



European School LLC
შპს ევროპული სკოლა

American School of Advanced Studies

Curriculum Guide

For 2025/2026 Year

Tbilisi, Georgia

1. Introduction

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

The operation and strategic development of the ASAS 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 ASAS 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 ASAS Director, the Academic Dean, teachers, and subject departments. The curriculum is approved by the Director of the European School.

3.3 The curriculum must be finalized and approved no later than one week before the start of the new academic year.

3.4 The **school curriculum**, aligned with the school's priorities, defines the following:

- a) Mandatory and advanced-level subjects included in the curriculum by grade, along with the hourly workload for each subject.
- b) Additional educational services.
- c) 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.

4.1.1. 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 and Geography of Georgia

4.2 Academic Year Calendar

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

4.2.2. 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.

4.3.3. Lesson Duration

- Each lesson lasts 45 minutes.
- Exceptions to lesson duration may be made under extreme conditions (e.g., freezing weather, extreme heat, pandemics).
- In such cases, the school may temporarily adjust lesson lengths to minimize disruption to the academic process.

4.3.4. Breaks Between Lessons

Breaks between lessons are scheduled as follows:

- 5 minutes
- 15 minutes
- 25 minutes

4.3.5. Class Sizes

- The maximum number of students in a general classroom is **15**.
- For second foreign language classes, the group size ranges from **8 to 10 students**.
- Students from different classes within the same grade level may be grouped together based on their language proficiency levels.

AP (Advanced Placement) Classes

- AP courses are elective.
- The number of students in AP classes ranges from **3 to 15**.

4.4. School Culture

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

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.

4.5. Homeroom Teacher

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.

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.

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

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.

4.6. Subject Departments

The European School operates seven subject-specific departments.

The ASAS 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

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. The school also introduces students to the rules for utilizing various educational resources available on campus.

Types of Educational Resources

- a) School textbooks
- b) Supplementary literature
- c) Educational electronic resources
- d) Various visual aids (e.g., maps, posters, models)
- e) Library
- f) 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**.

Access to Resources: Students and teachers are provided with individual user accounts, enabling them to access these resources both on campus and remotely.

Library and Textbook Updates

5.2.5. 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. 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**.

5.3.2. Extracurricular Activities:

- Participation in various intellectual and educational clubs.
- Opportunities for creative endeavors.
- Sports activities and other enrichment programs.

5.3.3. 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 the 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.

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

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:

1. **Formative Assessment:** Focused on the learning process.

2. **Summative Assessment:** Focused on learning outcomes.

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.

Assessment Scale

Grades		
% from 100	Letter Grade	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

Assessment Definitions by Subject

The school offers the following assessment options for subjects:

1. **Differentiated (Alphabetic Grading)**
 - a. **Grades A–F** are used to evaluate academic performance in courses.
 - b. These grades are factored into the calculation of the **GPA (Grade Point Average)**.
2. **Non-Differentiated (Pass/Fail)**
 - a. **Pass/Fail evaluations** are used to indicate successful completion or failure of a course.

- b. This type of assessment is **not included** in GPA calculations.

Grading in the 100-Point System

1. 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.

2. 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.

3. 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.

4. 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

1. 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.

2. 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.

3. 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

8.1 Principles of Subject Grouping

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

- a) English Language
- b) Mathematics
- c) Georgian Language
- d) Foreign Languages

- e) Social Sciences
- f) Natural Sciences
- g) Technologies
- h) 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.

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.

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.

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 from grades VI to XII .

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.

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.

Foreign Languages

The Foreign Languages subject group includes the following mandatory subjects:

- a) **Spanish Language** – taught in grades VI, VII c, VIII a, VIII b, IX c, Xc, XI b, XII a, XII c, .
- b) **Latin Language** – taught in grades VIIa, VIIb, IXa, IXb, Xa, Xb, XIa, and 12 b.

Students select one foreign language from the two offered.

1. 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.

Social Sciences

The Social Sciences subject group includes the following mandatory subjects:

- a) **World History** (Grades VI-IX)
- b) **European History** (Grade X)
- c) **American History** (Grade XI)
- d) **History of Georgia** (Grade XII)
- e) **Geography** (Grades VI -VII- VIII)
- f) **Sociology** (Grade IX)
- g) **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.

