



American School of Kosova
Together educating the leaders of tomorrow for a better future.

UPPER SCHOOL STUDENT AND PARENT HANDBOOK 2019/2020

www.askosova.org



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UPPER SCHOOL
STUDENT AND PARENT HANDBOOK 2019/2020
Grades 6-12

THIS HANDBOOK BELONGS TO:

Name: _____

Class: _____

Homeroom Teacher: _____

Remzi Hoxha Str., No. 1, Shkabaj
10000 Prishtina, KOSOVA

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www.askosova.org

MISSION

Together educating the leaders of tomorrow, for a better future.

VISION

To be one of the leading schools in Europe by providing each student with a quality education in a safe and supportive environment in which a variety of learning experiences challenge all students to achieve self-discipline, self-motivation and excellence in learning.

VALUES

- Strives to “Do the Right Thing” (Integrity)
- Looks at Problems from Different Angles (Innovative)
- Challenges student to develop essential skills (Quality Education)
- Seeks “Win-Win” solutions (Empowerment)
- Advocates for students’ overall well-being (Safe, Caring and Nurturing Environment)
- Recognizes the importance of personalized communication (Customer Service)
- Cooperates with parent to enrich learning experiences (Parental Participation)
- Encourages a growth mindset (Lifelong Learning)
- Welcomes different cultural perspectives (Diversity)

Student Services

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American School of Kosova EST.2003

PREFACE

To our Students, Parents and Guardians

This handbook has been designed as a resource for basic information that students and parents need to know during the course of the academic school year. The information presented in this handbook is extremely valuable and should be read by both student(s) and parent. We encourage you to take some time to review each section of the handbook. The Student- Parent Handbook is also available for viewing on our school website in both English and Albanian at: www.askosova.org.

This handbook is approved by the ASK Board of Directors. The policies, procedures, and rules contained in this handbook apply to all students, parents, guardians and visitors and have been established as standards that are consistent with a safe learning environment and the school's vision and mission. Policies, procedures and rules within this handbook are intended to promote adherences to campus, classroom and school policies/procedures and remain in effect for the entire campus, facilities and property; before, during and after school hours and during any school sponsored event or activity on or off campus.

The Student-Parent handbook is updated annually in the spring with new policy adaptations and revisions by the student services team in the elementary and upper school and is presented in the fall of each new academic school year to the ASK community. Both parents and students are obliged to sign the last page of this handbook before attending classes. Thank you in advance for your time and attention reading this important information.

MAINTAINING A SAFE AND ORDERLY SCHOOL ENVIRONMENT

At the American School of Kosova, the entire staff is committed to assisting every student in developing confidence, self-discipline, and the social skills necessary for positive human interaction and effective problem solving. We believe that when there is a safe and orderly environment, great academic learning and achievement can be made. With this in mind, the following guiding principles have been established for students, teachers, and parents.

AT THE AMERICAN SCHOOL OF KOSOVA STUDENTS WILL BE:

- Valued for their beliefs, ideas and cultural background
- Recognized for their individual and collective efforts
- Receive a meaningful education with an appropriate and challenging curriculum
- Learn without disruption
- Free from verbal and physical harassment
- Empowered to make decisions
- Treated justly
- Supported by their teachers
- Well-informed about school and classroom expectations

AT THE AMERICAN SCHOOL OF KOSOVA STUDENTS ARE EXPECTED TO:

- Uphold Academic Honesty at all times
- Take an active role in learning
- Develop the necessary organizational skills to meet deadlines for all assignments
- Practice emotional and physical self-control and self-discipline
- Work cooperatively with others
- Strive to solve problems in a positive and effective manner
- Value the beliefs, ideas, and cultural backgrounds of others
- Maintain regular and punctual attendance
- Come to class prepared with prior homework completed and necessary materials
- Ask for assistance in an appropriate manner when needed
- Understand that learning requires consistent effort, reflection, and perseverance

TEACHERS WILL:

- Treat students with respect, fairness and kindness
- Guide students in the setting and achievement of personal academic goals
- Model and promote high standards of behavior
- Provide a stimulating classroom and school environment
- Teach and model respect for self, others, and property
- Communicate with parents on regular basis
- Volunteer to supervise students outside the classroom in enrichment activities

PARENTS AGREE TO:

- Commit to regular and punctual attendance of their child to school
- Avoid lengthy family vacations during days of school
- Purchase a current student uniform
- Support their child in basic needs of food, hygiene, and rest
- Assist and Encourage their student to be a responsible citizen and community member
- Encourage positive self-esteem
- Teach and model positive behavior
- Teach and model respect for self, others, and property
- Provide fair and consistent discipline
- Meet with teachers on regular basis
- Meet the financial obligations required by ASK as per the contract
- Communicate concerns in a respectful manner

CODE OF CONDUCT

To ensure a positive school climate for everyone, each member (student, teacher, parent, all staff) of the community agrees to say YES to:

- | | |
|--------------------------------|-------------------------------------|
| • Courtesy & Cooperation | • Responsibility & Positive choices |
| • Consideration & Common Sense | • Self-discipline & Self-respect |
| • Honesty & Integrity | • Teamwork & Tolerance |

ASK members say NO to:

- | | |
|--------------------------------|--------------------------------|
| • Bullying and Oppression | • Cheating of any kind |
| • Drugs and Stealing | • Vandalism, violence, weapons |
| • Sexual and Racial Harassment | • Fighting & profanity |

DISCIPLINE POLICY

The behavioral philosophy at ASK is to support students in their learning of responsibility and self-discipline as an educational process rather than as a punitive outcome. We support a model of positive discipline: setting clear expectations for behavior, providing explicit teaching of expectations, and delivering meaningful and timely feedback for appropriate and inappropriate behavior.

Students and all community members are expected to conduct themselves in responsible, respectful, and honest ways at all times.

If a student fails to achieve these expectations, there are corrective steps that teachers and principals will take to address these behaviors in order to preserve a safe, productive, and orderly learning environment for all students, faculty, and staff.

The expectations and responses described in the following section serve one or more of the following basic purposes:

- **To protect** a member of the ASK community from having his or her rights infringed upon by others;
- **To teach a student to make responsible decisions** about behavior which may affect the student's own welfare and/or the rights of others;
- **To aid in the effective operation** of the ASK community and the school's learning environment; and
- **To protect the reputation of the school**, the students, and the ASK community.

We rely on the professional judgment of our teachers and staff to respond in a fair and consistent manner to misbehavior. We believe that initial responses to inappropriate behavior should help students to learn from their mistakes. When inappropriate or negative behavior is repetitive, serious, or grave, school principals will become involved in the process of determining the most appropriate consequences, as outlined in the following pages.

DISCIPLINE POLICY

Incidences of inappropriate behavior are classified as “minor”, “serious”, or “grave” offenses. Disciplinary consequences may be applied for behavior that occurs on school grounds, at all school-sponsored events, and when traveling to/from school events as a supervised group. **Instances of grave behavior committed off campus at any time may also be subject to disciplinary action aligned with established school consequences.**

As a community we believe that the development of personal responsibility requires an understanding of the natural consequences of specific actions, and that students should experience these consequences in order for learning to occur and behavior to improve.

Whenever possible, consequences are related to the infraction and should lead to reparation to those who have been impacted as well as recover the student’s standing with the school community. Consequences for students may be adjusted by the school administration according to the specific infraction and developmental level or specific needs of the student.

Students in out-of-school suspension or expulsion may not enter the school campus, attend class, or take part in any school-sponsored activity including but not limited to sports events, trips, competitions, and academic or co-curricular events. *Out-of-school suspension will be documented in the student transcript unless a strong record of improvement can be demonstrated.*

The following lists are not exhaustive and situations not specifically listed will be handled by the school administration in accordance with policy and best practice.

Examples of Inappropriate or Unacceptable Behavior— MINOR (teachers manage)

- Classroom disruption
- Excessive or repetitive talking
- Chewing gum in class or eating food
- Tardiness to class
- Failure to comply with the school dress code or uniform requirements
- Unauthorized use of personal electronic devices
- Being unprepared for class
- Minor damage to the property or belongings of the school or others
- Physical behavior (pushing, wrestling, “playing”) that could lead to injury
- Inappropriate displays of affection at school or during school-sponsored events
- Selling items for personal gain or profit
- Any other improper conduct that interferes with the teaching and learning environment, which is in the judgment of school leadership, is “ Minor”

Possible Range of Consequences for Minor Infractions

For cases within the classroom, the teacher's word or physical evidence constitutes sufficient proof for determining failure to meet expected behaviors. Minor offenses are cumulative on a yearly basis.

Teacher assigned consequences may include:

- Completion of Written Reflection
- Parent Phone call, email, or conference
- Brief removal from class
- Change of seat
- Student/teacher conference
- Removal of privileges
- Exclusion from activities
- After school detention
- Assist the teacher within the classroom during lunch or after school

Examples of Inappropriate or Unacceptable Behavior— SERIOUS (Discipline Referrals Written)

- Repetition of "Minor" offenses that have not been improved after teacher or administrator interventions
- Frequent truancy (lateness) to class
- Defiance, Refusal, or failure to comply with directions from any teacher, principal, or staff
- Treating any staff member with disrespect
- Lying or intentionally misleading; false testimony, forgery, or fraud; slandering, defaming or
- Making unfounded complaints/accusations
- Instigating or participating in any act of harassment, slander, intimidation, hazing, bullying, or threatening any community member. Expression of intolerance relating to race, ethnicity, religion, gender, or personal orientation
- Leaving class without teacher permission; "skipping" class or school
- Use of abusive, obscene, or profane language or gestures
- Possession of inappropriate printed material or pornography (magazines, pictures, drawings, etc.); Using a phone/electronic device for the transmission and/or downloading of inappropriate oral or text messages, digital and/or video images of a student, parent or staff member
- Displaying disrespect for symbols and/or school property
- Reckless endangerment including horseplay and inappropriate physical contact or activity, which could potentially cause injury
- Petty theft (up to 50 euros)
- Indecent exposure
- Smoking cigarettes, e-cigarettes, or any type of inhalant, anywhere in the building or on campus or during school-sponsored activities
- Use of any form of social media which slanders, bullies, or harms any member of the ASK community
- Any other improper conduct of students, which in the judgment of the school administration, was serious

Possible Range of Consequences for Serious Infractions

- Student reflection with Dean of Students, Counselor, Principal, or Head of School
- Student and parent conference with the principal
- Detention(s)
- School or community service including campus clean up
- Mediating–Restorative conference
- Anti-harassment contract
- Behavior Probation contract
- Suspension from a particular class or subject or obligatory change of schedule
- In- or Out-of-school Suspension documented in the student transcript (up to 5 days)
- Counseling with the ASK Counselor or recommended professional outside of ASK

According to the severity of the case, serious offenses may be judged as grave in nature and thus may warrant consequences, which could include immediate dismissal from the school. Serious offenses are cumulative on a yearly basis. An accumulation of serious offenses may result in the student being refused reenrollment for the following school year.

