-Differentiated (Pass/Fail)**
  - **Pass/Fail evaluations** are used to indicate successful completion or failure of a course.
  - This type of assessment is **not included** in GPA calculations.

#### **6.6. Grading in the 100-Point System:**

- **Subjects Evaluated with Pass/Fail System:**
  - The subject "Physical Education" is assessed using the Pass/Fail system.
  - For foreign students, the subject "Georgian Language and Literature" is also evaluated with the Pass/Fail system.
- **Student Self-Assessment and Peer Assessment:**
  - The European School incorporates a system of self-assessment and peer-assessment, used periodically during lessons, especially for presentations.
- **Internal Assessments:**

- Within the framework of internal school control, midterm and final exams are conducted each semester.
- Teachers and the academic dean analyze the results of these assessments.
- **Teacher Collaboration and Improvement Mechanisms:**
  - Issues related to student assessments are regularly discussed during subject teachers' meetings.
  - Based on these discussions, mechanisms for improving the assessment system are planned and implemented.

## 7. Core Methodological Orientations

### 7.1. Student-Centered Approach

- **Individual Differences:**
  - Every student is unique, characterized by individual physical and psychological traits, talents, emotions, interests, personal experiences, academic needs, and learning styles. These factors must be considered during the teaching-learning process.
- **Positive Learning Environment:**
  - Learning should take place in a structured and positive environment.
  - Emphasis is placed on positive relationships and interactions, where students feel valued, recognized, and responsible for their own learning and development.
- **Active Engagement:**
  - Learning is a process of knowledge construction.
  - Students actively participate in learning, building upon their existing knowledge, experiences, and perspectives.

### 7.2. Ensuring the Principle of Equality in the Teaching-Learning Process

- To provide equal opportunities for development, the school offers a diverse educational process. This diversity involves employing a variety of methods, approaches, strategies, problem-solving techniques, and types of activities.
- Special emphasis is placed on fostering values such as dignity, fairness, mutual respect, active listening, and the recognition of others' perspectives.
- It is crucial for teachers to lead by example, demonstrating fairness and mutual respect in their interactions with students and colleagues, thereby instilling these principles in their learners.

### 7.3. Increasing Student Motivation

- Enhancing student motivation is a key pedagogical task. During the

teaching process, it is important to recognize that a student's motivation increases when they perceive that the teacher's priority is to support their progress. Conversely, motivation decreases when students feel the teacher's primary focus is on judging or evaluating their performance. Motivation also grows when students understand the purpose of an assignment and recognize its necessity. It is essential for teachers to clearly communicate the objectives of specific tasks and help students see the connection between school activities and real-life experiences outside of school.

- The American School of Advanced Studies offers several ways to boost student motivation. Students receive a special diploma for successfully completing the MAP exams. For passing three AP exams, students are awarded the AP Scholar Diploma, signed by the College Board President. Successfully completing four AP exams earns students the AP Scholar Honor Diploma, while achieving top scores in five or more AP exams results in the prestigious AP Scholar with Distinction Diploma.

#### **7.4. Discipline**

- The school cultivates students' ability to understand their responsibilities and adhere to societal norms and order. A calm and productive school environment is fostered through the teacher's example and the student's sense of belonging to the school community.
- Administrative measures and disciplinary actions imposed by the school must not violate the dignity or rights of students. Discipline in the school is primarily guided by the School Regulations, the Student Code of Conduct, and the Disciplinary Committee Statutes, which every student is introduced to upon enrollment.

#### **7.5. Student Engagement**

- Modern educational processes require active participation from students. This involves not only actively engaging in their own learning process but also contributing to the learning experiences of their peers. During group work, project participation, or planning and executing presentations, students assist one another in better understanding various concepts, acquiring and developing skills, and forming attitudes.
- As a result, ensuring student attendance in classes is a key priority for the school. Student absences are recorded in the electronic journal. The class advisor is responsible for maintaining daily records of student attendance.

### **8. Mandatory and Elective Subjects**

The curriculum of the American School of Advanced Studies organizes subjects into eight thematic groups based on their focus and competencies:

- English Language
- Mathematics
- Georgian Language
- Foreign Languages
- Social Sciences
- Natural Sciences
- Technologies
- Physical Education

Each subject group encompasses both mandatory and elective courses, aligned with subject-specific competencies. These groups aim to bring together disciplines with similar goals and areas of study.

### **8.1. Student Choices in Grades X-XII**

- In the upper grades, students are encouraged to define and develop their intellectual interests.
- Beyond mandatory courses, students can choose additional Advanced Placement (AP) subjects tailored to their academic and personal interests.

### **8.2. English Language and Literature**

- English Language and Literature is a mandatory subject group consisting of two courses: Academic Writing and English Literature. These subjects are taught from grades VI to XII.
- The primary goal of these courses is to develop students' written and oral communication skills in English, as well as their critical thinking abilities. Additionally, the program aims to provide students with knowledge of world literature. Through classroom discussions, reading assignments, and diverse writing tasks, students deepen their understanding of the material studied.
- During classroom discussions, students are expected to use appropriate vocabulary accurately and effectively, further enhancing their language proficiency.

### **8.3. Georgian Language**

- The mandatory subject of the state language curriculum is Georgian Language and Literature, taught from grades VI to XII. This subject fully aligns with the requirements outlined in the National Curriculum of Georgia.
- The study of the state language aims to develop key communication skills (writing, reading, listening, speaking) in Georgia's official language(s). The objective of the subject(s) within this group is to cultivate students' abilities

to aesthetically perceive and evaluate literary works, express their thoughts logically and coherently, read and create texts of various content, and foster respect for literary heritage. It also seeks to enhance students' written and oral communication skills.

- For students for whom Georgian is not their native language, the curriculum offers Georgian as a Second Language to support their language acquisition and development.

#### **Georgian as a Second Language**

- Students for whom Georgian is not their native language study Georgian as a Second Language, focusing on acquiring adequate skills and knowledge for effective communication in the state language.

#### **8.4. Mathematics**

- The Mathematics subject group includes the mandatory course Mathematics, which is taught from grades VI to XII.
- The primary goal of teaching mathematics is to cultivate analytical, logical, systematic, and symbolic thinking, as well as research skills in students. The study of mathematics aims to equip students with the skills necessary to solve practical, real-life problems effectively.

#### **8.5. Foreign Languages**

- The Foreign Languages subject group includes the following mandatory subjects:
  - **Spanish Language** – taught in grades VII, 10b, 11a, 11c, 12c, and 12c.
  - **Latin Language** – taught in grades VIa, VIb, VIIa, VIIb, IXa, IXb, Xa, XIb, and 12a.
- Students select one foreign language from the two offered.
- The study of foreign languages aims to develop students' ability to communicate in a language other than the state language. One of the primary objectives of this subject group is to enable students to communicate effectively in written and spoken form in foreign languages.
- As with all other subject groups, the focus is on developing practical application skills of the acquired knowledge. The standards for foreign languages are structured based on language proficiency levels.