2. 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.

Natural Sciences

The **Natural Sciences** subject group includes the following mandatory subjects:

- a) **Introduction to Natural Sciences** (Grades VI, VII, VIII)

- b) Biology (Grade IX)
- c) Chemistry (Grade X)
- d) 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.

Technologies

The **Technologies** subject group includes the following mandatory courses:

- **Fundamentals of Robotics** (taught in Grade VI)
- **Information and Communication Technologies (ICT)** (taught in Grade VII - VIII-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.

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.

Elective 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 elective subjects for the 2025-2026 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

1. **Appendix N 1** - School Academic Calendar
2. **Appendix N 2** - Parental Permission for Excursions
3. **Annex N 3** - Excursion Organization Form
4. **Appendix N 4** - International Visits Policy
5. **Appendix N 5** - Hourly Distribution
6. **Appendix N 6** - Register of Additional Lessons
7. **Appendix N 7** - American School of Advanced Studies Handbook

Daily Bell Schedule (Grades 6-12)

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	

ASAS Teachers' Hours

2025-2026

თეკლა ბერაძე	25
ნიკი ასათიანი	25
ილია ცეცხლაძე	23
ნია კახიძე	12
მარიამ ნოზაძე	17
იონა ხვედელიძე	20
თაკო ჯანელიძე	25
ელენე ჩხარტიშვილი	20
ნინო რამიშვილი	20
აკაკი ჩხაიძე	20
ანი ბოჭორიშვილი	20
ნანა მუქერია	25
ნათია თევზაძე	10
ანა გოგილაშვილი	15
მარიამ უმუდუმოვი	12
ლუკა ცინდელიანი	25
ეთუნა მეჭურჭლიშვილი	12
ნათია ფიფია	25
გიორგი უგულავა	18
მიშა ბარნოვი	10
შოთა მათითაშვილი	11
გიორგი ბარნაბიშვილი	14
ნინუცა ყარაულაშვილი	12
ეკა კობახიძე	25
ბექა გელაშვილი	21
რუსუდან შელია	18
ლაშა თაკაშვილი	16
თამარ ავალიანი	14
ანა ხეროდინაშვილი	20
ჯონ მეჩი	12
ირმა ჯავაშვილი	20
ნიკოლოზ ლობჟანიძე	15
გუკა გოგალაძე	5
შორენა აბესაძე	5
ანასტასია ჩხენკელი	14
მარიამ სალარეიშვილი	4
ნინო სალარეიშვილი	4
თეა სირაძე	5
მინდია კორძაძე	8

European School Excursion Permission Form

Participant's Name:

Date of Birth:

I hereby grant permission for my child, **[Name of the Child]**, to participate in the excursion described below, organized by the European School. I also authorize the school to use a hired driver to transport my child to and from the excursion location.

Students are required to wear attire appropriate for the activity. They may need to walk a specific distance from the transport to the destination, so weather-appropriate gear is necessary. Please note that students may need to bring their own lunch or lunch money.

Excursion Details

- **Destination:**
- **Date:**
- **Cost:**
- **Departure Time:**
- **Return Time:**

Parent/Guardian's Signature:

Parent/Guardian's Name:

Date:

Contact Information:

Excursion organize		
Excursion organizer/Responsible person		
Excursion location		
Date		
information /documents	Yes	No
Excursion goals and planned activities listing		
of transport holding confirmatory document (Tech.count look)a copy		
of the driver identity confirmatory document a copy		
appropriate category car management of right confirmatory certificate a copy		
Primary medical help bag		
Primary medical help discovery ability-habits having person		
of the student of the parent in writing Consent		
special needs having student		
in an excursion Participant of students and of parents data		
food products transportation Sanitary conditions is protected (is filling up food products transportation case)		



European School LTD
შპს ევროპული სკოლა

INTERNATIONAL VISITS POLICY



Review Frequency :
Annual Policy written
by: ASAS Dean of
Academics Policy
written in: 2025-2026

ს. ზეზუა



CollegeBoard



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Purpose

International Visits Policy applies to the safety and well-being of the students of the European school (hereinafter referred as "school") during international visits.

The purpose of the policy is to:

- a) Govern the organizational issues before visit takes place, during the visit and post visit;
- b) Ensure safety during the whole visit;
- c) Be in compliance with the conditions set out in the Appendices.