Examples of Inappropriate or Unacceptable Behavior– GRAVE (Principals Manage)

- Using, possessing, under the influence of, or disseminating alcohol and/or drugs or any type of unauthorized substance prohibited by Kosovo law
- Committing any criminal acts that entail any sanction in the penal system (as stated by Kosovo law)
- Bringing to campus or possessing any ammunition, weapons, i.e., knives, brass knuckles, explosives, firecrackers, flammable materials and/or use of anything that can be considered a weapon.
- Assault, fighting or other physically aggressive behavior that may result in or cause bodily injury
- Sexual harassment
- Performing an act of arson or creating any type of real or potential fire hazard.
- Participating in a serious act of vandalism of school property or the willful destruction of belongings of a school staff member or classmate
- Committing a major act of theft (above 50 euros) or theft of proprietary information
- Repetition of serious offenses
- Any other improper conduct of a student, which in the judgment of school leadership, is grave

Possible Range of Consequences for Grave Infractions

Grave offenses result *in out-of-school suspension as the minimum* consequence and are cumulative for the duration of the student’s school career. *Principals may also consider a recommendation for dismissal depending on the severity of the student’s specific actions.*

Following the suspension, the school administration may impose additional sanctions and/or follow-up responses involving one or more of the following:

- Student and parent conference with the principal
- Restorative conference
- Anti-harassment contract
- Behavior Probation contract
- Notification of legal authorities (if warranted)
- Convening of the Student Disciplinary Committee (SDC)

Detentions

Detentions are assigned by teachers and principals, for a variety of infractions, and are served after school from 3:00-4:00 on days selected by the Student Services Team. Students are expected to come prepared with enough independent work to do for the entire time. Food and drink is not permitted. Failure to attend a detention will result in the doubling of the consequence. In the event that a student receives 5 Detentions in one semester for any accumulation of infractions, the next disciplinary action will be considered "Serious" and a Discipline Referral to the Principal will be made.

Search and Seizure

Personal Searches: A student's person and/or personal effects (i.e. purse, book bag, locker etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized items that are not their own. In addition, the administration may conduct monthly "Locker Searches" of all lockers for the prevention and protection against drugs and alcohol.

STUDENT DISCIPLINARY COMMITTEE (SDC)

The SDC committee is composed of 7 members representing: teachers, parents and principals and are asked to serve on an annual basis, determined at the beginning of each year. The committee may be convened only by the initiation of the head of school when there is a sudden and severe behavior problem. Normally, interventions for student behavior are made by the Student Success Team (SST) which is comprised of principals, counselors, and learning support. Thus, this committee is convened in the most serious behavior situations when expulsion is being considered. The committee's primary task is to serve as an advisory team to the head of school.

ACADEMIC HONESTY POLICY

Fair assessment and grading of student work requires a commitment to personal effort and responsibility. Faculty, students and administrators all have an obligation to establish and promote standards of "Academic Honesty" and each member of the school community has the responsibility to understand, support, and practice it. When standards of Academic Honesty are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt. Therefore, it is in the best interest of our educational community that cases of **alleged academic dishonesty be addressed seriously and equitably.**

Examples of unacceptable behavior include: copying text from another source; plagiarism; the use of other students' work as if it were one's own; submitting work completed by tutors, family members or friends; cheating; asking others for answers; or helping others cheat by lending them one's own work.

Consequences for academic dishonesty are:

- Written Self-Reflection or apology letter
- Earning a "0" for the assignment or test
- Mandatory Parent Conference
- A second violation will result in a suspension from school
- A third violation may result in expulsion; to be determined by the convening of the SDC Committee
- All acts of Academic Dishonesty will be recorded in the "Power School" administrative database

Upper School Student Senate Participation and Eligibility

At the beginning of each year, the Student Senate elects the President, Vice-president, Treasurer and Secretary, which create the Executive Branch. The Student Senate meets a minimum of twice per month and is guided by the student government constitution and a teacher advisor. He/She is expected to represent the ASK community positively and should act and speak in a way which brings pride to the entire community. He/She should be a model for positive behavior and inspiration for learning, self-discipline, and respectful communication with everyone. Each member of the Senate must meet the following requirements in order to be eligible for their position. In addition, a student may be given a "warning" or asked to step down from their position at any time if the following guidelines are not being met:

1. Maintain "Good Academic Standing Status"
2. Uphold the discipline policy of the American School of Kosovo.
3. Communicate in a timely and regular manner with the Teacher Advisor and Principal;
4. Accept and support the final decision of the school Principal on all concerns or matters discussed.

DRESS CODE

The school uniform is required to be worn by all students on every school day. **If a student is not in full uniform at ANY time of day he/she will be automatically assigned a detention or held from class until they obtain the appropriate pieces. Students may wear items under their uniform; however, the outer layer of all clothing must be the ASK Uniform. If they are wearing a "hoodie" they are expected to lower it immediately when entering school. Hats or caps are only allowed during special activities, such as "Sports Days" out of school, or field trips. All hats must be removed when entering the school. Students will be permitted to wear "Professional Jeans" every Friday for "Casual Friday" but jeans and clothing must not be offensive or provocative.**

The **uniform** includes:

GIRLS

- Navy blue uniform pants/uniform skirt
- White long or short polo
- Red zipped Sweatshirt
- PE- Grey shorts or pants, long-sleeved grey sweatshirt
- Optional- Navy blue zipped jacket
- Optional- Hooded Sweatshirt

BOYS

- Navy blue uniform pants
- White long or short polo
- Red zipped Sweatshirt
- PE- Grey shorts or pants, long-sleeved grey sweatshirt
- Optional- Navy blue zipped jacket
- Optional-Hooded Sweatshirt

CELL PHONE USE

The use of cellphones while at school is a privilege; not a right. We appreciate the support of parents who guide their children in the proper use of cellphones at school.

Middle School Students may bring their personal cell phones to school; however, they will be collected at the beginning of the day and returned at the end of the day. If they need to make an emergency phone call during the day they should ask permission from their teacher to make a call from the Student Services Office. In addition, the school will assume no responsibility for any damage or loss of a phone.

High School Students may bring their personal cell phones to school; however, they may not use them during class time. At the beginning of each class the teacher is obliged to collect all cell phones and each student is expected to calmly place their phone or personal device into storage until the end of the class period. In addition, the school will assume no responsibility for any damage or loss of a phone.

Consequences for cell phone usage violations:

First offense: The phone will be taken, labeled, and given to the Student Services Office and available to be picked up at the end of the day. In the event of a phone being used anytime after lunch, the phone will be kept until the next morning.

Second offense: The phone may be picked up only by the parent according to communication made by the Dean of Students.

Third offense: Student will earn an In School Suspension (ISS), Out of School Suspension, or permanently lose their privilege to use the cell phone at school.

ARRIVING TO CLASS ON TIME

ALL STUDENTS WHO MAY ARRIVE LATE TO SCHOOL ARE OBLIGED TO "SIGN IN" AT THE RECEPTION DESK.

Students are expected to arrive to every class on time, every day in order to show respect for others and to optimize learning. Students are expected to be in class, in their seat, and prepared for learning when the bell rings. If the **student arrives five minutes after the bell**, he or she will be marked "tardy" by the teacher. If he/she is late for any reason, he/she should show a pass from the teacher, counselor, or administrator they were with. If the student does not have a pass, he or she will be marked "tardy-unexcused" in the Power School database. They will not be allowed to return to the teacher, counselor, or administrator to get a pass after they have already entered the class. **Frequent truancy (lateness) is considered a serious discipline issue** and parents will be called for a mandatory meeting with their teachers and principals until the situation is resolved.

ATTENDANCE

Regular and consistent attendance is extremely important for the individual student and for all the students who are in the classroom. It is expected that every class period students will actively participate in the lesson in order to build and demonstrate their learning. Learning at ASK is a multi-dimensional process which can only occur when students are consistently present.

Each student may miss up to 5 days only of school during a semester to remain in "Good Academic Standing". **It is expected and appreciated that for each absence**, the Dean of Students directly at +383 49 228 288 or +383 38 777 277 EXT 111 or in an email to Mr. Jetmir Harizi at jetmirh@askosova.org in the morning that a child is sick and unable to come to school. **In an emergency, parents may request that their student be dismissed from school during the day; however, the office may deny a request from a student to leave campus (even with parent permission), if the Principal, Coordinator, or Dean, believe that the student is trying to skip class.**

If a student is absent more than 10 days (40 class periods) during the semester, they may be required to repeat the course. In addition, the student will not qualify for merit scholarships, extra-curricular activities and field trips.

Homeroom Teachers are expected to communicate weekly to parents, by email or phone about students with poor attendance and academic challenges. **You may receive a disciplinary email from Student Services if your child is late to school more than three times.**

PRE-PLANNED (EXCUSED ABSENCES)

In the event of a special activity or circumstance, a student may request an "excused absence" by completing a special form obtained in Student Services at least one week prior to the absence. This completed form must be approved by administration in Student Services. A parent meeting may be required.

Attendance will be documented in PowerSchool and the high school transcript.

BATHROOM PRIVILEGES

Students are expected to manage their personal needs for the restroom during their lunch-time or during class passing time as much as possible. They should use their student agenda page "hallway passport" to obtain permission to use the bathroom during class time. **Frequent requests to use the bathroom during class time is considered a serious discipline issue and parents will be called for a mandatory meeting with their teachers and principals until the situation is resolved.**

LATE WORK

Students, who are absent from school for any reason, are expected to make up work missed due to the absence in a timely manner. In the event that a student misses a deadline for an assignment, the assignment will be marked down one letter grade for each day after the deadline. After five days, the highest grade that can be earned will be 50%. The teacher will enter a "0" in PowerSchool until the assignment is completed. Beyond five days late, a teacher may accept work from a student; however, the most that can be earned is 50% per assignment. No more than three late assignments will be accepted for credit by the last ten days of the term. If it is learned that a student is intentionally absent from class in order to miss a quiz, test, or exam, this will be considered a Serious Discipline Concern.

