



European School
IB Primary Years Programme
Handbook for
Students and Parents
2026-2027 Academic Year

Dear Families and Students,

Welcome to the 2026–2027 academic year at European School!

We are delighted to welcome both our returning families and those joining our community for the very first time. A new school year brings new opportunities, fresh experiences, and exciting possibilities for learning, growth, and connection.

At European School, we are committed to creating a nurturing and dynamic environment where every student feels valued, challenged, and inspired. Through inquiry, collaboration, and meaningful learning experiences, we encourage our students to become confident thinkers, compassionate individuals, and responsible global citizens.

This year, we will continue to foster curiosity, creativity, resilience, and student agency, empowering learners to take ownership of their learning journey while developing the knowledge, skills, and attitudes needed to thrive in an ever-changing world. Our dedicated staff remains committed to supporting each child's academic, social, emotional, and cultural development.

We firmly believe that education is most successful when schools and families work together. Your partnership, encouragement, and involvement are invaluable, and we look forward to building strong relationships that support the success and well-being of every student.

As we begin this exciting new chapter, we encourage our students to embrace challenges, explore new ideas, and make the most of the opportunities that lie ahead. Together, we will create a year filled with discovery, achievement, and memorable experiences.

Should you have any questions or wish to discuss your child's learning journey, please do not hesitate to reach out to our teaching or administrative teams.

We look forward to a wonderful year ahead and to celebrating many successes together.

Warm regards,

PYP Leadership Team
European School

Content

IB and School Mission and Vision	4
The Learner Profile	5
Description of the school	6
Library	7
Supporting and Counseling	8
Child Protection	9
PYP Curriculum	9
PYP Assessment principles	10
Programme of Inquiry	11
Languages	12
Extra-curricular activities	15
PYP Regulations	18
Communication Pathway	27
ManageBac	28
Open Communication	29

IB and School Mission and Vision

School mission and vision

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

School Values

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

They include: **Leading through innovation, pursuing excellence, growing by learning, and Global Citizenship**

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

Our Commitment is to:

Offer inclusive, diverse, and innovative learning communities.

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

International Baccalaureate Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Global Citizenship in PYP

Global citizenship in the PYP develops through authentic, everyday learning experiences where students naturally discover their connection to the wider world. Through inquiry-based learning, students explore global issues, different cultures, and shared challenges at age-appropriate levels, moving from local to global perspectives. As they engage in real-world investigations, cultural celebrations, and action projects, students develop the understanding and skills needed to become active, caring global citizens who appreciate both diversity and our common humanity. The PYP's transdisciplinary approach, supported by technology and community connections, helps students

recognize their role and responsibility in our interconnected world, empowering them to take meaningful action for positive change.



The Learner Profile

At the core of all three IB programmes is the learner profile. The aim of all three International Baccalaureate programmes is to develop internationally-minded people. The learner profile attributes define what an internationally-minded person is and provide a shared vision for our whole school to help create the best possible environment for learning. We expect all members of the European School community (parents, students, teachers, administrators) to model the attributes of the learner profile.

IB learners strive to be:

Disposition	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Description of the school

The European School is an international school for children ages 3 to 18. It is the only accredited school of the Council of International Schools (CIS) in Georgia. The school offers various educational programs, among those: Preschool, Georgian Program, all three International Baccalaureate (IB) Programmes, American program, Advanced Placement (AP), and STEAM (Sciences, Technology, Engineering, Art and Mathematics) programs. European School teachers encourage inquiry-based learning and student-centered teaching that helps students reach high levels of achievement in all subjects. At the European School, the broad and balanced curriculum is supported by extra-curricular activities, which equip our young generation with 21st-century skills. Our students benefit from modern facilities and cutting-edge technology. Here are some features that make our school so special.