Role of the group leader

The group leader must gain approval from the principal for the visit to go ahead. They also inform parents/carers about the nature of the visit and gain their consent. The group leader is responsible for undertaking a robust risk assessment and continually assessing risk during the visit to ensure the safety and well-being of students.

A working timeline

2 - 3 months before the visit takes place

- The first step is to consult with the partner school and agree on scope and theme for visit, discuss to determine where the students will stay, what costs may be involved and to share information about safeguarding.
- Permission will need to be granted for the visit by the school's headteacher with input from the group leader and with due regard for the school calendar. It is required the calendar to be agreed one year in advance. A risk assessment should begin to be prepared to answer all the questions raised by the group leader.

1 - 2 months before the visit takes place

- Inform students about the visit using a draft programme with explanations to show an expectation of the visit.
- Inform parents of the opportunity and invite expressions of interest (Appendix 2a), purpose of visit and destination, details of accommodation, programme and costs are taken into account.
- Confirm participation and arrange for signature of form of consent and indemnity (Appendix 3).

When these forms are received, the disclosed medical conditions, allergies and dietary requirements need to be factored into the risk analyses. All this information must be shared with homestay hosts and other accommodation providers.

Regard will need to be given to also arrange necessary travel documentation. Some passport holders may need a visa to travel to a partner school and school needs to check with the Embassy of the country to be visited. Applying for visas can take some time –

factor in the needed time frame for applications, visits to embassies etc. Looked-after children will require a letter of authority allowing them to travel abroad.

If staying with host families, students should complete a separate pro forma (Appendix 2b), which can be shared with hosts and for which parents/carers have given specific authority for this information to be shared. Appropriate travel insurance must be secured. Attention should be given to whether or not the insurance provides cover for delay, travel cancellation or disruption at ports and airports due to delay or strike action.

All payment rules should be agreed in advance.

1 month before the visit takes place

All parents/carers and students should have received confirmation of where the group will be staying and be in contact with host families, if applicable. A meeting will be held for all parents/carers and students. An expectations agreement (Appendix 4) will be signed by all parents/carers and students. Any accompanying adult not employed by the school must have a criminal background check completed. The purpose of the visit will be established and prepared how these will be evaluated during and after the visit/project.

One week – 1 months before departure

A cultural briefing note will be provided to all students explaining how to get the most out of the visit (Appendix 5). This is particularly important when travelling to countries where cultural norms are often quite different to those in Georgia. Also, Emergency contact details and Kit list will be shared with students – what they should take will be dependent on destination, activity, weather and programme. Students will be instructed to put these numbers into their own telephones (Appendix 6 and 8).

All vaccinations should be organized if required. Students will be briefed on what to do in emergency situations; In case of becoming lost, being distressed or in case of trouble with police or authorities.

Students will be informed about reiteration of school behavior code and any further visit expectations, including use of social media (Appendix 7). A parents' group will be set up (social media, WhatsApp etc.) for communication during the visit. Group leaders will need to understand how to report any incidents of concern with the school safeguarding lead and any accidents using the school's reporting guidance.

During the visit

During the entire visit the school is obliged to provide:

- reiterate behaviour expectations;
- guidance about any free time – make sure that students carry emergency contact cards. If students are in families, suggest nightly check in by text and suggest a curfew;
- Listen to what students tell you about free time activities and intervene if appropriate;
- Mindful of issues with social media, suggest regular updates about visit to a parents' group on Facebook/WhatsApp;
- Regular review of risk assessment; including terrorist threat (Appendix 8). Encourage reflection and learning through the visit, from participants and group leaders.

Post visit

The post-visit period should be dedicated to evaluate the project, measuring outcomes against project objectives. Plans should be made to share the project's learning outcomes with the whole school and with parents/carers. Schools must follow-up the learning with the young people, providing support for future opportunities and next steps, to capitalize on the exchange, promote the visit to local press and report back to school.

Toolkit appendices

The toolkit contains a number of appendices which offer practical advice and sample letter templates and forms which the school uses. They are listed below:

Appendix 1 Planning checklist;
Appendix 2a Sample letter to parents/carers – visit to residential centre; Appendix 2b Sample letter to parents/carers – homestay;
Appendix 3 Example form of consent; Appendix 4 Expectations agreement; Appendix 5 Cultural briefing note;
Appendix 6 Emergency contact detail advice; Appendix 7 Social media guidance;
Appendix 8 Emergency situation protocols and advice.