#### **8.6. Social Sciences**

- The Social Sciences subject group includes the following mandatory subjects:
  - World History (Grades VI-IX)

- European History (Grade X)
- American History (Grade XI)
- History of Georgia (Grade XII)
- Geography (Grade VIII)
- Sociology (Grade IX)
- Classics (Grades VI-XII)
- This subject group is designed to provide students with a comprehensive understanding of historical, cultural, and social contexts, fostering critical thinking and analytical skills essential for understanding global and local societal dynamics.
- The primary goal of the **Social Sciences subject group** is to foster the development of informed, active, and responsible citizens. It aims to provide students with knowledge about their native environment, help them understand their country's place within global historical and geographical processes, and nurture them as patriotic and humane individuals. Furthermore, teaching the subjects included in the Social Sciences group plays a crucial role in cultivating civic values among students.

### 8.7. Natural Sciences

- The Natural Sciences subject group includes the following mandatory subjects:
  - **Introduction to Natural Sciences** (Grades VI, VII, VIII)
  - **Biology** (Grade IX)
  - **Chemistry** (Grade X)
  - **Physics** (Grade XI)
- The primary objective of teaching natural science subjects is to introduce students to the fundamentals of science and develop their research skills. This enables students to explore and understand the world, engage in various fields of public activity, and foster a sense of responsibility toward themselves, society, and the environment.

### 8.8. Technologies

- The Technologies subject group includes the following mandatory courses:
  - **Fundamentals of Robotics** (taught in Grades VI and VII)
  - **Information and Communication Technologies (ICT)** (taught in Grade IX)
  - **Computer Design** (taught in Grade X)
- The aim of the Technologies subject group is to:
  - Enhance students' media and digital literacy.



- Assist students in mastering technology specific to various fields.
- Develop the skills necessary to effectively use these technologies, both through integrated teaching with other subjects and as standalone courses.

### 8.9. Sports

- The Sports subject group includes the mandatory course:
  - **Physical Education and Sports** (taught in Grades VI-IX).
- The aim of teaching sports is to engage students in physical activities, thereby promoting their physical development. Additionally, one of the primary goals of the subject is to help students understand the importance of a healthy lifestyle in human life.
- Students with special educational needs (SEN) (such as those using wheelchairs, with developmental delays, or with visual or hearing impairments) participate in sports lessons and competitions based on individualized educational plans specifically designed for them.

### 8.10. Selective Subjects

- The main goal of teaching elective subjects is to broaden students' horizons and enrich their experiences. By selecting several subjects based on their interests, students can explore various educational fields, gain better insight into their inclinations, and shape a clearer vision for their future career paths.
- When teaching elective subjects, classes may include students from different grade levels within the middle school tier.

#### List of Selective Subjects for the 2024-2025 Academic Year:

N	Subject Name	Number of Semesters	Grade(s)
1	AP Microeconomics	2	X/XII
2	AP Macroeconomics	2	X/XII
3	AP European History	2	X
4	AP Calculus AB	2	XI/XII
5	AP Calculus BC	2	XII
6	AP Psychology	2	XI
7	AP Comparative Government and Politics	2	XI
8	AP World History	2	XII
9	AP Seminar	2	XI

10	AP Research	2	XII
11	AP Biology	2	XI/XII
12	AP Physics C: Mechanics	2	XII
13	AP Physics C: Electricity and Magnetism	2	XII
14	AP English Language and Composition	2	XI/XII
15	AP English Literature and Composition	2	XI/XII
16	AP US History	2	XI
17	AP 2D Art & Design	2	XI
18	AP 3D Art & Design	2	XII
19	AP Human Geography	2	X
20	AP Statistics	2	XII
21	AP Computer Science A	2	XII
22	AP Chemistry	2	XI/XII
23	AP Latin Language	2	XII

### **Appendix List**

- 1. Appendix 1 - School Academic Calendar**
- 2. Appendix 2 - Study Hall**
- 3. Appendix 3 - Handbook of American School of Advanced Studies**

# Appendix 1 - School Academic Calendar



European School LLC  
2024 - 2025 School Year



2024, September							2024, October							2024, November							2024, December						
Monday		2	9	16	23	30	Monday		7	14	21	28	Monday		4	11	18	25	Monday		2	9	16	23	30		
Tuesday		3	10	17	24	Tuesday	1	8	15	22	29	Tuesday		5	12	19	26	Tuesday		3	10	17	24	31			
Wednesday		4	11	18	25	Wednesday	2	9	16	23	30	Wednesday		6	13	20	27	Wednesday		4	11	18	25				
Thursday		5	12	19	26	Thursday	3	10	17	24	31	Thursday		7	14	21	28	Thursday		5	12	19	26				
Friday		6	13	20	27	Friday	4	11	18	25	Friday	1	8	15	22	29	Friday		6	13	20	27					
Saturday		7	14	21	28	Saturday	5	12	19	26	Saturday	2	9	16	23	30	Saturday		7	14	21	28					
Sunday	1	8	15	22	29	Sunday	5	13	20	27	Sunday	3	10	17	24	Sunday	1	8	15	22	29						
2025, January							2025, February							2025, March							2025, April						
Monday		6	13	20	27	Monday		3	10	17	24	Monday		3	10	17	24	31	Monday		7	14	21	28			
Tuesday		7	14	21	28	Tuesday		4	11	18	25	Tuesday		4	11	18	25	Tuesday	1	8	15	22	29				
Wednesday	1	8	15	22	29	Wednesday		5	12	19	26	Wednesday		5	12	19	26	Wednesday	2	9	16	23	30				
Thursday	2	9	16	23	30	Thursday		6	13	20	27	Thursday		6	13	20	27	Thursday	3	10	17	24					
Friday	3	10	17	24	31	Friday		7	14	21	28	Friday		7	14	21	28	Friday	4	11	18	25					
Saturday	4	11	18	25	Saturday	1	8	15	22	Saturday	1	8	15	22	29	Saturday	5	12	19	26							
Sunday	5	12	19	26	Sunday	2	9	16	23	Sunday	2	9	16	23	30	Sunday	6	13	20	27							
2025, May							2025, June																				
Monday		5	12	19	26	Monday		2	9	16	23	30															
Tuesday		6	13	20	27	Tuesday		3	10	17	24																
Wednesday		7	14	21	28	Wednesday		4	11	18	25																
Thursday	1	8	15	22	29	Thursday		5	12	19	26																
Friday	2	9	16	23	30	Friday		6	13	20	27																
Saturday	3	10	17	24	31	Saturday		7	14	21	28																
Sunday	4	11	18	25	Sunday	1	8	15	22	29																	

	Teaching Days
	Exams, Conferences
	Holidays
	Public Holidays
DP-CP(11-12)	09.09. - 13.09

## **Appendix N 2 - Study Hall**

Study Hall is a reserved period of 45 minutes at the conclusion of the school day for students to work on their homework, general studying, and receive help from teachers. Study Hall is not intended to be punitive. It is recognized that many students are still developing study habits, time management skills, and may be overwhelmed with workload or class content.

Study Hall is a productive space designed to assist students in developing work ethic and to enable students in achieving their potential.

The purposes of Study Hall are to:

1. Assist students in time management and completion of their work.
2. Provide a productive workspace for students who wish to improve their grades, re-do an assignment, or get started on new works.
3. Offer one-on-one tutoring for students struggling in a subject area.
4. Identify overall struggling students and get them back on track with their grades.