Accreditation and Evaluation

In 2009, the European School got the authorization for the International Baccalaureate Diploma Programme (DP) that spanned grade levels 11-12 and became an international IB World School. Later the International Baccalaureate Middle Years Programme (MYP) was introduced to allow children earlier access to international education. In 2012 we received our IB MYP authorization, followed by the PYP authorization in 2016. Students began to transition into IB programmes rather than seek transfers into other international schools. We are currently authorized to offer all three IB programs. The PYP was evaluated in 2021.

Internationalism

The European School has a diverse, international student body; over 36 different nationalities are represented at the school. At the European School, through learning and growing up together in our inclusive society, our students develop an understanding of and appreciation for different nationalities, cultures, and faiths.

Our Dedicated Teachers

Our teachers are known for their professionalism and academic qualifications, but most importantly, their dedication to bringing out the best in each individual student. All of our IB teachers have undergone several professional development programs. Some of them are IB examiners. Our teachers are always looking to find new and creative ways to motivate students and continually strive to improve the way they teach. Our emphasis on inquiry-based approaches is evident in international programs where students are encouraged to ask questions, explore ideas, and become thinkers.

Facilities

At the European School, renewal of infrastructure happens every year. Since our founding in 2007, we have always set out to offer parents and children something new. Our Sports facilities include a gym with a climbing wall, a football stadium, and open and closed tennis courts. Our science labs are rich in resources that enable students to perform advanced experiments. Our computer labs are equipped with leading technologies such as a 3D printer, smart desks, smart boards, MAC lab, etc. The school is a partner of “Microsoft” which helps our students to have access to technological advancements. We are proud of our local TV studio, where students develop skills in journalism, filmmaking, and news broadcasting.

Primary Years Programme Organization

The Primary Years Programme (PYP) includes Grade 1 to Grade 5. The language of instruction is English within all grade levels.

Summary of Class Organization

PYP Grades					
Grade 1	1A	1B	1C	1D	-
Grade 2	2A	2B	2C	2D	-
Grade 3	3A	3B	3C	3D	3E
Grade 4	4A	4B	4C	4D	4E
Grade 5	5A	5B	5C	-	-

Library

The European School Primary Library exists to serve its community. Students and faculty are welcome to come to the ES Library to research, study, read, and collaborate. Some of our most popular offerings include the electronic resources available off-campus 24/7, as well as access to other library collections.

Located on the sixth floor in building A in the upper primary section (grades 3-4-5) and on the fourth floor in building A in the lower primary section (grades 1-2), the Primary School Library is part of the School Library and focuses on students of the Primary Years Programme of the International Baccalaureate and Georgian Programme, Grades 1 to 5.

The library facilities feature spaces for group projects, computer use, and silent study. Easily transformed into a presentation hall, it can host up to 40 users at the same time.

The Primary School Library offers an extensive collection of print and electronic resources, including books in English, Georgian and other languages (fiction, non-fiction, and reference).

GetEpic!, MusicplayOnline, QuaverEd Twinkl, Jolly Phonics Classroom and Generation Genius are online resources specifically for primary school.

GetEpic is a digital reading platform designed to engage students with an extensive library of high-quality books, audiobooks, and educational videos. It supports personalized learning by offering age-appropriate content that fosters literacy and a love of reading. Accessible 24/7 both in and out of school, GetEpic allows students to explore and learn anytime, anywhere. Easy to navigate and available on multiple devices, it empowers educators to track student progress and tailor reading experiences to individual needs, making it a valuable tool to enhance classroom learning and encourage independent exploration.

MusicplayOnline is a versatile teaching tool that encourages active music-making in and out of the classroom. Whether you are at school or at home, our resources are designed to fit your teaching needs!

Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more.

These resources are available at PYP for all students and teachers. Primary School Library welcomes readers every Monday - Friday, between 9:00-17:00.



Supporting and Counseling

English language and Math support are provided for students who require support in those subject areas. The student's learning needs are identified based on homeroom teacher recommendations.

Our Student Wellbeing Center is dedicated to supporting each child's personal, social, and academic growth. A team of professional counselors, speech therapists, and special education teachers work collaboratively to nurture students' cognitive, emotional, and social development.