Parents may not negotiate or pressure teachers to change a student's grade when these requirements have not been met. We kindly request all parents who have concerns at any time to make a formal appointment with the receptionist so that teachers may be prepared and respected for their time and all students may have the best opportunity for learning. Requests to meet teachers or principals during the last week of a semester to pressure for an un-earned grade by their child, will not be accepted.

HALL PASSES

Students are expected to have a blue paper pass completed by a teacher or staff member with them whenever they are out of class. This pass will be used in the case of an emergency situation when doors are locked and a student needs to re-enter. The student is responsible for showing the pass to any ASK faculty, if asked. Students who may need to leave the class for any reason (sickness, visit the counselor, to see the principal, talk with someone in Student Services, etc), should carry the HALL pass with them. If the student is sick and needs to leave campus, the nurse will call the parent or guardian to explain and suitable option for the student will be determined.

Student Email Communication with Teachers and Administration

Please be aware that all communication from students should be sent from an ASK distributed email address to anyone on the ASK staff. Any email from a student using their personal email will not be accepted or replied to. This is to protect all staff and students from the misuse of fraudulent emails.

HIGH SCHOOL ACADEMICS

The curriculum in high school is based on the American Carnegie unit system that requires every student to earn 1 credit for each class taken per year and a total of 28 credits earned by the end of 12th grade to earn a diploma that is recognized by the Advanced ED accrediting agency and secondary institutions all over the world. Some universities in Europe require 3-5 AP courses on a transcript. The number of AP courses offered each year will depend on student enrollment and requests.

Courses in grades 9-12 are designed and based on the Common Core Standards (English and Math), AERO (for Social Studies), and Next Generation Science Standards for (Science). In addition, the curriculum is aligned with MEST standards and all Kosovar students are obliged to take the Matura test at the end of their 12th grade year. The Matura test is optional for international students.

High school students also participate in additional elective classes. These may include: photography/yearbook, German/French/Albanian, physical education, IT, fine art, business entrepreneurship, psychology, global perspectives , graphic arts etc.

Current AP courses offered at ASK:

This is the second year that ASK offers AP Classes and proctors the AP Exams.

English Language, English Literature, Calculus, Chemistry, Biology, Physics, Comparative Government and Politics, and World History.

High School Course Selection

Required for Graduation = 28 Credits

Languages

- English – up to 4 credits
Optional Courses: AP English Language (Gr. 11,12); AP English Literature (Gr. 12)
- Albanian – 2 credits

Natural Science – 4 credits–General Science, Biology, Chemistry, Physics

Optional Courses: AP Biology (Gr. 10, 11); AP Chemistry (Gr. 11, 12); AP Physics (Gr. 12)

Social Science – 4 credits–Albanian History, World History, American History, US Government

· Psychology/Sociology

Optional Courses: AP World History (Gr. 10,11); AP Comparative Gov/Politics (Gr. 10,11,12)

Mathematics – 4 credits (Algebra I, Algebra II, Pre-Calculus, Calculus)

Optional Courses: Advance Math (Gr. 11), AP Calculus (Gr. 12)

Health – 1 credit; PE – 1 credit

Electives

- Foreign Language – 2 credits (German or French)
- Other – 3 or more credits

Required Courses by Grade

	9th Grade	10th Grade	11th Grade	12th Grade
1	<i>English</i>	<i>English</i>	<i>English, AP English Language</i>	<i>English, AP English Language, AP English Literature</i>
2	<i>General Science</i>	<i>Biology</i>	<i>Chemistry, AP Chemistry, AP Biology</i>	<i>Physics, AP Physics, AP Chemistry, AP Biology</i>
3	<i>Math 9</i>	<i>Math 10</i>	<i>Math 11, Adv. Math</i>	<i>Math 12, AP Calculus</i>
4	<i>IT</i>	<i>World History, AP Comp.Gov/Politics</i>	<i>US History, AP World History, AP Comp.Gov/Politics</i>	<i>US Gov., AP Comp.Gov/Politics</i>
5	<i>Geography</i>	<i>Albanian Language and Literature 1</i>	<i>Albanian Language and Literature 2</i>	<i>Physical Education</i>
6	<i>Health</i>	<i>Albanian History</i>	<i>Foreign Language 1</i>	<i>Foreign Language 2 Or Foreign Language 1</i>
7	<i>Elective (see list)</i>	<i>Elective (see list)</i>	<i>Elective (see list)</i>	<i>Elective (see list)</i>
8	<i>Elective (see list)</i>	<i>Elective (see list)</i>	<i>Elective (see list)</i>	<i>Elective (see list)</i>

TOTAL Credit Possible: 32

TOTAL Credit to Graduate: 28

Required Classes/Credits:

English – **4 credits**

Natural Science – **4 credits**

Social Science – **4 credits** (Geography, World History, American History, American Government)

Math – **4 credits**

Albanian – **2 credits**

Foreign Language – **2 credits** (German or French)

Albanian History – **1 credit**

Health – **1 credit**

Physical Education – **1 credit**

AP Courses: Require a prerequisite of a high MAP score in English and Math, high GPA, and teacher recommendation in the subject that is being requested.

Elective Classes

- Global Perspectives
 - Graphic Arts Design
 - Photography/Yearbook
 - Business Entrepreneurship
 - Psychology/Sociology
 - Art
 - Physical Education
 - Advanced IT
 - Art History
 - Media Literacy
 - Adv. Chemistry
 - Journalism
 - Drama
 - Business Accounting
 - Business Management
-

After School Support Classes for Students in Grades 6-12

One day a week each department will provide a special learning session after school from 15:00-15:45. Students who want more challenge or support are encouraged to attend. **Students, who are not in "Good Academic Standing" or have excessive absences, may be required to attend in order to earn credit for a course.**

Mondays - English

Tuesdays - Math

Thursdays - Science/Foreign Language

Fridays - Social Studies/Albanian Language

ASK AFTER SCHOOL SUPPORT PROGRAM FOR CREDIT RETRIEVAL (High School)

Objective: To give students the opportunity for additional learning time in a subject where it is needed or assist students in "Credit Retrieval of .5 a credit" in Core Subject Areas: Math, English, Social Sciences, and Natural Sciences, including Foreign Language and Albanian Language.

Responsibilities of the Homeroom Teacher:

- At the end of every semester, homeroom teachers will identify students who would benefit with extra learning time after school, or students who have failed a core class (English, Math, Social Studies, Science, or Foreign Language).
- Will draft a personalized contract (using a provided template) for each of the identified students, conduct an informational meeting with the student and parent, and give a signed copy of the contract to the Head of School/Principal.
- Will enroll the student in the assigned After School Support sessions by adding their name to the specific course list set up in the Google Docs Homeroom folder.

Responsibility of the Student:

- Agree and sign the "Student Success" contract.
- Retake/pass the semester exam to prove knowledge and skills.
- Retake/pass the first semester exam to prove knowledge and skills
- Attend the After School Support classes in each failed subject with 80% rate of attendance for the semester
- Recommendation from the teacher regarding earning credits.

* If Students do not meet the above criteria, for English and Math after school courses, then they will need to attend summer school for English and Math to obtain .5 of a credit. If Students do not meet the above mentioned criteria for other courses (Science, Social Studies, Foreign Language, Albanian Language) they will need to retake them during the next school year.

Responsibilities Teachers:

- Take accurate attendance in PowerSchool.
- Email parents if students do not attend.
- Complete a summary narrative at the 7 week homeroom report time and give to the homeroom teacher.
- Teach meaningful and appropriate lessons.
- Send final grades to Student Services at the end of the semester and year.

Required Courses by Grade for Middle School

	6th Grade	7th Grade	8th Grade
1	English/ESL	English/ESL	English/ESL
2	Math	Math	Math
3	Science	Science	Science
4	Social Studies	Social Studies	Social Studies
5	Albanian/ASL	Albanian/ASL	Albanian/ASL
6	PE	PE	PE
7	French/Drama	French/Drama	French/Drama
8	Art/ IT	Art/ IT	Art/ IT

Assessment

Teachers use a variety of assessment strategies (e.g. tests, essays, projects, class work, etc.), to gather data on how students are acquiring the skills and knowledge in given courses. These assignments are weighted in the following manner.

Required Courses by Grade for Middle School

HIGH SCHOOL

Assignments	Percentage %
Attendance participation	10%
Homework	10%
Classwork	10%
Tests	25%
Quizzes	10%
Projects	10%
Presentations	10%
Final Exam	15%
Total	100%

MIDDLE SCHOOL

Assignments	Percentage %
Participation	20 %
Classwork	15 %
Homework	15 %
Projects	25 %
Tests	25 %
Total	100%

Learning Skills

These are the skills needed to be a successful student. For every course, the teacher will identify how each student is demonstrating each one.

- **Listens Attentively**
- **Completes Tasks**
- **Participates Actively in Class**
- **Shows Respect**
- **Follows Expectations**
- **Works Independently**
- **Works Cooperatively**

Homework

Homework is an essential part of learning. It is the opportunity to review and practice what has been learned during the day. By doing homework on a regular basis, students will be prepared for the next day’s lessons and receive the greatest benefit to their learning. Teachers will set timelines that are reasonable and take into account homework from other courses. It is expected that students do homework every day.

High School Final Exams

Final exams are given, in all courses, at the end of each semester (January and June).

The National Exams

Are organized and proctored by the Ministry of Education in Kosovo, to freshmen and seniors at the end of the year. The specific date is not known until the spring. It is a requirement for graduation for all students who wish to continue their college education in Kosovo and other European Universities that may require it.