### **Study Hall Structure**

- Study Hall is a teacher-monitored 45-minute time after students' final scheduled class of the day. Study Hall takes place in a classroom and/or in the library.
- Students who voluntarily come to Study Hall can stay for as little or as much time as they choose.
- Students who are assigned to Study Hall must stay for the full duration of the period.

### **Study Hall Assignments**

Students can be assigned to Study Hall three (3) different ways:

1. By a teacher
2. By ASAS Administration
3. By their parent

### **Teacher-Assigned Study Hall**

Teachers can assign a student to an individual study hall period or a series of study hall periods for the following reasons:

1. The student must make-up a graded assignment.
2. The student is under-performing in the class and requires assistance.

Teachers who assign a student to study hall must notify the student and the Study Hall Monitors of 1) the duration the student must attend study hall and 2) what work the student must focus

on during study hall. Teachers must leave specific instructions, materials, and/or study aids with Study Hall Monitors to best enable them to assist the student.

### **ASAS Administration-Assigned Study Hall**

Every two (2) weeks, reports are run on all students' grades, progress, and semester GPAs. Students who meet *any* of the following criteria are assigned to a two-week Study Hall:

1. GPA lower than 2  
And/or
2. At least one grade of "F"  
And/or
3. At least two grades of "D"

Students, parents, and students' teachers are notified of Administration-Assigned Study Halls.

### **Parent-Assigned Study Hall**

If a parent feels that their child will benefit from attending study hall, they may assign their child to study hall for a specified duration of time. Parents who wish to assign their child to study hall must following the following procedure:

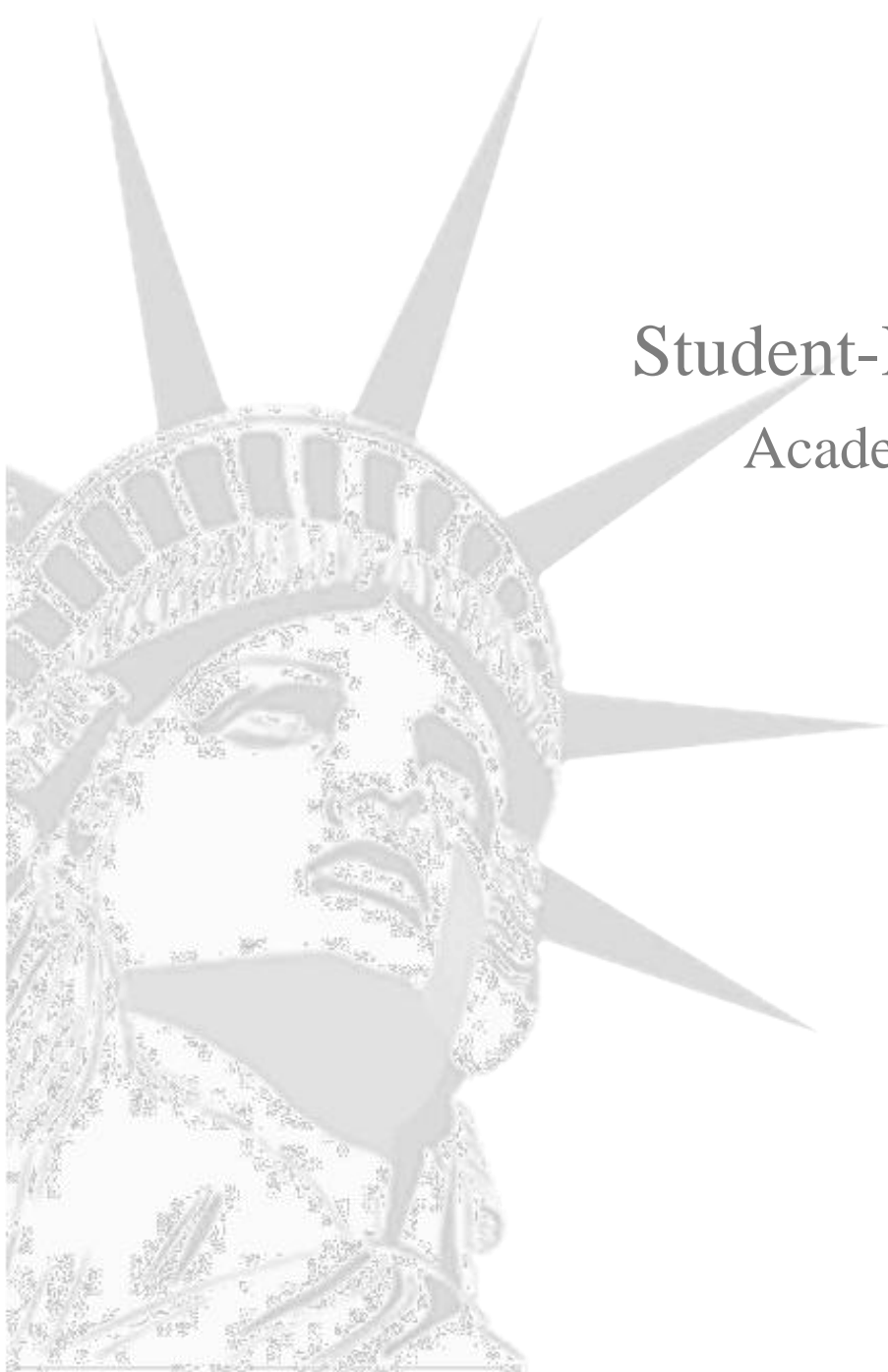
1. Send an email to [mariam.umudumovi@europeanschool.ge](mailto:mariam.umudumovi@europeanschool.ge) with the following information:
  - a. Student Full Name
  - b. Student Grade
  - c. Subject they wish their child to improve in
  - d. Duration of study hall period

Appendix N 3 - American School of Advanced Studies Handbook

# AMERICAN SCHOOL OF ADVANCED STUDIES

*Per Aspera Ad Astra*

Student-Parent Handbook  
Academic Year 2024/2025



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# General Information

## American School of Advanced Studies Mission

### 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 that are woven into every academic and extracurricular activity at European School. We actively promote four values that form the basis of everything we do. They include:

- 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
- Develop, support, and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture
- Focus on academic excellence and integrity
- Create lifelong learners

### 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, color, 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 harassment on any basis is strictly in contrast with ASAS policy, philosophy, and will not be tolerated.

Any observed instances of discrimination or harassment must be reported to the ASAS administration who will thoroughly investigate the matter.

### **ASAS Language Policy**

ASAS immerses students fully in an English-speaking environment. **The language of instruction and operation at 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. In instances where meetings with stakeholders are conducted in Georgian, minutes are translated into English.

The only exceptions to the language policy are assignments, communications, and lessons in the Georgian Language and Literature.