In the Primary Years Programme (PYP), counselors and special education teachers closely monitor student needs, develop individualized support plans, and work hand-in-hand with classroom teachers to ensure these plans are effectively integrated into the learning process.

Parents are welcome to request individual consultations with the Wellbeing Center whenever additional support is needed.

A key goal of our counseling program is to create positive and meaningful experiences for students through strong partnerships with parents and teachers. The PYP counselors offer both individual and group sessions, always tailored to the age and developmental stage of the child.

Please note that PYP counselors do not diagnose or treat medical or psychological conditions. In cases where further evaluation or therapeutic intervention is required, our Wellbeing Team will gladly connect families with qualified external professionals.

These are the following areas of support that will be provided to students and parents:

- Assessment for school-readiness is offered to newcomer first graders, along with yearlong adaptation activities for all students.
- Students receive weekly wellbeing lessons in each PYP grade, and may attend individual sessions to support their social, emotional, personal, and academic development.
- When needed, students receive an Individualized Education Programme (IEP), and SEN students are supported in class or outside the class in agreement with parents and PYP administration.
- Referrals to external specialists are made in collaboration with parents, and these specialists may consult with school staff to support the student.
- Parents receive written updates, recommendations, and resources, especially for SEN-related support.
- Parent counseling sessions or individual meetings can be scheduled when necessary.
- Parent seminars and workshops are organized throughout the year based on student and parent needs.
- PYP counselors also provide training and webinars for teachers to support student wellbeing and inclusive practices.

Child Protection

Our school is committed to ensuring the safety and well-being of every child. We have a designated Child Protection Officer (CPO) who oversees all child protection matters in accordance with the UN Convention on the Rights of the Child, Georgian law, and our School Child Protection Policy.

The CPO provides annual training to all staff members to ensure they are well-prepared to recognize and respond to any concerns.

We also promote an open-door policy, encouraging students to speak up and seek help whenever they feel unsafe, worried, or in need of support.

PYP Curriculum

All PYP classes are authorized for and implement the International Baccalaureate Primary Years Programme. Our teachers work towards preparing students to become internationally minded citizens with attributes outlined in the Learner Profile.

Through an integrated approach to teaching and learning, we use a variety of differentiated teaching methods drawn from a range of exciting learning tasks and strategies applied to all key learning areas. Specialist teachers plan and work collaboratively with classroom teachers to implement a trans-disciplinary programme of inquiry. This is achieved by integrating subject areas so that students can make connections within the programme.

Subjects taught are Mathematics, Languages, Science, Social Studies, Visual Arts, Music, Personal, Social, and Personal, Social and Physical Education, ICT and Computer Science, Effective Reading and Robotics.

The PYP is a transdisciplinary curriculum that integrates individual disciplines into a coherent whole while preserving the integrity of each subject area. It is structured around six transdisciplinary themes that frame the units of inquiry:

- Who we are
- Where we are in place and time
- How we express ourselves

- How the world works
- How we organize ourselves
- Sharing the planet



PYP Assessment principles

Assessment plays a central role in improving student learning and raising achievement levels. We use data from assessments to inform our teaching and evaluate the effectiveness of the programme. The PYP approach to learning requires a range of assessment, recording, and reporting strategies to be used. You will receive your child's progress reports 2 times per year: Semester reports in December and June.

Conferences

There are three conferences for parents during the year when students' academic progress and social development are discussed. There are Parent-Teacher, Three-Way and Student-led conferences. You can get detailed information about your child's achievements by consulting with teachers and specialist teachers as well as with counselors and speech therapists.

Homework

Homework is a part of the learning process and may support academic achievement. However, it should be noted that recent research indicates that homework for primary school students (up to approximately grade 4) does not improve their academic achievement. It is recognized that the most valuable 'homework' that students can have is discussions with adults and being read to by parents. We recommend that you spend time speaking with and reading to your children.

Homework may be given for the following purposes:

Mathematics - to help students develop automatic recall of mathematics facts and develop skills appropriate to the student's stage of development.