Homework Roles and Responsibilities

TEACHERS	PARENTS	STUDENT
<ul style="list-style-type: none"> • Assign work that is relevant and purposeful. • Provide clear guidelines, expectations, and evaluation criteria. • Ensure the students have the skills and understanding to do the work. <ul style="list-style-type: none"> • Set timelines that are reasonable and take into account other homework, as well as the scheduling requirements of home life. • Teach students how to set up and maintain their student agenda. 	<ul style="list-style-type: none"> • Provide a quiet place and designated time to do homework. • Show an interest in their child’s academic progress. <ul style="list-style-type: none"> • Monitor the student agenda. • Ensure homework is returned. • Respond to teacher communications, when requested, and/or initiate communication, as necessary. 	<ul style="list-style-type: none"> • Complete the assigned work to the best of their ability. • Meet deadlines for homework completion. • Develop a homework routine. • Take home needed materials and bring back what is required. • Ask for clarification or assistance from the teacher as required. • Let parents know what is happening at school. • Maintain the student agenda <ul style="list-style-type: none"> • Do not take class time (school) to complete homework.

MAP TESTING- “Measured Academic Progress”

MAP assessment will take place two times a year—once in the fall, and once in the spring. Individual student scores will be used by teachers for instructional purposes and to identify students who need extra support. Students may be required to attend After School Support or recommended in high school for an AP English or Advanced Math class. **Additionally, these scores will be used as part of the overall scheme for scholarships that are given at the end of the year for continuing ASK students.** Please see the following website for information: <https://www.nwea.org/assessments/map/>

TOEFL Testing

Starting in 2019, senior students (grade 12) at the American School of Kosova, have started to take a modified, paper based, TOEFL standardized test to measure their English language skills acquired throughout their high school years. The test will comprise of Listening, Reading and Writing tasks.

For the listening section students have to listen to native speakers’ conversations as well as academic discussions and classroom lectures, and then circle the correct answer(s). For the reading part they have to read a passage and answer the questions by circling the correct answer(s). And the last part, writing, students have to write an essay based on their knowledge and experience which will then be graded according to the TOEFL essay scoring standards rubric.

TOEFL test is an examination used to evaluate a nonnative English speaker’s proficiency in English language and is administered by the Educational Testing Service (ETS). Many colleges and universities worldwide, as well as a large number of institutions, agencies and programs, ask for official TOEFL test scores during the admission process. An acceptable score on the TOEFL test depends on the specific requirements of the particular institution or agency involved. Therefore, providing students with the opportunity to have this experience at school will help them be prepared when taking the official test in their future.

REPORTING

Teachers enter student grades from selected assignments into their PowerSchool grade book that can be viewed at any time via the Internet by students and parents. Students will receive their login codes from their homeroom teacher in September of each year. If a student loses this code they may talk with their homeroom teacher or Student Affairs Officer.

The report card informs the student and parent about the skills and knowledge necessary to be a successful student (e.g. grade/GPA achievement, absences, truancies and learning skills). As well, it outlines the total number of credits achieved in the semester, the total GPA and whether the student has achieved honors.

Every seven weeks, (as indicated on the school calendar as “target dates”), all grades and information about skills achievement will be available for viewing in PowerSchool. Formal paper report cards are available at the end of each semester (February and June) and parents may pick the report cards up from a member of the Student Services Team. At any time, during the semester, teachers or parents may request a meeting to discuss the progress of a student.

UPPER SCHOOL GRADING SCALE

<i>Letter Grade</i>	<i>Raw Score</i>	<i>GPA</i>	<i>Explanation</i>
<i>A+</i>	<i>97-100</i>	<i>4.00</i>	<i>Excellent</i>
<i>A</i>	<i>93-96</i>	<i>4.00</i>	<i>Excellent</i>
<i>A-</i>	<i>92-90</i>	<i>3.70</i>	<i>Excellent</i>
<i>B+</i>	<i>87-89</i>	<i>3.30</i>	<i>Very Good</i>
<i>B</i>	<i>83-86</i>	<i>3.00</i>	<i>Very Good</i>
<i>B-</i>	<i>82-80</i>	<i>2.70</i>	<i>Very Good</i>
<i>C+</i>	<i>79-77</i>	<i>2.30</i>	<i>Average</i>
<i>C</i>	<i>76-73</i>	<i>2.00</i>	<i>Average</i>
<i>C-</i>	<i>72-70</i>	<i>1.70</i>	<i>Average</i>
<i>D+</i>	<i>69-67</i>	<i>1.30</i>	<i>Pass</i>
<i>D</i>	<i>63-66</i>	<i>1.00</i>	<i>Pass</i>
<i>D-</i>	<i>62-60</i>	<i>1.00</i>	<i>Pass</i>
<i>F</i>	<i>59 and below</i>	<i>0.00</i>	<i>Fail</i>

AP Courses for students in grades 10-12 are calculated

<i>Letter Grade</i>	<i>Raw Score</i>	<i>GPA</i>	<i>Explanation</i>
<i>A+</i>	<i>97-100</i>	<i>5.00</i>	<i>Excellent</i>
<i>A</i>	<i>93-96</i>	<i>5.00</i>	<i>Excellent</i>
<i>A-</i>	<i>92-90</i>	<i>4.70</i>	<i>Excellent</i>
<i>B+</i>	<i>87-89</i>	<i>4.30</i>	<i>Very Good</i>
<i>B</i>	<i>83-86</i>	<i>4.00</i>	<i>Very Good</i>
<i>B-</i>	<i>82-80</i>	<i>3.70</i>	<i>Very Good</i>
<i>C+</i>	<i>79-77</i>	<i>3.30</i>	<i>Average</i>
<i>C</i>	<i>76-73</i>	<i>3.00</i>	<i>Average</i>
<i>C-</i>	<i>72-70</i>	<i>2.70</i>	<i>Average</i>
<i>D+</i>	<i>69-67</i>	<i>2.30</i>	<i>Pass</i>
<i>D</i>	<i>63-66</i>	<i>2.00</i>	<i>Pass</i>
<i>D-</i>	<i>62-60</i>	<i>2.00</i>	<i>Pass</i>
<i>F</i>	<i>59 and below</i>	<i>0.00</i>	<i>Fail</i>

High School Promotion/Course Failure – Options for failed courses

Upon successful completion of the course requirements, the student will be promoted to the next level in a subject area. If a student is not successful, the course will be recorded as a failure. The student has the following options to successfully complete the failed course.

1. **Redo the Course** – Enroll in the failed course the following year as one of the 'elective' subjects. Depending on the pre-requisites for the course, students may be allowed to take two courses in one subject area at the same time (e.g. Chemistry and Biology – Science). Refer to 'Required Credits' for pre-requisite courses.
2. **Summer School** – 0.5 credit courses are offered in English and Mathematics during summer school. Only students that have failed these courses are eligible for enrollment.
3. **After school Support Program**– Attend the after school support program consistently with 80% rate of attendance for an entire semester and achieve a final grade of "C" in the second semester class.

High School "Good Academic Standing Status"– The combination of Attendance and GPA determines a student's "Academic Standing Status". **This status will be determined by the homeroom teacher and added to comments at every 7 week reporting period using the following guideline:**

Good Academic Standing- 0 to 5 day absent and 3.0-4.0 GPA
Average Academic Standing- 6-10 days absent and 2.0-2.9 GPA
Poor Academic Standing 11-15 days absent and 1.0-1.9 GPA

UPPER SCHOOL STUDENT AWARDS

Student of the Month

The candidate for Student of the Month should exemplify the characteristics listed below. It is expected that the person nominated should meet all of the daily school requirements as well as demonstrate the characteristics of a well-rounded individual. Each month the SRC with the Principal evaluate the nominations and select one award for each grade level.

- Academics - Hard-worker in all aspects of academics. At least a 3.0 current total GPA.
- Attitude - Demonstrates a positive attitude and approach towards their classmates and teachers.
- Behavior - Demonstrates respects to others in all of their words and actions.
- Responsibility - Demonstrates accountability in their work and behavior.
- Attendance - Maintains excellent attendance.

Citizenship

The Citizenship award is presented to students who have been nominated by the ASK faculty. To be selected to receive this honor, each nominee must demonstrate outstanding qualities in the following categories. Each month the SRC with the Principal evaluate the nominations and select one award for each grade level.

- Attitude: The student is goal-oriented, enthusiastic and respectful of school policies.
- Character: The student performs random acts of kindness, maintains a friendly rapport with peers and faculty, and is a positive role model.
- School Spirit: The student participates in extracurricular activities and exhibits pride in being an ASK student
- Community Service: The student invests time and helps members of the community.

Department Awards

At the end of the school year, each department will meet to nominate and determine an "Award of Excellence" in their department to the one student in the MS and HS divisions who has demonstrated and/or developed their talents and skills the most during the course of the year."

Effort Awards

This is awarded to one student at the end of the year, in each grade who, in the opinion of the staff of the school, have shown commendable effort towards improvement in overall academic performance during the course of the year."

International Understanding

This is awarded to one student at the end of the year, in grade 11 or 12 who, in the opinion of the staff of the school, "Is a good representative of his/her own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding."

MAP Improvement Award

Given to one student in each grade for achieving the most improvement in MAP, RIT scores in either English or Math during the course of the school year.

Senior Honors

Twelfth grade students will be recognized with a certificate at the end of their senior year. These students will receive special honor certificates to recognize their achievement:

Summa Cum Laude -GPA of 4.00+, with a normal course load.

Magna Cum Laude- GPA of 3.80 to 3.99 with a normal course load.

Cum Laude - GPA of 3.50 and 3.79, with a normal course load.

A valedictorian and salutatorian will be selected from the senior class using the following criteria:

GPA, attendance, awards, and service to the community. The GPA average will be compiled from attending 10th through 12th grade. Students will be recognized with a certificate and asked to be a speaker at the final graduation ceremony.

ASK Merit Scholarships

The American School of Kosova is committed to the positive development of educating students and believes that merit scholarships serve as a stimulation and inspiration for all students to make their best effort to learn all that they can in school. In addition, they can provide some financial support to parents. Merit scholarships are award to currently enrolled ASK students are based on their academic achievement and service to the community and are determined annually by the Student Service Team. The amount given annually (a percentage of the total tuition and fees) may fluctuate according to the financial needs of the school. The criterion is as follows:

1. Strong academic standing
2. MAP testing results (either by high achievement or growth)
3. Class attendance
4. Active class participation
5. Participation in school activities and outdoor activities
6. Social conduct (behavior toward the school teachers and the staff)
7. Respecting the deadline of tuition payments

Family Discount: If a student is selected for a Merit Scholarship, families may be asked to choose between accepting a Merit Scholarship or a family discount.