## **Directory Information**

### **School Websites**

[www.europeanschool.ge](http://www.europeanschool.ge)

<https://www.facebook.com/ESIntSchool/>

### **General Inquiry**

[info@europeanschool.ge](mailto:info@europeanschool.ge)

### **Administrative Personnel**

#### **Sophio Bazadze**

Director European  
School

[info@europeanschool.ge](mailto:info@europeanschool.ge)

#### **Dr. Brice Bomo**

Principal of the International Programs  
American School of Advanced Studies (ASAS)

[brice.bomo@europeanschool.ge](mailto:brice.bomo@europeanschool.ge)

#### **Natia Tevzadze**

Academic Dean/AP Capstone Diploma Coordinator  
American School of Advanced Studies (ASAS)

[n.tevzadze@europeanschool.ge](mailto:n.tevzadze@europeanschool.ge)

## Daily Bell Schedule for Grades 6-12

Period	Duration: 45 Minutes		Break
	Start	End	
1	9:00	9:45	5
2	9:50	10:35	5
3	10:40	11:25	
<b>Lunch</b>	<b>11:25</b>	<b>11:50</b>	<b>25</b>
4	11:50	12:35	5
5	12:40	13:25	5
<b>6</b>	<b>13:30</b>	<b>14:15</b>	<b>15</b>
7	14:30	15:15	5
8	15:20	16:05	5
9	16:10	16:55	

### Academic Calendar

**Fall Semester** – September 16, 2024 to December 26, 2024

#### Fall Semester Important Dates

September 12-13, 2024

September 16, 2024

October 23-25, 2024

December 16-23, 2024

Student Orientation Days

First Day of School – All Students Report

MAP EXAMS

Grades 6-11

Special Class Schedule

Final Exams

### Fall Holidays Observed and Vacation Dates

October 14, 2024

Svetitskhovloba – No School

**Winter Break** – December 26, 2024 – January 16, 2025

**Spring Semester** – January 16, 2025 – June 21, 2025

### Spring Semester Important Dates

January 15, 2025

First Day of School – All Students Report

February 3-5, 2025

MAP Exams

Grades 6-11

Special Class Schedule

March 17-21, 2025

Midterm Exams

May 5-16, 2025

AP Exams

May 26-28, 2025

MAP Exams

Grades 6-11

Special Class Schedule

June 13, 2025

Last Day of Class

June 14-17, 2025

Final Exams

### Spring Holidays Observed and Vacation Dates

January 19, 2025

Orthodox Epiphany

No School

March 3-8, 2025

Spring Break

No School

March 8, 2025

International Women's Day

No School

April 9, 2025

Tragedy Day

No School

April 17-21, 2025

Easter Break

No School

May 9, 2025

No School

May 12, 2025

No School

## American School of Advanced Studies Graduation Requirements

To graduate from American School of Advanced Studies a student must earn a minimum of 28.5 credits and fulfill the graduation requirements as follows:

English Language Arts	4 Credits
Mathematics	4 Credits
Georgian Language Arts	4 Credits
History	4 Credits
Sciences	3 Credits
Foreign Language	2 Credits
Computer Science	1 Credit
Geography	.5 Credit
Sociology	.5 Credit
Classics	2 Credits
Arts	.5 Credit
Junior Project	1 Credit Completed in Grade 11
Senior Project	1 Credit Completed in Grade 12
Sports	1 Credit

### Credit Hour Definition

1 credit courses are defined as 120 hours of class time and have 5 (45-minute) classes per week.

0.5 credit courses are defined as 60 hours of class time and have 2-4 (45-minute) classes per week.



## Advanced Placement (AP) Courses

Advanced Placement (AP) courses are college level courses available to high school students in a variety of subjects. AP exams are scheduled during the first two weeks of May of every year. AP courses are graded out of five (5) points; students who score a three (3) or higher may have the opportunity of earning college credit which could be transferable towards graduation requirements in the bachelor's program they choose.

AP courses are open to all students at ASAS provided they meet the prerequisites for each respective course. AP courses are rigorous, and prerequisites ensure students have the skill sets required to succeed in an AP course. To enter the course, students must have an A- grade in a prerequisite subject and overall higher GPA than 3.50. Exemptions are granted on a case-by-case basis by the discretion of the AP course instructor, ASAS Academic Dean, and ASAS Director.

Students can discuss AP options and their academic readiness with ASAS administration, their homeroom teachers, and teachers of the subjects in which they would like to take AP courses.

AP courses award graduation credits, and grades received in AP courses are weighted in students' GPAs. For more information on Advanced Placement Courses visit [apstudent.collegeboard.org/home](http://apstudent.collegeboard.org/home)

### AP Classes

Students have an opportunity to choose from among the following Advanced Placement and Honor classes:

<b>English</b>	<ul style="list-style-type: none"> <li>● English Language and Composition</li> <li>● English Literature and Composition</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>● Comparative Government and Politics</li> <li>● World History</li> <li>● European History</li> <li>● United States History</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>● Macroeconomics</li> <li>● Microeconomics</li> <li>● Psychology</li> <li>● 2D Art and Design</li> <li>● 3D Art and Design</li> <li>● Classics (IGCSE)</li> <li>● Human Geography</li> </ul>

<b>Mathematics</b>	<ul style="list-style-type: none"><li>● Calculus AB</li><li>● Calculus BC</li><li>● Statistics</li></ul>
<b>Sciences</b>	<ul style="list-style-type: none"><li>● Physics</li><li>● Computer Science A</li><li>● Biology</li><li>● Chemistry</li></ul>
<b>AP Capstone Diploma Program</b>	<ul style="list-style-type: none"><li>● Seminar</li><li>● Research</li></ul>
<b>Languages</b>	<ul style="list-style-type: none"><li>● Latin</li></ul>

**Honor Classes (For Grades 6, 7, 8, 9)**

- English Language Arts
- Mathematics

## **American School of Advanced Studies Junior & Senior Projects**

All American School of Advanced Studies students are required to produce 1 (one) Junior project of their junior year and one (1) over the course of the Senior year. Both Junior and Senior projects are an opportunity for students to gain experience in designing a thesis-driven line of inquiry, researching, and presenting their findings in a formal setting. Students work together with a faculty advisor of their choice who provides guidance and feedback throughout the development of the project.

Projects are broken up into elements, each with their own deadlines, criteria, and point values:

- Topic Submission
- Thesis Draft/Outline
- References/Sources
- Project Draft
- Presentation
- Final Paper

### **Project Grading System**

Projects are graded out of 100 points. To pass, students need at least 60% of the total possible points (60 out of 100). Each project element (such as content, presentation, or code) is assessed based on its specific rubric and standards.

**Topic/Reference (10%):** This criterion assesses the relevance and depth of research related to the project topic. Students should demonstrate a clear understanding of the subject matter and provide appropriate references.

**Draft/Outline (20%):** The quality of the project's initial draft or outline is evaluated here. Students should present a well-structured plan, including key points, organization, and coherence.

**Project Draft (20%):** This section focuses on the intermediate version of the project. Students should showcase substantial progress, addressing feedback from the draft/outline phase. Clarity, analysis, and creativity are essential.

**Final Paper (25%):** The final paper is the culmination of the project. It should be well-researched, logically organized, and effectively communicate the main ideas. Proper citations and adherence to academic conventions are crucial.

**Presentation (25%):** The presentation assesses students' ability to convey their project's content orally. Factors include clarity, engagement, visual aids (if applicable), and effective communication.

**If a student submits a project late, there's a penalty.** Students will be deducted 2% from the highest achievable grade.

Junior and Senior projects are worth one (1) credit each.