Spelling - to help develop and apply knowledge of sight words and patterns in spelling and to develop strategies to become proficient spellers.

Handwriting - to help develop fluent and legible letter formation and penmanship. Reading - to help students become enthusiastic, proficient, and independent readers.

Homework guidelines:

Estimate of times for school-assigned homework:

Grade 1: up to 15 minutes + personal reading.
Grade 2: up to 15 minutes + personal reading.
Grade 3: up to 20 minutes + personal reading.
Grade 4: up to 30 minutes + personal reading.
Grade 5: up to 30 to 40 minutes + personal reading.

If students spend more than the suggested time on homework, parents are asked to make a note via email so that teachers can adjust the amount of homework given.

Programme of Inquiry

The Programme of Inquiry is a curriculum framework developed within the IB PYP at the European School. Through the six transdisciplinary themes mentioned above, students develop understanding of key concepts. The [Programme of Inquiry and Scope and Sequence](#) documents are available via the link provided and are updated at the beginning of each academic year.

Important features and approaches of the curriculum framework

Inquiry-based

Inquiry is the leading pedagogical approach of the PYP. Our teaching methods build on students' knowledge and interests, and emphasize learning how to learn and how to find out.

Students who engage in inquiry are active participants in their learning who:

- explore, wonder, and question
- experiment and play with possibilities
- make connections and predictions
- collect data and report findings
- clarify existing ideas and reappraise perceptions
- make and test theories
- research and search information
- take and defend a position
- solve problems in a variety of ways

Concept-driven

Students work with universal, key concepts in order to provide a structure for exploring significant and authentic content; students interact with these key concepts in order to make more meaningful connections across all subject areas.

Differentiation

The flexibility of the PYP framework allows us to customize a program that supports the individual learning needs of our students.

Agency

Our understanding of the learner is the foundation of our approach to learning and teaching. Children inquire, question, wonder, and theorize about themselves, others, and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others' learning through the concept of **learner agency**. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).



Action

We believe that we all have the power and responsibility to ‘take action’. Action begins at the most immediate and basic level; with the self; within the family and within the classroom, hallways, and the playground.

Languages

Language is developed across all curriculum areas. The English language is defined as the main language of instruction. Languages A are English and Georgian. Languages B are German, French, Russian and Spanish starting from Grade 5.

All our language programmes strive to achieve a balance between learning the language (reading, writing, speaking), learning about the language (grammar, word usage, etc.), and learning through the language (learning important concepts in science, math, social studies, etc, through language). All subject areas are integrated through the units of inquiry.



PYP Exhibition

Learning in the Primary Years Programme (PYP) provides many formal and informal opportunities for students to demonstrate how they have developed and applied their knowledge, conceptual understandings, skills, and learner profile attributes through the inquiries they undertake. The PYP exhibition is a notable example of these opportunities.

In the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning and their capacity to take action as they are actively engaged in planning, presenting, and assessing learning. The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally-minded students who make a positive difference in their lives and the lives of others.



The exhibition may be one of the six units of inquiry during the final year, or it may stand outside of the programme of inquiry to explore a global issue or opportunity that may cross all transdisciplinary themes. It may run concurrently with other units or be contained within a specific time frame during the year. All exhibitions are student-initiated, designed, and collaborative.

Student-initiated: Students have a role in choosing the issue or opportunity to be explored, the transdisciplinary theme(s); the development of the central idea, the lines of inquiry; and identification of the key and related concepts that will drive their inquiries. They identify what knowledge they will need to acquire and what skills they will need to develop. **Student-designed:** Students design their learning goals and establish the criteria of what success will look like for them. They co-design strategies and tools with teachers, mentors, and peers to document and self-assess their learning and evaluate the success of the exhibition. **Collaborative:** Students collaborate with their peers, teachers,

and mentors throughout the exhibition process. There is a genuine sense of participation and engagement through regular sharing of progress and feedback. As students are diverse, some will engage with the exhibition in groups while others will engage individually, supported by mentors.