MIDDLE SCHOOL EXISTING STUDENTS	
1th Place	50%
1th Place	40%
3th Place	30%
4th Place	20%
5th Place	10%

HIGH SCHOOL EXISTING STUDENTS	
1th Place	100%
1th Place	90%
3th Place	80%
4th Place	70%
5th Place	60%
6th Place	50%
7th Place	40%
8th Place	30%
9th Place	20%
10th Place	10%

11th Place	10%
12th Place	10%
13th Place	10%
14th Place	10%
15th Place	10%
16th Place	10%
17th Place	10%
18th Place	10%
19th Place	10%
20th Place	10%

CREATIVITY ACTION SERVICE (CAS) FOR HIGH SCHOOL STUDENTS

In addition to receiving the ASK Diploma in Grade 12, students have the opportunity to show how they have made the most of their learning opportunities and service to others by completing 100 hours of additional hours in the area of Creativity, Action, or Service, over the 4 years of their high school. For each year that a student completes 25 hours of CAS with an essay reflection of their experiences, they will be awarded a certificate. They will be asked to prove their learning and hours at the end of the year and may use this form below to help record their activities. **An obligatory reflective essay is required by the posted deadline at the end of each semester in order to earn all of the possible hours. Student are obliged to record their hours of activity on the CAS worksheet form given at the beginning of the year.**

CREATIVE HOURS - By participating in an activity outside of class time which challenges you to explore something new and stretches your ability to be creative. (Film or drama club, art or music class, participating in poetry clams or writing competitions, etc.)

ACTION HOURS - By participating in activities outside of school such as "Sports Day" or community running events, or sports team.

SERVICE HOURS - By participating in humanitarian activities, which serve, ASK, Prishtina, or Kosovo, such as the Charity Club, Down Syndrome group, etc.

MEDICAL EMERGENCIES

The nurse and infirmary are located in the Early Years building and serves to meet the needs of students on the entire campus. Students must receive a blue hall pass from their teacher, a staff member, or the receptionist in order to visit the nurse.

Additionally, a special recess supervisor assists the nurse and teachers on recess duty during peak times of the day and six members of the Safety and Security Committee are trained annually in CPR and first aid and this includes all physical education teachers.

The main public hospital in Pristina is about 20 minutes away in normal traffic and all children are eligible to be treated immediately without prior payment or insurance. A school van is available at all times to assist with urgent transportation to the public hospital but in very serious situations an ambulance will be called.

So that the ASK safety and security team may best help students in times of need, parents and students agree to the following:

- (a) All students who enroll in ASK must submit a medical report and history and be current with their vaccinations and emergency contact information.
- (b) Vaccinations are required for all students in grades 1,6, and 12 according to the Health Ministry and annual visits occur once a year and student services usually receives a two days advanced notice and will inform parents accordingly.
- (c) To sign an insurance waiver at the beginning of the school year or agree to carry the insurance organized by ASK.

UPPER SCHOOL STUDENT LIFE

HOMEROOM

All students are assigned to homerooms and a homeroom advisor. Students are required to attend homeroom for the purpose of conducting school business and participating in community building activities and character development. Homeroom teachers act as a communication bridge with all other faculty members and parents and make additional communication with parents about the social and academic development of their child.

DAILY SCHOOL SCHEDULE

It is expected that students be in their first period class beginning at 7:45 a.m. The school day ends at 15:00. Homeroom will take place after 2nd period on Mondays, Wednesdays, and Fridays. Clubs will take place on Tuesdays and Thursdays. We alternate days with 80-minute periods as in the table below. In the event of a holiday or break we continue with the following day.

AGENDAS

Proper use of the agenda helps the student to be successful. Each student is expected to record homework, project and test dates daily. Parents are encouraged to review the agenda with their child on regular basis. ASK will provide agendas for MS students, as for the HS Students they have to buy their own agendas

EXTRA HELP

Teachers are available to assist students after dismissal. Students are encouraged to ask for help and attend extra classes given by their teachers. Teachers are expected to identify and assist students when they are not being successful in their course studies.

UPPER SCHOOL DAILY *SCHEDULE*

TIME	HIGH SCHOOL	MIDDLE SCHOOL
7:45 - 9:05	PERIOD 1	PERIOD 1
9:05 - 9:25	BREAK	BREAK
9:25 - 10:45	PERIOD 2	PERIOD 2
10:50 - 12:10	HS LUNCH/CLUBS/HR 1st LUNCH 10:50-11:27 CLUBS/HR 11:32-12:10 CLUBS/HR 10:50-11:27 2nd LUNCH 11:32-12:10	PERIOD 3
12:15 - 13:35	PERIOD 3	MS LUNCH/CLUBS/HR CLUBS/HR 12:15-12:52 LUNCH 12:57-13:35
13:40 - 15:00	PERIOD 4	PERIOD 4

LIBRARY

American School of Kosovo Library is open daily from 07:30 AM to 4:00PM. The library provides multi-user Internet access, small group study areas, individual study desks, and reading areas. It is intended to be a quiet study area at all times. Students can use the library for printing their assignment up to 5 pages per day. Care and return of books and materials are the student's responsibility. If the student takes a book from library, he/she takes full financial responsibility for that book. Replacement cost plus a processing fee are charged for any book or material damaged or lost. See the school financial contract for details.

TEXTBOOKS

PERSONAL TEXTBOOKS: This year we are introducing a new program in which students in all grades will be able to buy half of their textbooks in a "class set". These books will be owned personally by the student and be the full responsibility of the student. At the end of the school year, students will also have the option of selling their books to other students who may need them and thus, earn back some of the expense. We believe that in this way we will be able to offer the most current books to every student and each student will be able to take advantage of reading and writing in their book as they need. All workbooks will be purchased by the student as well so that they are "owned" and saved in an organized way.

ASK TEXTBOOKS: Some textbooks are loaned to students at the beginning of each year provided by ASK. The condition of the issued book is recorded and the student signs for this, on the day the books are issued. All ASK textbooks are to be kept in good condition. **When an ASK textbook is lost or damaged, the student is expected to pay for the cost of replacing the book. The Parent/Guardian is responsible for compensation of damaged or lost books if the student intentionally or accidentally the damaged book. They may either replace it with a new one or pay the amount of the damaged or lost book (s).**

TEST SCHEDULE

A monthly calendar of quizzes and tests are posted regularly on the Student Services front door. In the high school we aim to give only two tests in one day if at all possible. Quizzes are not counted in this.

INTERNET USE

The Internet is to be used as an educational tool for learning purposes only. All students must have an Acceptable Use Policy signed by a parent/guardian to use the computers. Inappropriate use of the Internet will result in cancellation of privileges. No student may publish any material on websites that references or identifies ASK without the permission of the principal. Refer to the Acceptable Use Policy for all the guidelines related to use of technology. We will use technology protection measures to block or filter, to the extent it is practical, sites and resources that are deemed harmful to ASK students. **Only current students, parents or employees are authorized to use the network.** *ASK Reserves the right to monitor users' online activities. Users should have no expectation of privacy regarding their use of ASK property, network and/or Internet access or files, including email.*

COMPUTERS AND PRINTERS

Students may use the computers and printers with permission from the teacher of the current class, using a HALL Pass, during the school day. Permission, however, will not be granted to students needing to print work due that period. Before and after school hours, students may use the computer in the library area. All users are to use restraint by printing single copies of files and using recycled paper for 'rough copies'.

TRANSCRIPTS

Transcripts will be given upon request from the Student Services Office. To request a transcript, call the Student Services (+383 38 777 277/+383 49 228 288).

COLLEGE GUIDANCE

Students are encouraged to see the Guidance Counselor for assistance with personal, career development, or educational concerns. The Guidance Counselor is available for meetings each day. Students may schedule appointments with the Student Services Office.

LOCKERS

One locker is assigned to each student at the beginning of each school year along with the responsibility of returning the key at the end of the year. The replacement fee for a lost key is 10 euros. It is the responsibility of the student to keep the key secure and the locker clean and hygienic.

MORNING BREAK

(9:20-9:30 Daily) Middle School Students may eat a "healthy snack" during this time and/or place their order for "Special Lunch" by visiting the cafeteria; however, they should still be on time for their next class. High School Students may purchase breakfast items from the cafeteria.

LUNCH

There are two lunch periods occurring between 10:45-12:05 for the High School. Middle School lunch is from 12:55-1:30. Students are not permitted to leave the school premises during the lunch break. Ordering food from outside is not allowed. It is permitted only if parents bring the food from outside and on a special rare occasion and with approval from Student Services.

VISITORS DAY (for potential students)

Visitor Days are identified on the school calendar and students who are interested in visiting for the purpose of possible enrollment are invited on these days. If you are unable to attend during this time, please contact Student Services **at least 2 days** in advance with a written request. In order to increase security and maximize student learning, "drop in" visitors are not allowed.

After School Activities for Upper School Students

All extracurricular activities are organized and supervised by teachers and the school. All students are encouraged to participate.

Clubs/Sports

A calendar of events for the year is posted at the beginning of the school year. Students may sign up for the ones in which they are interested.

Student Government

Members of the student body government are elected directly from the Student Senate each year in September. The student senate is composed of two representatives from each home-room class, elected by In order to participate in the SG; the student has to meet the following criteria:

- Has teachers' support, showing acceptable progress in all courses;
- Has no suspensions and/or few detentions;
- Is active and ready to work outside school hours.

School Dances

These are often organized by the Student Government and supervised by ASK faculty. All students who have permission from their parents may participate. They are expected to follow all school guidelines of behavior which include: not smoking, drinking, or consuming alcohol and no intimate public displays of affection such as: kissing on the mouth, and hugging for a long time. No students from outside the school may attend. This includes siblings or past students who left in "Poor Academic Standing". Alumni or other students who once attended ASK may attend with prior approval by a Principal.

After School Activities for Middle School Students

In September of each year a complete listing of After School Activities will be announced during the Orientation days. Parents and students may select and participate in these for an additional cost. This program is organized to promote skill building, emotional, physical and social development. The program is designed to run every day, Monday through Friday, from 15:00 to 17:00 hours and courses offered may depend on numbers of students enrolled and interested. Part of that time will be devoted to assisting students with homework. Transport home, after the activity is over, will be offered to those students who are already enrolled in the transport program.