Appendix 1

Planning checklist

Once a school has agreed project objectives and dates with a partner school, it is useful to make a checklist below to keep track of school project/visit progress.

Action	Date completed	Further actions
Permission for visit to take place requested and given		
Risk assessment begun and reviewed at regular intervals		
Invitation for expressions of interest (from students?)		
School visit risk assessment and visit details		
Travel and accommodation arranged, and providers checked for compliance with health and safety legislation		
If homestay.... (what should they do extra/different?)		
Information evening for parents/carers arranged		
Form of consent collected		
Record of medical conditions/allergies/dietary requirements complied and shared where appropriate with partner school		
Information compiled about students' passports and nationalities		
Collective passport applied for, if applicable		
Information about need for visas for travel shared with students and families, if applicable		
Letters of authority sought for any looked-after children to enable them to leave the country		
Information shared with partner schools and with potential host families, where applicable		

	Travel insurance arranged and medical information disclosed to insurance company		
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	Expectations agreement completed by students and their carers		
	All accompanying staff to have satisfactory checks completed and recorded		
	Cultural briefing note shared with students and accompanying staff		
	Information about need for vaccinations shared and record of completed vaccinations taken		
	Emergency situation briefing held for students and accompanying staff and emergency contact details shared with parents/carers		
	Information about how to react in emergency to be given to all students		
	Share kit list with all students		
	Up to date contact information to be collected from all students		
	Social media account established to share information with parents/carers		
	Emergency cash/access to credit arranged with school office		
	Post visit report any safeguarding concerns to school safeguarding lead		
	Prepare post visit report and invite student reflection		
	Sharing of learning and development within school, and with others in local community		

Appendix 2a

Sample letter to parents/carers

(residential centre) Dear Parent/Carer,

Our school has a strong link with x school in Germany. Working with our teacher colleagues at (Name of partner school), we would like to organise a project to involve students from both schools in collaborative working and investigation.

We would like to take a party of up to 20 students from Year 10 to the partner school from__. This represents a great opportunity for our students to work in partnership with children from another country and develop important life skills. The students will also be able to experience a different culture and practise the language, which they have been learning in school in real life situations.

Travel to Germany will be by luxury coach and by Eurostar. The journey will take approximately 12 hours.

Once in Germany, the group will be accommodated in a residential centre called _. The full address and web link is shown below:

Address:

Weblink:

Students will share single sex multi bedded rooms, with an average of four beds per room. There will be private single sex washing facilities and toilets for the students to use. We will also organise a cultural programme for our students and a draft outline is attached.

The cost of the visit; including travel, insurance and visits programme is £ _____ and can be paid in installments. The final payment for the balance is _____. Payment for the visit can be made by Parent mail.

I will be holding a meeting for all parents/carers and students to answer any questions which you may have and to share our approaches to risk and safeguarding.

To request a place for your child, please return the attached pro forma.

If you have any questions, please do not hesitate to contact me on ____.

Appendix 2b

Sample letter to parent/carers

(Homestays) Dear Parent/Carer,

Our school has a strong link with x school in Germany. Working with our teacher colleagues at (Name of partner school), we would like to organise a project to involve students from both schools in collaborative working and investigation.

We would like to take a party of up to 20 students from Year 10 to the partner school from _to_. This represents a great opportunity for our students to work in partnership with children from another country and develop important life skills. The students will also be able to experience a different culture and practise the language, which they have been learning in school in real life situations.

Travel to Germany will be by luxury coach and by Eurostar. The journey will take approximately 12 hours.

Once in Germany, the group will be accommodated by the families of students who attend our partner school and with whom we will work during our time there. The families have been selected by our German partner school, which is satisfied that they have no reason to doubt their suitability to host a child from our school. Students will be partnered with a child who shares similar interests wherever possible. There will be one UK pupil per German household. With your permission, we will share dietary and other requirements with the host family. Students will be able to contact the group leader at all times by telephone if they are unwell or are troubled or distressed.