All students take an active role in all aspects of planning, inquiring, investigating, communicating, and assessing their learning in the exhibition. All students will benefit from guidance and collaboration with teachers, peers, and mentors to facilitate, direct, and adjust their learning.

The key purposes of the exhibition are:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate agency and responsibility for their learning
- to provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts
- to provide students with an opportunity to explore multiple perspectives
- to provide an authentic process for students to monitor, document and present their learning
- to provide students with an opportunity to synthesize and apply their learning
- for students to take action as a result of their learning
- to unite the students, teachers, and other members of the learning community in a collaborative experience
- to provide an authentic context for students to reflect on their PYP education
- to support the well-being of students by celebrating their transition to the next stages of their education
- to provide an authentic task for the community to evaluate its implementation of the PYP
- to provide students with an opportunity to engage with the broader learning community and celebrate their achievements.

Sharing the exhibition

While the exhibition is expected to culminate in a final product or experience, value is placed upon the exhibition learning process and journey. Students are not expected to prepare a large event or production. There are many formats a sharing event could take; the culmination of the exhibition could be a planned sharing of the learning process, feedback, and reflections with the learning community. Events do not have to be complex or expensive to be effective. Schools are encouraged to consider the environmental impact of the exhibition.

The exhibition could include:

- PYP exhibition journals by students, with the opportunity to articulate and present their learning processes and progress
- learning products, such as dioramas, songs, poems, dramatic performances, and so on
- learning through a variety of languages and modalities.

There are also infinite possibilities to make the learning process visible. Students, in collaboration with mentors, may use existing or develop new tools, artifacts, and strategies to explore further and present issues and opportunities.



From Principles into Practice, The Learner

Extra-curricular activities

Extra-curricular activities are offered during the week, from 15:15 till 16:45. A variety of clubs which are offered: art, crafts, sports, computers, etc. Parents and students will be notified of the after-school activities offered for semester one, and these will start at the end of September.

Assemblies

There are whole PYP and unit assemblies that are held from time to time during the school year to celebrate student learning. Parents are welcome to attend the assemblies.

Field Trips

To enrich the curriculum, educational field trips are organized to take full advantage of the resources in and around the city. Our school has vehicles to transport students and provides duty teachers to accompany students on field trips if it is within the city. Teachers explain safety rules to the students prior to the trip. Parents will be notified of proposed trips at least one week prior to the trip, and a letter is sent home detailing the date, time, destination, and cost of the extra expenses of the trip. Parents must give written permission for their child to attend each scheduled school field trip. Without this written permission, teachers are not permitted to take a child outside the school. Students without parental permission will be placed in another class.

Birthday parties at school

Our school offers an opportunity for students to celebrate birthday parties at school in the cafeteria during their time at school from 15:00 to 16:00.

Parents need to inform the school about the party five days ahead, call the cafeteria manager at 599 732501 for details and agree on details.

Clubs

To enhance and enrich the learning environment, we offer a wide range of extracurricular activities for students who want to discover and learn something new.

From individual and team sports to dance, art, foreign language, robotics, and programming classes, activities vary by age and largely depend on the interests of the children. These clubs are run by professional club providers and coaches.

Besides, our students participate in student leadership and community service opportunities throughout the year.

Please see a comprehensive list of the clubs available in the section [“Clubs” on the school website](#). You will be able to register via the website also at the beginning of the academic year. In case of questions, you can contact : schoolclubs@europeanschool.ge