FIELD TRIPS

Day trips may be organized and supervised by a classroom teacher for the purpose of enriching learning that is happening in the classroom or to give students the opportunity to explore Kosovo with their class. Permission and information forms may be sent home via email and need to be returned accordingly. Some trips may require additional documentation and students are required to meet deadlines set by the teacher in order to participate. **In the event a day trip is planned and not all of the class is prepared to go, a special schedule will be made for the remaining students and it is expected that they attend class. In some instances when all faculty are engaged in a trip and not available on campus to conduct classes, students who are not permitted on a field trip may be asked to stay home with an excused absence.**

END OF YEAR CLASS TRIPS

Beginning in February, Student Services will announce the options and costs for class trips for high school that will take place during the week of spring break. In order for a student to participate they must have all debts paid with the school first. Secondly, they cannot have received an Out of School Suspension during the current academic year. **No other overnight trips will be arranged during the year and no student-initiated trips will be approved. In addition, if there are not enough teacher chaperones, these trips may be cancelled.** In the past students have travelled to Boge, Ulcinj, Montenegro, Germany, Dubai, Prague, London, and more. We work with a professional student tour group so that daily activities are interesting and safe. Teachers will be selected by Administration to supervise students in groups with a ratio of 10 to 1. Middle school students will be invited to participate in special day trips during this time.

All students who participate must be in "Good" or "Average" Academic Standing. Students with "Poor Academic Standing" may not participate. This will be determined by the most recent 7-week homeroom report before the final deadline of the trip for payment.

COMMUNICATION

Newsletters

Letters, programs, and information will be shared with parents through emails. Please make sure you have your current email on file with the office so you don't miss any important information.

Parent-Teacher-Student Conferences

Parent-teacher-student conferences are scheduled in November and March. Special "Team Conferences" will be arranged on one of the conference days and it is extremely important that you notify the Student Services Office if you cannot attend, at least one day before. These conferences require groups of teachers to come together to discuss and create a plan with a student for their improvement and success. Individual parent/teacher/student conferences are also scheduled through the Student Services Office. **Please bring your child with you for the conference, unless you are asked otherwise.** In addition to scheduled parent teacher conference days, you may contact Student Services at any time during the year to make an appointment with the homeroom teacher, a specific teacher, or to inquire about your child's progress. We ask that you please do not contact teachers during the school day without an appointment, as this can be very disruptive to all of the other students and their learning.

Telephone Calls to Teachers

Parent-teacher communication is always encouraged. If you need to talk to a teacher, please call the Student Affairs Office to make an appointment. Phone calls, during the school day, will not be transferred to the teacher. **The parents should not call nor disturb the teaching staff during the weekends and after 17:00 daily.**

Website

The school website contains regularly updated materials dealing with all aspects of student and school life. www.askosova.org

SCHOOL LIFE

Transportation

ASK provides its students transportation from home to school and back. Students are expected to observe all rules, regulations, and directions from the bus driver. For information regarding busing, contact the school and ask to speak to the Operations Manager.

Bus Rules

- Riders are to stay seated with seat belts on, facing the front, at all times while the bus is moving.
- Riders are to abide by the ASK 'Code of Conduct' and 'Discipline Policy' at all times.
- Riders are to abide by the instructions given by the bus driver (e.g. remain absolutely quiet while the bus is stopped at a railroad crossing).
- Riders are to keep the aisle of the bus clear.
- Riders are not to eat on the bus.

*If these rules are not followed, the driver will write a referral to the appropriate school principal and in serious cases, a student may lose their transportation privilege.

School Fees

All families are expected to pay their school fees by the date(s) stipulated on their contract. If fees have not been paid by the date, students will not be allowed to attend classes. In addition, no documents will be issued such as letters, transcripts, report card and diploma until all school fees are paid.

Emergency Procedures

ASK has an emergency plan in place in case of fire, severe weather, earthquake etc. We ask that parents not attempt to call the school to keep the lines open for communication with the authorities. We will send you updating information, as soon as it is possible via email.

Fire Drills

The fire drill will be reviewed with the students at the beginning of the year. There will be four practice drills throughout the year.

School Closure

If it becomes necessary to close schools, for any reason, announcements will be carried on local radio and television. The school will send a letter to parents/legal guardians, if time permits, or call by telephone. Parents should make emergency closing child care arrangements at the beginning of the school year, so that students know what to do and where to go if such arrangements become necessary.

Visiting Adults

All visitors are to check in at reception and wear the VISITOR badge that will be given. In keeping with the Safe and Orderly School Initiative, students are discouraged from bringing guests to school. In order to bring a guest, a parent of the host student must call the Student Services Office, 24 hours in advance of the visit. No visitors are to be admitted to classes without the written permission of the administration.

Security

The facility has 24-hour security.

BRING YOUR OWN DEVICE (BYOD)

The American School of Kosova is committed to working with students and staff members to create a 21st century learning environment. To support this goal, students and staff members are able to access our wireless network with their personal devices (laptops, netbooks, tablets, etc). Staff will be allowed to use their smartphones during the school day, but students are required to check in their smartphone into their teacher at the beginning of each class. ASK has implemented a self-registration process that auto-directs devices to a secure, pre-determined network during the registration process. Once connected, students will have access to ASK resources on their personal devices. Students who need help to register their device should see their school technology support team.

With classroom teacher approval, students may use their own devices to access the Internet and collaborate with other students. By allowing students to use their own technology on campus, we are hoping to increase access so that all students have to the technology they need to learn in new ways and to nurture higher-level thinking. Student participation in BYOD is governed by the Student Rights and Responsibilities stated at the (ASK Student Handbook) document. Parents and students are required to read and accept the acceptable use policy for student network access within the ASK Student Handbook document. BYOD permission is now acknowledged by signing the parent or guardian signature sheet.

During the School Day

Students will use their registered devices to complete in class activities, complete homework, collaborate in real time, complete research for projects, access websites with curriculum-related content, keep track of classroom assignments, and record journal entries and other approved instructional activities.

Students should only bring personal devices for a specific use in classes where the teacher has permitted them. Unless otherwise noted, devices are not to be used in open areas (hallways, cafeteria, locker rooms, bathrooms, stairwells, etc.)

Security, Theft, or Damage

Devices are the sole responsibility of the student. ASK accepts no responsibility for the security or safety of the device. Students are responsible for the security of the device. Teachers and other staff members will not store or hold onto devices. School technology support or teachers will not support, repair, or troubleshoot student devices.

Policy for Charging Personally-Owned Devices During the School Day

It is recommended that personally owned devices come to school with a full charge. Students should be made aware that the school is not responsible to provide an opportunity or the necessary power to charge their device during the school day.

Applications (Apps) and Software Used in the Classroom

ASK does not provide or require apps or software for personally-owned devices. Classroom lessons will be tailored for the technology that all students have access to. If possible, a student may choose to complete the same lesson on their personal device. The Internet browser built into the personally owned devices can be used to access the ASK Google Apps for Education application.

If a Device is Damaged at School

The student will put the device away and take it home at the end of the school day where the student and parent can troubleshoot the device. ASK has limited resources and cannot provide comprehensive support for a wide variety of devices allowed under this program.

Internet Content Filtering

To facilitate instruction and practice internet safety, ASK Internet connection is protected by an Internet content filter. Cellular data plans do not use ASK Internet connection and therefore do not use ASK Internet content filter. Students should only use the ASK WiFi Internet connection with their BYOD device while on ASK property.

Activity Monitoring of BYOD Devices

The BYOD wireless system, ASK WiFi, is used solely for device registration, not device management and, therefore, doesn't provide ASK the capability to monitor activities on BYOD devices. The purpose of the system is to provide an easy-to-use mechanism to register BYOD devices to allow students and employees the ability to use their own device on the ASK wireless network and Internet.

During the registration process, information such as IP address and MAC address are collected and logged. This information would be used to locate a device if it is misplaced or if inappropriate activity, in possible violation of the Acceptable Use Policy (AUP), was traced back to a particular device on the network. It is not the intention of ASK to actively manage, monitor, or access BYOD devices. In situations where there is a potential an AUP violation, ASK does reserve the right to investigate all devices and activities on the ASK network, including BYOD devices, to determine if any wrongdoing occurred.

Purchasing a Device for Your Child

Personally owned devices are a supplement to the equipment already in use in the classroom. BYOD is an optional program and parents are not required to purchase a device for their child. While ASK does not recommend specific technology products, we encourage you to contact directly with the authorized partners for details regarding the technical specification and model.

Students Should:

1. Read and accept the acceptable use policy for student network access within the ASK Student Handbook document.
2. Charge their device overnight before bringing it to school.
3. When at school use ASK WiFi only.
4. Keep your device with you. Don't lend it to anyone.
5. Get your teachers' permission before using your personal device.
6. Know which apps will work for which purposes. Teachers will not suggest apps.

ASK'S RESPONSIBLE USE POLICY

A. Respect & Maintenance of School Property

Having access to a world of technology resources is a tremendous privilege, which comes with responsibilities to ensure the technology will always work when you need it.

What this looks like:

- Devices are loaned to students while enrolled at ASK and are school property.
- Each student is responsible for the borrowed device, and should treat and use it responsibly and appropriately.
- Students are responsible for taking care of the device while using it all times. Keep food and drink away from the device.
- Students are responsible for damage, theft or loss for all loaned equipment which occurs as a result of negligence or carelessness on the part of the student.

B. Maintaining Bandwidth & Battery Power

Bandwidth & battery power are necessary for all students and faculty to have equal access to technology resources. We expect all students take personal responsibility for having a charged battery and use the network bandwidth appropriately.

C. Maintaining Integrity & Lawfulness

The behavior of all ASK students reflects on the school. Students are expected to ensure that the integrity and the reliability of the ASK network is maintained at all times. What this looks like:

- To maintain the integrity of the school and continued access to licensed software, students may not use the school's network, hardware or software for illegal purposes.
- Students may use laptops in supervised areas including classrooms, hallways with designated furniture for laptop use and the library.
- Laptops may not be brought to the cafeteria, gym, theatre, playgrounds or playing fields.
- **Downloading music, videos, and software from the Internet is prohibited at school at all times.**

D. Respecting Privacy

We expect all ASK students to respect the privacy of other students, faculty and staff as well as other users of the Internet. What this looks like:

- Students are responsible for keeping their password secret and students will not use anyone else's username & password.
- Sending email or creating documents in on another person's name is prohibited.
- Attempts to read, delete, copy, or modify the electronic mail or other electronic documents of other users without permission or deliberate interference with the ability of other users to send/receive email is prohibited.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the Internet is prohibited.