For detailed explanations of requirements, deadlines, and rubrics, please refer to the "Junior & Senior Project Student Guide"

## American School of Advanced Studies Assessment Policy

American School of Advanced Studies students are graded daily in every subject they have in their schedule on that day. Grading categories vary depending on teachers' preferences and subject requirements. They can choose from the following criteria:

**Unit test**  
**Participation**  
**Presentation Quiz**  
**Project**  
**Lab**  
**Journals**  
**Homework quiz**  
**Homework Final**  
**paper**  
**Essay/Paper**  
**Classwork**  
**Midterm Exam**  
**Final Exam**

Teachers could customize how their final grade will be counted by assigning several or each of the above categories the percentages. High percentage criteria will have more impact on the final grade.

## Grade Scale

### Grades

Percentage out of 100	Letter Grade	Conversion to 4.0 scale
93-100	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
67-69.99	D+	1.3
63-66.99	D	1.0
60-62.99	D-	0.7
0-59.99	F	0.0

**Grading Mode**

Courses are offered with one of the following Grading options:

**Differentiated—Letter Grade**

Letter grades of A- F are used to indicate academic performance in a course. A-F grades are included when calculating GPA.

**Undifferentiated—PNP – Pass / No Pass**

Pass/No Pass grades are used to indicate successful completion or failure to complete a course. They are not included in GPA calculations.

**Other Letter Grades**

<b>Grade</b>	<b>Meaning</b>	<b>Value in GPA</b>	<b>Credit Value</b>
<b>E</b>	Excused Absence	Not counted	No credit
<b>U</b>	Unexcused Absence	Counted as 0	No credit
<b>I</b>	Incomplete	Counted as 0	No credit
<b>P</b>	Pass	Not counted	Credit
<b>NP</b>	No Pass	Not counted	No credit

**Definition for Other Letter Grades**

**Excused Absence (E):** Issued when a student is marked with an excused absence only for assessments (such as participation) that require the student's presence in class and cannot be made up in a following class session.

**Unexcused Absence (U):** Issued when a student is marked with an unexcused absence only for assessments (such as participation) that require the student's presence in class and cannot be made up in a following class session.

**Incomplete (I):** Issued when a student has not completed an assignment and is given a longer period of time in which to complete the assignment OR when a student must re-do an assignment because of an act of academic dishonesty (See [Academic Honesty](#) definition and policy).

**Pass (P):** The grade of P is used to indicate successful completion of a course. A grade of P carries credit but is not included when calculating GPA.

**No Pass (NP):** The grade of NP is used to indicate unsatisfactory performance in a course. A grade of NP results in no-credit earned and is not included when calculating GPA.

## Grade Point Average (GPA) Calculation

Semester grade point average is computed at the end of each semester. GPA is calculated by:

- Multiplying the number of credits earned in each course by the numerical value associated with the grade received in that course.
- Totaling the grade points for all courses and then dividing by the total number of graded credits attempted, including failed courses.

$$\frac{\text{Course Credits} \times \text{Grade Points}}{\text{Attempted Grade Points}} = \text{Grade Point Average}$$

## Weighted and Unweighted GPA

Advanced Placement courses are rigorous and taught at an accelerated pace. Because of this, AP classes are assigned grade points on a 5.0 scale as opposed to the 4.0 scale of regular. Final grades in AP courses gain an additional grade point when calculated into GPAs.

A weighted GPA contains grades from AP courses that have been adjusted to a 5.0 scale. An unweighted GPA is calculated with all classes, including APs, on a 4.0 scale.

## Academic Honors

**Honor Roll:** Students who earn a cumulative unweighted semester GPA of 3.9 or higher will be added to the honor roll for applicable semesters.

**Dean's Honor:** Students who earn a cumulative unweighted semester GPA of 3.99 or higher will be added to the Dean's Honor list for the applicable semester

## US Presidential Awards

This award recognizes academic success in the classroom. To be eligible, students must meet requirements, including grade point average or, school-set criteria and choice of state tests or teacher recommendations.

Grade 8 and Grade 12 students are granted the awards. To be eligible for the Presidential Award the student should:

- Have a grade point average of 4.0.
- Have outstanding attendance.
- Participate in activities in which they demonstrate high motivation, initiative, integration, intellectual depth, leadership qualities, and/or exceptional judgement.
- Have high grades in State Tests and Nationally Normed Tests (MAP).
- Have high scores in College Admission Tests: SAT, ACT.
- Have a recommendation from a teacher or one staff member.

## **Academic Probation**

Students will be placed on academic probation if they earn a final weighted GPA for the semester of less than C (2.0 on a 4.0 scale). Their probationary status will be reviewed at the conclusion of the following semester and lifted if their cumulative GPA has risen above a C.

Students who are on academic probation must meet with their homeroom teacher once a week to review their academic performance. Homeroom teachers are responsible for assisting students in developing study plans and effective study habits.

Students on academic probation will not be able to participate in any school-run extracurricular activities, special events, or athletic endeavors outside of their required physical education class.

## **Failure of Required Courses**

Students who fail up to two required courses in a year can re-do the courses in a summer session for extra tuition cost. If a student fails to take these courses, they will not be allowed to progress to the next grade.

Students who fail more than two required courses in a year will not be allowed to progress to the next grade. The student may choose to either repeat the grade within American School of Advanced Studies or apply to transfer to another school.

## **Sanctions**

The American School of Advanced Studies reserves the right to dismiss students based on low academic performance or behavioral problems.

Students who either refuse to make up failed courses in summer school, or who refuse to repeat a grade in the case of multiple failed courses will be dismissed.

If a student has excessive documented counts of misbehavior and has been shown to be a distraction in the classroom and a negative influence on the learning environment, ASAS reserves the right to dismiss the student after all other measures to improve behavior have been exhausted.

## **Summer School**

Summer school will be offered as necessary for students who are unable to progress to the next grade level due to failure or excessive absences.

The schedule and course offerings for summer school will be made available in May of every academic year.



## **Academic Honesty**

### **Academic Dishonesty Definition**

American School of Advanced Studies students are held to high academic standards and are expected to conduct all academic endeavors with honesty and integrity. Students are expected to produce, create, and submit their own original work on all assignments. Failure to do so will be considered an act of academic dishonesty or plagiarism.

More information about Academic Honesty can be found in European School's Academic Honesty Policy.

### **Mid-Semester Program Changes**

Students can make changes to their program through the second week of a semester, space allowing. If a student changes classes after the start of the semester, he or she is responsible for catching up on all previous knowledge and material the class has covered. Assessment in the new class will begin as soon as the program change is made. Students who join ASAS mid-semester are entitled to change classes up to two weeks after their official start date.

The only instance wherein a student is allowed to change a class after the third week of the semester is in the case of an accelerated and decelerated program split, if a student can demonstrate there is an academic need for him or her to be moved from one level to the other (for example from honors to non- honors).

#### **Decelerated to Accelerated Program Change**

For a student to be considered he or she must have an overall grade of at least B+ in the class and have shown consistently that the material is not appropriately challenging.

#### **Accelerated to Decelerated Program Change**

For a student to be considered he or she must have a grade no higher than a C- and have shown that, despite best efforts and consistent work, the course material is too challenging.

Students must have the recommendation and permission of both teachers to change from a decelerated to accelerated course or vice versa. Students can only change between decelerated and accelerated classes once during a semester.