Subject Allocation 2026-2027

Subject	Grade 1 35 minutes	Grade 2 40 minutes	Grade 3 45 minutes	Grade 4 45 minutes	Grade 5 45 minutes
Social Studies and Science	7	7	7	7	7
Math	5	5	5	5	5
English	6	6	6	6	6
Georgian A	5	5	5	5	5
Georgian B	2	2	2	2	2
Russian B	-	-	-	-	3
French B	-	-	-	-	3
German B	-	-	-	-	3
Spanish B	-	-	-	-	3
Art	2	2	2	2	2
Music	2	2	2	2	2
PSPE	2	2	2	2	2
ICT	1	1	1	1	1
Computer Science	1	1	1	1	1
Robotics	1	1	1	1	1
Library Hour	2	1	1	1	-
EAL/Inside the timetable	3	3	3	3	3
Homework time	1	1	1	1	1
Wellbeing lessons	1	1	1	1	1
Math Support	-	1	1	1	1
Recess time	1	1	1	1	1

Students attend classes with specialist teachers for Visual Art, Music, PSPE, Computer Science, Robotics, Georgian A, and Georgian B, etc. They also have Spanish B, French B, German B or Russian B languages in grade 5.



Class Size

Classes usually have no more than 16 students; however, it might vary.

PYP Daily Routine

Grade 1-2-3

Day starts	8:45
Breakfast	9:35-10:00
Recess time	15 minutes each day
Lunch	13:05-13:40
Snack	15:10
Clubs	15:20
End of the day	16:45-17:00

Grade 4-5

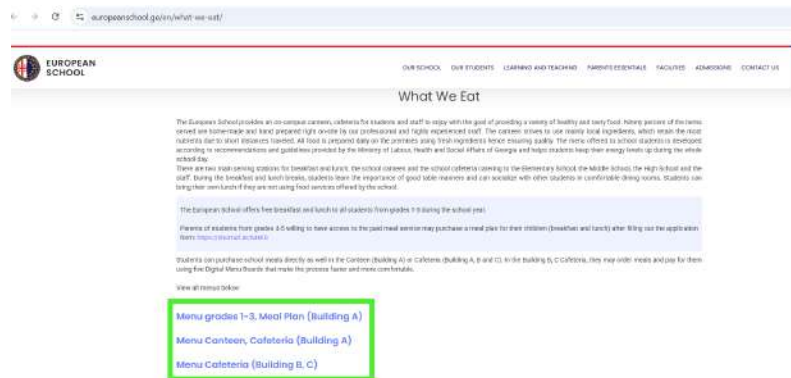
Day starts	8:45
Breakfast	10:35-10:50
Recess time	15 minutes each day
Lunch	14:05-14:30
Snack	15:15
Clubs	15:20

Lunch Break & Drinks

Students have a choice of bringing their own lunch (due to traditional or cultural specificities) or having a hot lunch supplied. Information about the lunch menu will be sent out to parents at the beginning of each year and will be updated weekly in the section [“What we eat” on the school website](#).

If you have any questions, please contact schoolfood@europeanschool.ge.

We encourage our students to eat healthy and balanced lunches, which should include fruit or vegetables. Students should not be sent to school with chocolates, fizzy drinks, sweets, or candies. Mid-morning breakfast will be supplied by the school, or students can bring some healthy snacks from home. Students should also have a refillable water bottle at all times. Water is available from the drinking dispensers.



Recess time

We believe that students learn better when they have had regular opportunities to move freely outdoors. Students will have outdoor recess except in severe weather conditions. Please ensure that your child is suitably dressed for the weather.

Outside play is important for students' health and well-being, and students have daily scheduled outside play times. Students can stay indoors in case of the following situation: after being ill. In this case, a doctor's note should be provided by parents with the number of days the student will need to be indoors. In this case, the student will remain indoors, supervised by an assistant or duty teacher.

PYP Regulations

Attendance

To complete a year, students should attend lessons regularly to be fully involved in the Inquiry Learning process, so the teachers can collect evidence of their learning. Please plan family vacations and visits ahead of time to avoid interruptions to your child's learning. Be sure to contact PYP homeroom teachers to discuss urgent leaves of absence and get approval (they will consult with the PYP administration); otherwise, serious cases of absenteeism will have a negative impact on the child's academic progress.

Students should arrive on campus no later than 08.45 for their first lesson and registration. Students are allowed to leave the campus only after special permission is signed by the PYP Administrator.