We will organise a cultural programme for our students and a draft outline is attached. The cost of the visit including travel, insurance and visits programme is £ ___. Payment for the visit can be made by Parentmail.

I will be holding a meeting for all parents/carers and students to answer any questions which you may have and to share our approaches to risk and safeguarding.

To request a place for your child, please return the attached pro forma.

If you have any questions, please do not hesitate to contact me on __.

Appendix 3

Example form of consent

Visit to Delhi – 10 – 17 May	
Name of pupil	Date of birth
Home address	Home telephone (landline)
Name of emergency contact 1	Contact number
Name of emergency contact 2	Contact number
Name of family doctor, address and contact telephone number	
Dietary requirements	Medical conditions and medication used
Allergies	Mobility issues
Other considerations; including religious observance	
Consent and agreements	
Please tick each applicable box and sign where indicated	
<input type="checkbox"/> I consent to my child taking part in the visit detailed overleaf.	
<input type="checkbox"/> I consent to my child receiving emergency medical or dental treatment; including anaesthetic or blood transfusion, as considered necessary by a medical practitioner.	
<input type="checkbox"/> I will ensure that my child will carry two sets of certain medications; epipens, inhalers etc. and that he/she is confident in their use, storage and care.	
<input type="checkbox"/> I will inform the school of any prescribed medications being taken by my child and give these to the group leader for safe keeping in clearly marked containers which show prescribed dosage. (Only medicines prescribed by a doctor can be carried by the staff member).	
<input type="checkbox"/> I will provide school with certificates of all vaccinations, which are considered necessary for the visit.	

☐ I consent to my child being photographed during the visit for school use and in line with school photo policy.

☐ I consent to school sharing information about my child with the partner school where appropriate.

☐ I give permission for my son/daughter to take part in water-based activities and confirm that my child can swim without flotation aids.

☐ I agree to meet any costs and expenses reasonably incurred by the school on behalf of my son/daughter which cannot be covered under the terms of the insurance policy (policy excess, emergency care, damage to property belonging to a third party etc.).

Name of pupil _____

Name of parent/carers _____

Signature _____

Appendix 4

Expectations agreement

This agreement sets out the expectations of everyone involved in international visit

Young people and parents/carers can expect the following:

- a member of staff can be contacted at any time should you have a problem or concern;
- parents will be able to contact the group leader if they have any concerns whilst the group is abroad.
- the school's first and foremost concern is the safety of the participants, therefore all activities carried out will comply with current health and safety regulations;
- transport organised by the school for use during the visit will be checked to ensure it meets stringent health and safety regulations;
- participants are comprehensively insured by the school's insurance policy whilst taking part in the visit.

The school expects the following:

- young people, who take part, will follow all instructions given by the group leader, teachers, accompanying adults and in case of homestays, by the host family's parents;
- young people and their families/carers will inform the group leader immediately of any concerns about their welfare;
- behaviour of the young people will be exemplary; young people who are in breach of school's behaviour policy may be sent home at the expense of their parents/carers;
- no pupil will consume alcohol, smoke or engage in inappropriate or criminal activity;
- a contribution of £ xx per pupil towards travel and accommodation will be made by (date).

Signed:

.....
Participant	Parent/Guardian	Group leader

Dated

.....

Appendix 5

Cultural briefing

note Dear Student,

I know that you are looking forward to our forthcoming visit to our partner school in

To make sure that everyone gets the most out of this experience, we must all agree to follow a sensible and respectful code of conduct.

We respect everyone; our classmates and teachers, the partner school staff and students, host families and all those people whom we may meet during our project.

Travelling is an exciting experience. It is an opportunity to recognise things, which are similar but also it gives us the chance to learn about new things, try new foods and become part of a different culture. Being different does not mean being strange or odd or that something is better or worse than what we might be used to at home. It is good to note down all the things which strike you as being different, in order that we can talk about these when back at school.

Do let me know if you have any questions or concerns about the project or the country

we are to visit. Below is a list of issues, which you may wish to brief students about:

- Importance of saying Hello, Please and Thank You,
- How to greet people; with or without kissing/touching people of opposite/same sex,
- The way students speak to school staff/adults,
- What you are and are not allowed to do at school,
- The way in which boys and girls learn together or learn apart,
- School uniform/what to wear at school,
- How to stay safe at school,
- Meals and which foods might be served and how they ought to be eaten,
- What to say before you eat,
- How to dress in public (short skirts/ bare shoulders/ shorts for boys etc.),
- Whether or not it is acceptable to take photos.