## **Physical Education at ASAS**

PE is graded on a pass/no pass basis and awards students 0.5 credits per year upon successful completion.

Students choose between the following PE activities:

Basketball

Gymnastics

A student can be permanently excused from the gym class requirement for the following reasons only:

- If he or she has proper medical documentation excusing him or her from physical activity.
- If he or she is involved in an organized sport, athletic league, dance class, or other physically demanding endeavor at least two hours a week and can provide documentation.

Students who are excused from gym class stay in their classrooms and use the free period for studying.

Students must elect gym classes the first week of the semester and attend the class to which they are assigned. Students can change gym sections through the end of the second week of a semester. If a student wishes to change gym sections, they must notify their homeroom teacher, and proper arrangements will be made.

Gym lockers are provided to all ASAS students to store athletic equipment and clothing. A student who is not properly attired for gym class will be marked unprepared for the day.

Students must attend, be prepared for, and participate in 80% of all assigned gym classes to pass the course and receive credit.

# Student Rights, Responsibilities, and Behavior

## Student Rights and Responsibilities

### Students have the responsibility to:

1. Attend school regularly, punctually, and to make every effort towards academic success in all areas of study.
2. Complete or attempt to complete all assigned homework from every instructor.
3. Come to every class prepared with pens, notebooks, textbooks etc.
4. Have their parents call ASAS administration when they are absent and bring a note explaining the absence on the day they return.
5. Follow all school regulations as pertains to personal appearance, behavior, and banned items.
6. Respect the dignity and equality of others and refrain from acting in a way that infringes on the equality of others.
7. Respect both school property and the private property of the school's community members.
8. Be polite and respectful towards others, regardless of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and expression, political affiliation, and refrain from making slurs based on these criteria.
9. Refrain from obscene, defamatory, or bullying communications in speech, writing, social media, or any form of communication in interactions with members of the school community.
10. Express themselves in a way that promotes cooperation and does not interfere with the educational process.
11. Keep themselves and their parents informed of school-related matters, including school progress, social and educational events.
12. Check their American School of Advanced Studies email accounts and QuickSchools accounts regularly for assignments and important information.
13. Be familiar with all school codes, procedures, and policies, and to abide by them at all times.

**Students have the right to:**

1. A challenging and well-organized curriculum.
2. Qualified teachers.
3. Physical safety and protection of personal property.
4. A supportive learning environment, free from harassment, discrimination, or bullying.
5. Consultations with teachers, counselors, and administrators regarding grades or discipline, or any other concern.
6. An equitable learning environment with clear standards for assessments and discipline.
7. Their personal beliefs and will not face consequences for such beliefs if they do not interfere with the learning environment of others.
8. Respect from teachers and administrators, and when necessary, to be punished in a way that is fair, equitable, and within the bounds of ASAS policy.
9. Participate in the creation and review of the rules, policies, and procedures that will govern them and to be informed of such rules and regulations.
10. Present petitions and formal complaints or grievances to school authorities and to expect prompt and authoritative replies that directly address the issue at hand.

**Parental Involvement**

Positive parental involvement in students' academic lives is critical to the development and success of students. ASAS strives to communicate student academic progress frequently and in meaningful ways to students and their parents, and to alert parents to academic or disciplinary issues in a timely manner.

Parents are asked to do the following to assist in students' academic success:

- Create a QuickSchools account to track their child's academic progress.
- Ensure their child arrives at school on time every day.
- Allow their child to stay home from school only in the case of severe (fever and/or vomiting) or contagious illness.
- Refrain from planning family trips or events during the academic year that will cause their child to miss school.
- Monitor their child's study time at home and ensure their child is completing or attempting to complete all home assignments.
- Check the ASAS website for important school events, announcements, and information.
- Attend ASAS information nights, parent meetings, and parent-teacher conferences.
- Read and understand all ASAS policies and procedures that pertain to students.
- Sign the Student/Parent Handbook and any policy amendments.

## **Appearance and Banned Items**

*The following are policies of European School and are applicable to all students in every section of the school including American School of Advanced Studies:*

### **Personal Appearance**

Students must arrive in the appropriate school uniform for every regular school day.

American School of Advanced Studies uniforms consist of black bottoms, a plain white shirt (collared for boys), and a tie. Hats, head coverings, and/or jewelry are not allowed unless for religious purposes.

Students are provided lockers to store gym clothes in for physical education class.

### **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 to be determined by the principal:*

Cigarettes and e-cigarettes Alcohol

Knives, box cutters, sharp tools, or items of any sort

Blunt objects such as crow bars, baseball bats, golf clubs etc. Firearms

Firecrackers

\*Personal technology (mobile phones) must be left in personal lockers or ASAS staffroom before first period and retrieved by the student at the end of the school day. If personal technology is confiscated during the school day, ASAS Administration reserves the right to confiscate the item until the end of the week or the following Monday.

## **Attendance**

### **Excused and Unexcused Absence**

Absence for health reasons and family related events or occurrences will be considered excused if ASAS administration is notified appropriately by phone or email.

ASAS must be informed by a student's parents of absence before the 2nd period of *each* day a student is absent from class. If a student is absent more than 10 days a semester for health-related reasons, ASAS has the right to request documentation and will make accommodations as necessary.

When possible, families must inform ASAS of planned events that will cause absences at least two (2) weeks in advance.

Absences, excused or otherwise, can impact students' academics negatively. Students must make up assignments and re-do work that they miss while they are absent, including summative assignments such as tests, exams, or presentations. Teachers must accept homework the day a student returns from an absence and must allow students to make up summative assignments. If a student fails to make up the work, teachers reserve the right to give the student a failing mark for the assignment.

Students who miss more than 20 days in an academic year will not be able to progress to the next grade.

### **Late Arrival and Early Departure**

Students who arrive at school late or leave school early for an excuse must sign in or sign out in the ASAS staff room and notify a homeroom teacher.

### **Tardiness**

Students must be on time to each class they are scheduled for during every school day. A student who arrives to class more than one minute after the last bell has rung is considered tardy. Students who arrive to class more than five minutes late are marked absent.

If a student is tardy to class more than three times collectively in any given week, the administration reserves the right to issue a detention to the student.

If a teacher holds an individual student or class longer than the bell and/or causes a student to be late to their next class, they must write late notes for the student(s).

If students go to the nurse's office, they must return with a nurse's note and submit it to their teacher.

## **Classroom Conduct**

Students must attend every class they are scheduled for and exhibit proper classroom behavior as established by the teacher. Classroom misbehavior that warrants a detention includes (but is not limited to): general disruptive behavior (shouting out of turn, touching other students, throwing items across the classroom etc.), and/or being disrespectful to teachers and peers.

Teachers are free to establish their own specific expectations of classroom conduct and to use their discretion for what is considered disruptive behavior. They must make these expectations clear and ensure that students are aware of expectations.

Teachers assign a detention to a student after one clear (verbal or written) misbehavior warning is issued. Upon the second incident of misbehavior, a detention is issued to the student. Teachers must fill out both sides of the detention slip, give one half to the student, and the other half to homeroom teachers after class.

## **Detention**

Detentions are issued to students by teachers for the following reasons:

- Misbehavior in the classroom
- Destruction of school property

Administration will additionally issue detentions for excessive tardiness (3 or more tardies in any given week).