Before the beginning of the school year, we ask parents to sign a special document, "Unsupervised Transportation Permission," where parents document their permission for their kids to leave & travel unsupervised to and from school if this is a family decision.

Tardiness

Regular tardiness to school impacts your child's and other students' learning, often resulting in poor academic progress. Teachers check students' attendance daily at 08.45 am and make records in the ManageBac attendance. ***It is parents' responsibility to write attendance notifications on ManageBac every time when the child is absent or is late, including the reason.*** If students are frequently late, the school administration will send notification letters home. The number of tardy days is noted on the school report.

If you need to take your child home during the school day, please inform the homeroom teachers beforehand (via ManageBac). Homeroom teachers complete a special pass-slip that will be signed by one of the PYP administrators. The signed pass slip will be shown to security guards when a child is leaving the school campus. Students are not allowed to leave the school campus without the appropriate signed special pass slip.

Absenteeism

Parents are expected to notify the homeroom teacher if their child will be absent (via ManageBac). The school will call home if not notified. Absence because of illness should be confirmed by a medical certificate. Frequent absences and subsequent failure to meet the requirements of the programme might become the reason for the low academic results.

Safety and Security

European School takes all reasonable and recommended measures to ensure the safety of the students and the facility. Security guards are on duty 24 hours a day and have specific job descriptions. There are video cameras in the school. If there is a security issue, please contact the security guards immediately. The school has proper Emergency Procedures (see the school website for more details) that the school tests regularly during the year.

Dangerous Items

Students should not come to school in possession of anything that may pose a danger to themselves or others.

Afternoon Dismissal

If a child is to be picked up by someone other than a parent or a previously designated responsible adult, the parent must email this request to the homeroom teacher and attach a copy of the person's ID who will pick up the child. The homeroom teacher gives a special pass-slip with a printed ID of the person assigned to pick up a child and then the slip will be signed by one of the responsible PYP administrators. The signed pass slip will be shown to security guards when leaving the school campus. Students are not allowed to leave the school campus without the appropriate signed special pass slip. If you plan for your child to go home by taxi or any other public transport, you will need to fill out the Unsupervised Transportation Form.

Emergency Protocols

The safety and well-being of our students and staff remain a top priority. Regular emergency drills are conducted throughout the school year to ensure preparedness in the event of an emergency. Evacuation

procedures and routes are clearly displayed in every classroom, and teachers guide students through a variety of emergency scenarios. These practices help students become familiar with safety protocols and develop the confidence to respond calmly and appropriately should an emergency arise.

Buses

European School offers bus transportation services; visit the school [website section “School transport”](#) to get detailed information and fill out the [form](#) on the school website.

The School bus is an additional service.

School medical services

The European School is very fortunate to have a full-time, qualified, and registered doctor and a nurse. The professionals are not only available to meet students’ immediate medical needs but also to advise the Wellbeing Team on health-related issues. The doctor also liaises with external organizations and ensures that ISP meets all our medical obligations with regard to Georgian law.

Parents should inform both the classroom teacher, the class counselor, and the Doctor of special health information. It is essential for us to know of any allergies, short- or long-term health problems, or medical conditions. If your child needs specific medication during the day, it is important to communicate the administration of medication needs, accompanied by a valid prescription, to the school nurse, teachers, and assistants, who are also primary responders in the nurse’s absence.

The school will contact you in the case of illness or an injury that may require further observation at home. For this reason, it is vital that the school has up-to-date records of telephone numbers and addresses. Please inform your homeroom teacher immediately of any change in your contact details.

Illness

If your child has any contagious illness, please notify the homeroom teacher (via ManageBac) as soon as possible. This includes measles, mumps, scarlet fever, and chicken pox. Lice and ringworm are also to be reported.

Labeling & Marking personal belongings

PYP students’ parents are asked to label students’ personal items/belongings, as the school is not responsible for the loss of any valuables.