E. Appropriate Usage of Internet & School Tools

Students are expected to use technology tools in a way that actively supports the ASK School Mission.

What this looks like:

- Educational technology tools provided by ASK should always be used to support learning.
- Students will take responsibility for all emails sent in their name.
- Derogatory, obscene, or otherwise inappropriate email exchanges, including those that harass or annoy, are prohibited.
- A good rule of thumb is if you are doing or looking at something which would make you uncomfortable if it were shared in your name with a teacher or parent, you are making inappropriate use of your computer.
- Do not alter the setup of the computer, including removing program files disabling programs, services, hardware or deleting desktop items.

F. Monitoring Personal Usage

We expect students to monitor their own usage and use technology appropriately.

What this looks like:

- Email and personal folders are not private. Any electronic documents stored on or sent through the ASK network can be monitored at any time by designated staff to ensure appropriate use of technology resources.
- Students should be aware of the signs of internet addiction, such as avoiding family, friend's and school work to participate in online activities and seek help if they find they are behaving in this way. The school will monitor this very closely. Recreation is not technology time. **By using any ASK school device or bringing any of your own devices requested by your teacher for class or project, you and your family agree to and understand the Responsible Use Policy and the Insurance Policy. Failure to follow the Responsible Use Policy may result in loss of network and/or computer privileges, suspension from school and in the case of extreme and repeated behaviors, expulsion.**

Guidelines for Technology Use at School

1. Your device is a learning tool, not an entertainment system
2. Your teachers ultimately decide when you need to use technology and when you do not.
3. Teachers will confiscate devices that are not being cared for properly
4. A student who – in any way – abuses the privilege of the device in school will lose that privilege.
5. Any student who does not respect classroom expectations with regard to technology use will be subject to disciplinary measures.

School Trips, Activities & Athletics

As general policy, students may not take their device on school trips, unless it is specifically required for the learning purposes of the trip.

- Middle and High School students may take their laptops on sports trips if it is deemed necessary for school work purposes. Students must ensure that devices are with them or stored in secure locations.
- Unless required by the school, students may not take their devices on a field trip.
- For athletics or other school activities on campus (after school) your device must be securely stored in your divisional building or securely locked in the changing room lockers (with your own padlock).
- Students who know they may have to leave their device locked in school for security reasons should plan in advance to deal with this situation, either accessing Google Drive on a home computer or having printed work for homework, for instance. There may be some exceptions to this policy when a divisional key teacher may give permission for a student to take a device on a trip in exceptional circumstances. This will only be when the safety of the device can be guaranteed. For instance, if a student is travelling to a sports tournament and the student's parents are also travelling with the student and can therefore safeguard the device, permission may be given. If permission is not sought, insurance is not provided.

Guidelines for Technology Use at Home For Parents and Students

1. When students are using the computer at home for educational purposes, we encourage them to attend to one task at a time. While having multiple programs open at the same time may facilitate learning, all open programs should serve the same purpose with respect to task focus and accomplishment.

2. At home, families should set up work routines within which family time, homework, play and socializing take place at separate and distinct times. While recognizing the value and necessity of multi-tasking, we recommend that the potential distractive power of doing so be an ongoing family conversation.

3. We encourage a work environment at home that promotes trust, responsibility, and accountability. Given the safety and family values concerns of some internet content, we suggest student work station placement provide all family members a direct line of sight to their computer monitor and have ongoing family discussions about appropriate internet use. We advise that student passwords be written in a safe place and that parents have access to passwords.

4. We strongly recommend that students disable/turn off chat programs or other default communication programs while they are working on the laptops at home. At school, chat programs are used appropriately only as part of a class lesson. If used at home, chat program preferences should be set so that they are turned off during the school day.

Keeping Yourself Safe on Social Networks

With technology use, comes an expectation of responsible use. The vast majority of ISB students use technology wisely and appropriately. We need to ensure you understand the consequences of making poor choices. In order to empower you with the freedom to use the power of technology for learning, we expect you to respect these guidelines:

Using Social Networks Wisely

- Put everything behind password protected walls, where only people you select can see you.
- Keep your password safe and secure.
- Be your own person. Don't let anyone pressure you to be someone you aren't.
- Think carefully before you post.
- Don't post anything you wouldn't want your parents, principal or teachers to see.
- Protect your privacy and your friends' privacy too. Get their okay before posting something about them or their picture online.
- Never assume that you are anonymous online, even on platforms that claim to be anonymous.
- Your social media profile reflects who you are; always post with your future in mind.

Reminders About Phone & Laptop Use

- Students are not permitted to have inappropriate images or videos on any of their devices at any time.
- Any student who receives an inappropriate image should speak to their counsellor.
- There will be significant disciplinary consequences for any student who shares, sends, or distributes an inappropriate image.
- Sharing an inappropriate image of another student, or of yourself in an inappropriate context, is against Belgian Law and may be subject to police investigation or legal action.
- The School reserves the right to monitor network activity within the school's Google domain and school infrastructure, including laptops.
- Any student who fails to use technology respectfully will have their device privileges suspended.
- We trust students to use technology wisely and will actively support you as you learn.

Always speak to a trusted adult at home or school if you are worried about any online activity. We are here to support you and to help you make wise choices.

For Parents:

- Maintain open lines of communication and trust with your child.
- Ask your child to show you what they are doing on social media. Use this as a way to begin the conversation and discuss any concerns you may have.
- Kids can interact safely online. We teach them how to do this at school in the context of the technology that we use for learning.
- When students make mistakes, and some do, we deal with those mistakes as learning opportunities.
- Most kids simply use social networks to communicate with their friends.
- Be sure that the information you are reading about teens and technology is from a credible source.
- Avoid sweeping generalizations about young people, even if you hear the words, "everyone does it".
- Remember, you have the right and responsibility to make the technology use policies in your home. If your child does not follow your rules, you should apply appropriate consequences.

Always communicate directly with the school if you are worried about any online activity. We are here to support you in confidence and with understanding. Your child's counsellor is usually the best place to start.

At any time, principals may measure the severity of an action and assign consequences according to the Discipline Policy in this handbook.

Resources for Parents

Elizabeth Gilbert, " *The Kids Are All Right.*"

Yalda T. Uhls, " *Parents, Chill. Technology Isn't Destroying Teens' Brains.*"

UCLA Newsroom, December 2, 2015. Yalda T. Uhls, *Media Moms and Digital Dads: A Fact Not Fear Approach to Parenting in the Digital Age.* Amanda Third, Damien Spry, Kathryn Locke, *Enhancing Parent's Knowledge and Practice of Online Safety.*

Elizabeth Perle, *5 Myths about Teens and Technology Every Parent Should Know.*

Gwenn Schurgin O'Keeffe, Kathleen Clarke-Pearson.

The Impact of Social Media on Children, Adolescents and Families.

Danah Boyd, *It's Complicated: The Social Lives of Networked Teens.*

Common Sense Media, *Social Media, Social Life: How Kids View Their Digital Lives*

American Academy of Pediatrics, *Talking to Kids and Teens About Social Media.*

American Academy of Pediatrics, *Talking to Kids and Teens About Social Media and Sexting.*
Scott McLeod, " *Extracurricular Empowerment*" , TED Talk.

Grade 3–12, 6+1 Writing Traits (page 1)

<p>Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p>Organization: The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas</p>	<p>Voice: The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details</p>
<p>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</p> <ul style="list-style-type: none"> a) The topic is narrow and manageable b) Relevant, telling, quality details go beyond the obvious c) Ideas are crystal clear and supported with details d) Writing from knowledge or experience; ideas are fresh and original e) Reader's questions are anticipated and answered. f) Insightful topic 	<p>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</p> <ul style="list-style-type: none"> a) An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. b) Thoughtful transitions connect ideas. c) Sequencing is logical and effective. d) Pacing is well controlled. e) The title, if desired, is original. f) Organizational structure is appropriate for purpose and audience; paragraphing is effective. 	<p>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</p> <ul style="list-style-type: none"> a) Uses topic, details, and language to strongly connect with the audience. b) Purpose is reflected by content and arrangement of ideas. c) The writer takes a risk with revealing details. d) Expository or persuasive reflects understanding and commitment to topic. e) Narrative writing is honest, personal, and engaging.
<p>The writer is beginning to define the topic, even though development is still basic or general.</p> <ul style="list-style-type: none"> a) The topic is broad b) Support is attempted c) Ideas are reasonably clear d) Writer has difficulty going from general observations about topic to specifics e) The reader is left with questions f) The writer generally stays on topic 	<p>The organizational structure is strong enough to move the reader through the text without too much confusion.</p> <ul style="list-style-type: none"> a) The paper has a recognizable introduction and conclusion. b) Transitions sometimes work. c) Sequencing shows some logic, yet structure takes attention away from the content. d) Pacing is fairly well controlled. e) A title, if desired, is present. f) Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing. 	<p>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</p> <ul style="list-style-type: none"> a) Attempt to connect with audience is earnest but impersonal. b) Attempts to include content and arrangement of ideas to reflect purpose. c) Occasionally reveals personal details, but avoids risk. d) Expository or persuasive writing lacks consistent engagement with the topic. e) Narrative writing reflects limited individual perspective.
<p>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</p> <ul style="list-style-type: none"> a) The writer is still in search of a topic b) Information is limited or unclear or the length is not adequate for development c) The idea is a simple restatement or a simple answer to the question d) The writer has not begun to define the topic e) Everything seems as important as everything else f) The topic may be repetitious, disconnected, and contains too many random thoughts <p>Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<p>The writing lacks a clear sense of direction.</p> <ul style="list-style-type: none"> a) No real lead or conclusion present. b) Connections between ideas, if present, are confusing. c) Sequencing needs work. d) Pacing feels awkward. e) No title is present (if requested). f) Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. <p>Key Question: Does the organizational structure enhance the ideas and make it easier to understand?</p>	<p>The writer seems uninvolved with the topic and the audience.</p> <ul style="list-style-type: none"> a) Fails to connect with the audience. b) Purpose is unclear. c) Writing is risk free, with no sense of the writer. d) Expository or persuasive writing is mechanical, showing no engagement with the topic. e) Narrative writing lacks development of a point of view. <p>Key Question: Would you keep reading this piece if it were longer?</p>