Detention periods are scheduled for 45 minutes after the final period of the school day. Students must serve detention periods on the day they are issued a detention, regardless of any other after-school commitments. An instructor will be present to monitor detention periods. Students must engage in an activity from the approved detention activity list.

If a student receives multiple detentions on the same day, the student can choose to either serve each detention period over consecutive days, or to serve detentions in double-block periods of one hour and 30 minutes after class. For every skipped detention period, a student receives an additional detention.

Upon the third detention issued to a student during a semester, the student's parents are contacted and a meeting with the principal is scheduled.

## **Study Hall**

Study Hall is a reserved period of 45 minutes at the conclusion of the school day for students to work on their homework, general studying, and receive help from teachers. Study Hall is not intended to be punitive. It is recognized that many students are still developing study habits, time management skills, and may be overwhelmed with workload or class content. Study Hall is a productive space designed to assist students in developing work ethic and to enable students in achieving their potential.

The purposes of Study Hall are to:

1. Assist students in time management and completion of their work.
2. Provide a productive workspace for students who wish to improve their grades, re-do an assignment, or get started on new works.
3. Offer one-on-one tutoring for students struggling in a subject area.
4. Identify overall struggling students and get them back on track with their grades.

## **Study Hall Structure**

Study Hall is a teacher-monitored 45-minute time after students' final scheduled class of the day. Study Hall takes place in a classroom and/or in the library.

Students who voluntarily come to Study Hall can stay for as little or as much time as they choose. Students who are assigned to Study Hall must stay for the full duration of the period.

## **Study Hall Assignments**

Students can be assigned to Study Hall three (3) different ways:

1. By a teacher
2. By ASAS Administration
3. By their parent

## **Teacher-Assigned Study Hall**

Teachers can assign a student to an individual study hall period or a series of study hall periods for the following reasons:

1. The student must make-up a graded assignment.
2. The student is under-performing in the class and requires assistance

Teachers who assign a student to study hall must notify the student and the Study Hall Monitors of 1) the duration the student must attend study hall and 2) what work the student must focus on during study hall. Teachers must leave specific instructions, materials, and/or study aids with Study Hall Monitors to best enable them to assist the student.



### **ASAS Administration-Assigned Study Hall**

Every two (2) weeks, reports are run on all students' grades, progress, and semester GPAs. Students who meet *any* of the following criteria are assigned to a two-week Study Hall:

1. GPA lower than 2  
And/or
2. At least one grade of "F"  
And/or
3. At least two grades of "D"

Students, parents, and students' teachers are notified of Administration-Assigned Study Halls.

### **Parent-Assigned Study Hall**

If a parent feels that their child will benefit from attending study hall, they may assign their child to study hall for a specified duration of time. Parents who wish to assign their child to study hall must following the following procedure:

1. Send an email to [mariam.umudumovi@europeanschool.ge](mailto:mariam.umudumovi@europeanschool.ge) with the following information:
  - a. Student Full Name
  - b. Student Grade
  - c. Subject they wish their child to improve in
  - d. Duration of study hall period

## **Bullying**

All students at American School of Advanced Studies have the right to a safe and supportive learning environment. Bullying is defined as unwanted, aggressive behavior that involves a power imbalance and is either repeated or has the potential to be repeated over time. Students must respect one another's opinions, cultures, personal belongings, and physical space, and to resolve disagreements in a calm and courteous manner.

The following actions can 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/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's property
- Making mean or rude hand gestures
- Spreading rumors about someone
- Embarrassing someone in public

It is the responsibility and duty of students, teachers, and members of the ASAS community to report any incidents of bullying that they experience or witness to ASAS psychologist, administration or homeroom teachers. For more information on bullying, please visit [www.stopbullying.gov](http://www.stopbullying.gov)

## **Sexual Harassment**

All members of ASAS are entitled to study, learn, and work in an environment free of sexual harassment. ASAS prohibits students and staff members from engaging in sexual harassment and will take disciplinary measures where evidence of sexual harassment is established including dismissal of staff members and suspension/expulsion of students.

### **Definition of Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constitute sexual harassment. Actions include but are not limited to:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones. Written examples include suggestive or obscene letters, notes, and invitations. Verbal examples include sexually derogatory comments, slurs, jokes, and epithets. Physical examples include assault, touching, impeding or blocking movement. Visual examples include leering, gestures, and display of sexually suggestive objects or pictures, cartoons, or posters.
2. Continuing to express sexual interest after being informed the interest is unwelcome.
3. Making reprisals, threats of reprisal or implied threats of reprisal following a negative response to sexual overtures.
4. Viewing, printing, or transmitting any obscene, pornographic or otherwise sexually oriented material on a computer.

Sexual harassment does not include personal compliments welcomed by the recipient or age-appropriate social interactions between students where consent is clearly communicated.

The administration urges any student or his/her parent who believes that the student has been sexually harassed by any person on school property or at a school-sponsored event to report the event immediately to a teacher or other school administrator. A student does not have to report an incident of harassment for an investigation to be started if a school official knows about the harassment.

All reports or complaints of sexual harassment shall be promptly and thoroughly investigated. If an incidence of sexual harassment is found to have occurred, appropriate remedial and disciplinary action shall be taken by the discretion of the European School governing body. Actions taken must be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring again.

## **Email and social media**

### **American School of Advanced Studies Emails**

All students and staff members are provided with American School of Advanced Studies email accounts. ASAS emails are Gmail accounts with the domain @americanhighschool.ge.

Any electronic correspondence related to ASAS must be done either through ASAS email accounts or the education management platform QuickSchools.

Students are responsible for checking their ASAS emails daily and will be held accountable for any missed deadlines, meetings, assignments, etc., resulting from a failure to stay personally informed.

### **Education Management System “[QuickSchools](#)”**

American School of Advanced Studies electronic grade book, attendance tracking, student records, and communication platform.

All teachers, students, parents, and administrators are given QuickSchools accounts. Students must check their accounts daily for homework assignments, communications about upcoming events, and to view their grades.

Training and tech support is available from ASAS administration in the usage and management of QuickSchools.

### **Student Use of social media**

American School of Advanced Studies respects the right of students and parents to use social media and networking sites, but it is important that students' and their families' use of social media does not damage American School of Advanced Studies or European School's reputation, its employees, or its students and their families.

For the purposes of this policy, social media is defined broadly to include blogs, wikis, micro blogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites that allow the sharing of information in a contemporaneous way.

When using social media, students are strongly discouraged from posting content, photos, or posts that are damaging to their personal reputations or the reputation of the ASAS and European School community.

American School of Advanced Studies encourages open and honest communication in the online public sphere. However, such communication must be done in a respectful and civilized manner consistent with the school's philosophy and practices. ASAS and European School reserve the right to remove posts on their official online media that are defamatory in nature or inconsistent with the philosophy of the organization.

## **Field Trips and Excursions**

American School of Advanced Studies promotes learning and community involvement outside of the formal classroom. Teachers and staff members are encouraged to arrange field trips related to classroom content and to participate in excursions that promote community and communication between the members of ASAS.