The above list represents only a fraction of what you may wish to discuss with students.

Partner school relationships are built on trust and prosper on respect. It is important that students understand the cultural norms in the country to be visited in order that they do not cause offence or are perceived as being rude or disrespectful.

Appendix 6

Emergency contact details

Students should enter the emergency contact number of the group leader into their mobile device. They should also take a laminated card with them, which would have details in English and in the language of the host country. This information should explain what to do if lost and how to call the group leader.

There should be a foreign language translation which would allow a responsible person to call the partner school leader in their language.

An example is shown below. The Hungarian text asks the person to whom the card is presented to call the Hungarian group leader as the child has become lost and is visiting Hungary with his/her school class:

IMPORTANT INFORMATION

You must:

- listen to all instructions;
- arrive in good time at all meeting points;
- never go off on your own – your group should be at least 4 strong;
- always make sure that someone in your group has a watch;
- always be clear where the meeting point is;
- call the group leader on 0044 xxxxxxxxxxxxxxxxx if you are distressed or in difficulty;
- show this card to a policeman, shopkeeper or responsible person if you cannot reach your teacher. Always remain in a group when asking for help.

Appendix 7

Social media guidance

Young people use mobile technology to communicate with friends and family and as a source of information.

During an exchange visit, mobile telephones can be a very good way to keep in contact with students and for the young people to be able to reach their group leader. The posting of photographs and associated comments on social media sites can, however, create distress for some members of the group and their families as well as causing reputational damage for the school.

Schools may already have guidance on the use of social media, which should be brought to the attention of students and their parents/carers. Good, sensible advice would be:

- Not to share social media contact details with strangers;
- Never to post images of anyone in the group without asking their permission;
- To contribute to a group blog or twitter feed, which is moderated by the group leader rather than to individual social media accounts;
- Only to use appropriate language and content;
- To consider the impact of any comments posted if they were to be read by host families or the host school, (this could cover quality of food, technology, buildings or even the weather);
- To agree to take down any material which is deemed to be inappropriate and brought to the attention of the group leader.

Appendix 8

Emergency situation protocols and advice

Schools will have an emergency procedure in place and the group leader should be familiar with this and understand whom to contact in event of an emergency situation. Visit leaders should follow this agreed emergency protocol at all times and consider both potential threats and their remedial solutions.

There is understandable anxiety on the part of staff, students, parents/carers when travelling abroad; especially following any terrorist incident. However, this needs to be kept in perspective and sensible and commensurate actions can mitigate against risk.

When visiting busy places popular with tourists and when travelling at your destination:

- Brief students about what to do in event of an emergency;
- Tell all members of the party to remain vigilant and report anything they consider suspicious to the group leader;
- Identify a safe area to be used as a meeting point in the event of an emergency;
- Make sure that all students and staff can be in touch with each other;
- Ensure that staff have emergency contact details with them;
- Each child should have a contact card with them;
- Make sure that there is a qualified first aider in your party;
- Avoid queuing for long periods of time; pre-book admissions where possible.

Staff and students ought to be familiar with the Government's strategy in event of attack –

RUN, HIDE, TELL. Staff must know how to contact emergency services in the partner school country.

Bibliography:

British Council's GUIDANCE NOTES:

SCHOOL EXCHANGES AND VISITS TO PARTNER
SCHOOLS TOOLKIT - MAKING IT SAFE AND
SUCCESSFUL.



Order



Regarding the Approval of the 2025-2026 Academic Year Hourly Load for the American School of Advanced Studies Educational Program of LLC "European School"

In accordance with Article 8 of the Charter of LLC "European School," I hereby issue the following order:

1. The hourly load for the 2025-2026 academic year of the American High School educational program at LLC "European School" is approved in the attached form.
2. The director of the school and/or the head of the American High School educational program is instructed to ensure the dissemination of this order and the approved hourly load for the 2025-2026 academic year to the relevant personnel.
3. This order comes into effect upon its signing.

[Signature]

[Position]

[Date]

Director of European School

Sophia Bazadze