Grade 3–12, 6+1 Writing Traits (page 2)

<p>Word Choice: The use of rich, colorful, and precise language that moves and enlightens the reader.</p>	<p>Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye</p>	<p>*Conventions: The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>
<p>Words convey the intended message in a precise, interesting, and natural way.</p> <ul style="list-style-type: none"> a) Words are specific and accurate. b) Striking words and phrases create imagery. c) Natural, effective and appropriate language. d) Lively verbs, specific nouns and modifiers. e) Language enhances and clarifies meaning. f) Precision is obvious by choice of words and phrases 	<p>The writing has an easy flow, rhythm and cadence. Sentences are well constructed.</p> <ul style="list-style-type: none"> a) Sentences enhance the meaning. b) Sentences vary in length as well as structure. c) Purposeful and varied sentence beginnings. d) Creative and appropriate connectives. e) The writing has cadence. 	<p>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)</p> <ul style="list-style-type: none"> a) Spelling is generally correct. a) Punctuation is accurate. a) Capitalization skills are present a) Grammar and usage are correct. a) Paragraphing tends to be sound. a) The writer may manipulate and/or edit for stylistic effect; and it works!
<p>The language is functional, even if it lacks much energy.</p> <ul style="list-style-type: none"> a) Words are adequate and correct in a general sense. b) Familiar words and phrases communicate. c) Attempts at colorful language. d) Passive verbs, everyday nouns, mundane modifiers e) Language functions, with one or two fine moments. f) Occasionally, the words and phrases show refinement and precision 	<p>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</p> <ul style="list-style-type: none"> a) Sentences get the job done in a routine fashion. b) Sentences are usually of similar length, yet constructed correctly. c) Sentence beginnings are sometimes varied. d) The reader sometimes has to hunt for connective clues. e) Parts of the text invite expressive oral reading; other parts may be stiff, awkward, choppy, or gangly. 	<p>The writer shows reasonable control over a limited range of standard writing conventions</p> <ul style="list-style-type: none"> a) Spelling is usually correct or reasonably phonetic on common words. b) End punctuation is usually correct. c) Most capitalized words are correct. d) Problems with grammar and usage are not serious. e) Paragraphing is attempted. f) Moderate, inconsistent editing (a little of this, a little of that).
<p>The writer struggles with a limited vocabulary</p> <ul style="list-style-type: none"> a) Words are nonspecific or distracting. b) Many of the words don't work. c) Language is used incorrectly. d) Limited vocabulary, misuse of parts of speech. e) Language is unimaginative and lifeless. f) Jargon or clichés, persistent redundancy. <p>Key Question: Do the words and phrases create vivid pictures and linger in your mind?</p>	<p>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</p> <ul style="list-style-type: none"> a) Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural. b) No "sentence sense" present. c) Sentences begin the same way. d) Endless connectives, if any present. e) Writing does not invite expressive oral reading. <p>Key Question: Can you FEEL the words and phrases flow together as you read it aloud?</p>	<p>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</p> <ul style="list-style-type: none"> a) Spelling errors are frequent. b) Punctuation missing or incorrect. c) Capitalization is random. d) Errors in grammar or usage are very noticeable. e) Paragraphing is missing. a) Little, if any, editing; the reader must read once to decode, then again for meaning. <p>Key Question: How much editing would have to be done to be ready to share with an outside source?</p> <ul style="list-style-type: none"> • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range.

Presentation Rubric

	STRONG	EFFECTIVE	EMERGING	NEEDS IMPROVEMENT
VOICE-FLUENCY	Student projects voice at all times and is easy to be heard and understood. Student uses varied intensity to support a message.	Student projects voice much of the time and is easy to understand. Student uses some correctly placed inflection.	Student attempts to project during the presentation. Student attempts to use correctly placed inflection and is articulate some of the time.	Student does not use inflection nor does she/he project their voice. She/he can also be difficult to understand.
BODY-GESTURE	Student consistently uses expressive body movements which support a message or mode of a presentation which communicates effectively with the audience. She/he keeps an open posture with the audience.	Student moves in the performance space in an expressive manner. Gestures support the message.	Student sometimes uses a comfortable body posture and there is little gesturing.	Student stands rigidly and does not move the body to express the message.
VISUAL AIDS	Student uses images which make a message "pop". They can be original or carefully crafted. Words are carefully selected and not plagiarized. Student does not "read" Powerpoint slides to the audience.	A few images or visual aids are used to reflect the points or topic of the presentation. Font size is large enough to be read by the audience. The student may occasionally read from the slide.	Some visual images are used but they are not the most effective or they are not frequent enough, or not large enough/high quality etc. There is too much text written or the point size is not large enough to read. The information could be better visually organized.	The student does not use images or text in a way that is effective for the audience. While images, text or other visual aids may be used, it is presented in a way which does not contribute to the audience's understanding of the presentation. Poor organization, sizing, incorrect information, irrelevant images, too little or too much information etc.
IDEAS-CONTENT	Ideas are original, interesting, and well explained.	Student references other authors and cites sources, to make his/her points effectively. The content is well organized and easily to follow.	Some content may be explained well and in an interesting manner. Some points may be less developed. The student may present their own argument or point of view, with little or no source information for reference.	Ideas lack structure and it is difficult for the audience to follow the train of thought. Some ideas may be presented but may be unrelated to the presentation topic or do little to contribute to the presentation as a whole. The student may focus too long on irrelevant points, or too little on key information.
ORGANIZATION	The structure of the presentation is clear, easy to follow or is unique and makes an impact.	There is a clear beginning, middle and end to the presentation.	The student may jump from one idea to the next with little connection between ideas. The student may present information that is sometimes easy to follow, and other times unclear.	The aims of the presentation are unclear or missing, and the student may jump from one topic to the next with little explanation or logical transition. The presentation is difficult to follow and is unable to keep the attention of the audience.

Class Participation Rubric (General)

	STRONG (A-B)	EFFECTIVE (B-C)	EMERGING (C-D)	NEEDS IMPROVEMENT (F)
ATTITUDE	Maintains a positive and supportive attitude even when it is difficult. Actively supports the group and other individuals.	Asks appropriate questions to understand work and approaches task with confidence, creativity and enthusiasm.	Participates most of the time but may not be enthusiastic.	Student sabotages the work of others and isn't willing to try new things.
TIME MANAGEMENT	Stays on task and focused even without external reminding.	Stays on task and focused with little teacher intervention.	Is not able to focus or stay on task without direct teacher attention.	Even with teacher interventions, the student does not complete tasks.
BEHAVIOR	Self-directed, respectful to everyone, asks questions to improve understanding.	Works quietly or cooperatively with others in a focused manner. Is not distracted by others.	Sometimes "side-talks" during lesson and distracts others during the lesson or activity.	Talks excessively when teacher is talking and can be too physical with other students.



2019/2020 Academic Calendar

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Eid al-Adha *No School*
26 Teachers Begin Work

September

2 & 3 Student Orientation Days
4 First Day of School *Transportation Begins*
6 Back to School Night (18:00)
20-21 Freshman Class *Trip to Boge*
24 Parent Café/Open House (17:30)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

2 PD day for teachers
½ day for students
18 Student Progress Report
(Gr. 6-12)
22 Parent café &
College Info Night
31 Halloween Parade

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

1 MAP Testing Begins
6 Parent Team Conferences
½ day for students
13 Parent Conference
No school for students
TBA USA Alumni Fair
26 Parent Cafe &
College Info Night
28-29 Thanksgiving & Flag Day
No School

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

6 Student Progress Report
(Gr. 6-12)
9-13 Spirit Week for HS
13 Winter Dance
20 ES Winter Show
½ day for students
23-Jan 7 Winter Break
No School

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

8 Classes Resume
28-31 Semester I Exams for HS
29 Parents Café &
College Info Night

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

3 Semester 2 Begins
14 Semester 1 Reports
17 Independence Day
No School
25 Parent café &
College Info Night

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

2 Dr. Seuss Reading Day
6 ES Mother's Day Show
7 National Teachers' day
11 Parent Team Conferences
½ day for students
18 Parent Conference
No school for students
23-26 Visitors Week
27 PD day for teachers
No school for students
27-30 ASK MUN Conference

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

3-13 Spring Break
9 Constitutional Day *No School*
13 Easter *Monday No School*
14 Classes resume
20 Orthodox Easter
Monday No School
22 Earth Day
TBA Ed USA University Fair
28 Parent café &
College Info Night

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

1-4 May Labor Holiday *No School*
5 MAP Test Begins
7 Visitors Day
8 Student Progress Report (Gr. 6-11)
11-15 Final Exams for Seniors
18 - June 5 HS Matura test Prep.
Senior Summer School
25 Eid-al Fitr *No School*
26 Parent Café & *College Info Night*
29 Teacher PD afternoon
½ day for students

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June

TBA HS Matura Test
Senior TBA with MEST
5 Graduations Ceremony
12 Liberations Day *No School*
16-19 HS Final Exams
23 End of Year Awards (Gr. 6-12)
23 K5 Graduation 12:30 p.m.
23 Last Day of School for students
½ day for students
24 Last day of school for teachers
25 Eid al-Fitr *No School*
29 Summer camp begins

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Half Day

No School

No School for students

Exams

Event

Important dates

School Starts

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STUDENT AND PARENT HANDBOOK AGREEMENT 2019/2020

Student: I have read completely and understand the rules and procedures described in this handbook, and agree to abide by all school policies and expectations.

Parent: I understand the rules and procedures described in this handbook and agree to support my child and the school in ensuring that these expectations are met.

Parent Name/ Signature/Date

Student Name/ Signature/Date

Emergency Information for the Homeroom Teacher

Please make sure to keep this information updated with your homeroom teacher when it changes so we may always get a hold of you in case of an emergency

Student Name/ Signature/Date

____/____/_____
Birth date (DD/MM/YYYY):

Student Address:

Father's Name:

Mother's Name:

Cell Phone:

Cell Phone:

Home Phone:

Home Phone:

Work Phone:

Work Phone:

E-mail:

E-mail:



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