Field Trips and Excursions are divided into the following categories: each category is subject to certain constraints and conditions:

### **Field Trips**

#### **Mandatory**

Mandatory field trips are the only type of trip that can interrupt regularly scheduled classroom hours. Mandatory field trips must meet the following conditions:

- Directly related to classroom content

- Students are assessed on turned-in work based on their activities and/or observances during the field trip

- Fully funded by American School of Advanced Studies.

#### **Optional**

Optional field trips are offered to provide supplementary context and enrichment to a syllabus. Teachers can offer extra credit to students as an incentive to participate. Optional field trips do not require funding by ASAS.

## **ASAS Organized Excursions**

The American School of Advanced Studies periodically organizes excursions to historical sites and the regions of Georgia. While such excursions are not mandatory, all students and staff members are strongly encouraged to participate. Such trips are important for fostering a sense of community among ASAS members in an informal setting.

ASAS organized excursions are announced at least two weeks in advance. Students must pay the full price of the excursion at least one week prior to the scheduled date so final arrangements can be made.

## **Student Field Trip & Excursion Code of Conduct**

The following expectations for student behavior and conduct must be followed on any ASAS organized trip outside of the European School campus:

1. Students represent ASAS and its community and must therefore always conduct themselves with courtesy and respect while on a field trip or excursion. Students must follow all applicable policies and procedures outlined in the Student Handbook.
2. Students must always defer to the authority and follow the instructions of adult instructors and chaperones.
3. Substances, items, and behaviors banned on the European School campus are also banned on organized trips. This includes tobacco products and alcohol.
4. Students must always remain with the group and in sight of adult supervision unless explicit permission is granted by an adult supervisor.
5. Students and parents must sign a liability and permission slip before a student may participate in a field trip or excursion.

Failure on behalf of a student to abide by the field trip and excursion policies will result in the student being banned from all non-mandatory trips and school-sponsored extracurricular activities.

# EUROPEAN SCHOOL FACILITIES

## Library

American School of Advanced Studies and Georgian sections share the library located on the 5th floor.

The library is an excellent resource and study space for students. Library staff members are available to assist students in finding proper resources for research and school tasks, informing students of available resources, and aiding in properly citing resources.

The library is available to students during school days from 9:00 to 17:00.

## Using the Library

Students must defer to the authority of the librarian when using the library. Generally, students must always abide by the following rules:

- Return materials to the librarian or the front desk. Students do not put resources back on shelves without assistance.
- Treat all resources with care and respect.
- Maintain a quiet, calm atmosphere conducive to studying.
- No food or drink is permitted in the library.
- Keep track of personal belongings. The library and its staff members are not responsible for any lost or stolen possessions.

## Borrowing Materials

### Textbooks

At the beginning of the academic year, students must go to the library to receive course materials and resources for their classes. ASAS provides all learning materials and resources. The following guidelines apply:

- Textbooks are assigned to students individually. Students must take the book they are assigned to and must not trade their textbook with other students.
- All students are responsible for the care and keeping of their textbooks throughout the academic year.
- At the conclusion of the academic year, students must return textbooks to the librarian.

## **Other Resources**

Students are entitled to borrow other books and resources from the library under the following conditions:

- Books and library materials cannot be removed from the library until the loan has been recorded by the librarian.
- Students can borrow books or materials for 14 calendar days; loans can be extended with permission from the library for a period of up to 30 calendar days.
- Students can only have two books on loan at a time.
- Students must pay overdue loans before they are permitted to borrow further resources.
- Dictionaries, reference books, and manuals cannot be loaned.



## Science Laboratory Safety and Protocol

Students must always follow the following basic procedures and protocols when using laboratories at European School:

### Laboratory Rules

1. Students must follow all instructions of the teacher, lab supervisor, or lab specialist and only do activities that they are assigned to do
2. Absolutely no food or beverage is allowed in the laboratory
3. Leave all unnecessary items, such as backpacks, in homeroom classes. Bring only textbooks, notebooks, laboratory manuals, and pens/pencils
4. Begin by putting on lab coats and fastening any loose hair
5. Wash hands
6. Disinfect work area
7. Keep cultures closed whenever possible
8. Keep all chemical or biological substances away from faces
9. Be careful with the position and resting location of glassware
10. Be alert and aware of what others are doing

### Do Not

1. Eat, drink, or smoke in the laboratory
2. Carry bottles around the room
3. Pipette anything by mouth
4. Put chemicals in the sink or discard them in the trash unless instructed to do so
5. Pour chemicals back into containers
6. Operate laboratory equipment before being instructed in its use
7. Engage in horseplay, pranks, or other mischief
8. Perform unauthorized experiments
9. Leave test tube stoppers in while heating test tubes
10. Leave experiments unattended

### Do

1. Keep work areas clean, neat, and organized
2. Ask for assistance from the instructor when cleaning up breaks and spills
3. Handle hot glassware or substances with clamps or tongs
4. Use great care when working with scalpels, knives, or other sharp objects
5. Wear closed shoes as protection against spills or breaks

6. Follow all instructions and procedures put forth by the laboratory instructor
7. Know the location of emergency equipment such as first aid kits, eye wash stations, fire extinguishers, etc.
8. Report any accidents or injuries, no matter how minor, to the laboratory instructor immediately
9. Report any conditions that appear dangerous or unsafe to the laboratory instructor immediately
10. Clean work areas thoroughly and properly at the conclusion of experiments

Instructors are responsible for providing additional and specific instruction on the use of equipment, laboratory procedures, and safety precautions for individual laboratory periods and experiments.

## **Cafeteria**

Students can eat in the cafeteria during the designated lunchtime. Food and beverages in the cafeteria are available for purchase.

The cafeteria facilities are located on the 2<sup>nd</sup> floor. It is important that all students can enjoy a clean, healthy, and social environment during lunch and break times. Students are expected to exhibit proper table manners in the cafeteria. Students must clean up after themselves and discard any uneaten food in the proper receptacles in the cafeteria.

**Students are not permitted to have or consume food outside of the cafeteria.**

## **School Bus**

American School of Advanced Studies students are entitled to sign up to take European School buses to and from campus on regular school days. Buses leave from the European School campus at 5pm every day.

Students interested in riding the bus must inform their homeroom teachers during the first week of school and provide their address. Students will then be informed of which bus route they are assigned to and what time they must meet the bus in the morning. Students who join ASAS after the start of the semester or move during the middle of the semester can sign up for the bus or switch routes if they live on or near one of the routes, pending availability.

## **Student Conduct and Safety Rules**

The bus operator oversees the bus and all students. It is his duty to identify students getting on the bus as European School students and to maintain discipline on the bus. It is also his responsibility to maintain order and protect students in the event of an accident or medical emergency.

Students must always observe the following directions:

- Any directions given by the bus driver.
- Students must remain seated while the bus is in motion
- Avoid making excessive noise, throwing objects, or engaging in any behavior that might distract the driver.
- Students must not throw any items out of bus windows.
- Students must not extend any part of their body outside of the vehicle.

Any act of vandalism to school buses must be reported immediately to the bus driver. The costs of any repairs will be charged to the parents of the student responsible for the act.

If a student must cross the street before getting on, or after exiting the bus, they must cross at designated intersections with crosswalks. It is the responsibility of the bus operator to allow students on and off the bus only in areas protected from traffic.