Valuables & lost and found

Students are asked not to bring valuables to school. Occasionally, students may wish to bring valuable items to school as part of a project or if relevant to school-related work. Under these circumstances, any valuables should be given to the teacher for safekeeping. Unless items are deposited with the school office, the school is not responsible for the loss of any valuables.

A lost and found box is kept with the cleaning ladies. We ask that all your child’s articles be clearly labeled with his/her full name. The school takes no responsibility for lost belongings unless items are deposited with the teacher.

School keeps found items for a long period of time (approximately 1 academic year). After this time, all unclaimed items are given to charity.

Dress code

At the European School, a uniform is required. Children are required to come to school in uniforms which consist of a tie, white shirts, blue vests, navy blue skirts, or trousers with the European School logo, which can be bought at 10a K. Kutateladze Street. Jeans are not allowed. Students can wear shoes of their choice in which they can move freely and safely. No headwear is allowed to be worn in the school buildings unless for religious reasons or other (to be justified). All students will be asked to remove headgear/jewelry should it be necessary for safety or hygiene reasons. Students are encouraged to tie up their long hair



GIRLS

Navy blue uniform branded with the school badge.
Blazer, V-neck sweatshirt, V-neck sweatshirt vest, skirt, trousers, White polo, long -sleeve shirt, cardigan, tie, white or navy blue socks.

BOYS

Navy blue uniform branded with the school badge.
Blazer, V-neck sweatshirt, V-neck sweatshirt vest, trousers, shorts, White polo, long -sleeve shirt, cardigan, tie, white or navy blue socks.



SCHOOL UNIFORM

Grade
I-XII

The European school developed a standard ES School PSPE kit. On Fridays, students have the choice to wear school sports uniforms the whole day. Students can wear sports clothing and sports shoes of their choice at PSPE lessons. PSPE lessons are conducted in the gym or at the stadium. Students must be appropriately dressed for the weather and have suitable shoes for outdoor sports. Students who are not dressed appropriately will not be allowed to participate in physical activities for safety reasons.

Behavior Policy

All members of the school community (students, parents, and school staff members) are to be acquainted with the school's Behavior and Consequences Policy.

Homeroom teachers should familiarize their students with the document during homeroom lessons at the beginning of each school year.

Parents should become familiar with the document at the first parent's meeting with the homeroom teacher and by reading the Student-Parent Handbook.

The homeroom teacher will acquaint new students and their parents with the Behavior and Consequences Policy and the Student-Parent Handbook as soon as they arrive at the school.

Expectations from the students

Students should:

- Demonstrate a respectful attitude towards other students and adults;
- Follow instructions of teachers, educators, and other school staff members;
- Arrive for classes on time with completed homework;
- Have necessary equipment and materials ready for the classes.
- Be careful with school property and its environment;
- Follow the behavioral rules and safety procedures in the school labs, classrooms, cafeteria, library, and outside.
- Wear appropriate clothes at school according to the Dress Code
- Follow the ethic norms of behavior in public places;

Students should not:

- Demonstrate aggression in physical or verbal ways
- Leave the school campus during the day (from 8. 45 am till 5:00 pm) without approval of the school administration and parents' written permission (or phone call) or the school doctors' approval.
- Leave the classroom without teacher's permission;
- Use mobile phones at inappropriate times;
- Leave garbage in the school;
- Bring expensive things to school;
- Leave personal possessions unsupervised;
- Run in the corridors, speak loudly, or shout.

Role of parents and school staff members

Parents

Parents play an essential role in ensuring their child's adherence to the Behavior and Consequences Policy.

Parents can assist by encouraging their child to be punctual, to study, to follow the dress code, and to act appropriately.

The school administration recommends that parents be aware of the school disciplinary principles; keep in close contact with the homeroom teacher, subject teachers, and educators as well.

We promote Positive Behaviour, we praise and reward children for good behavior in many ways.

However, if students don't follow the Behavior and Consequences Policy, they are invited to the Positive Behaviour Club (Meet with the school counselor, Head of Wellbeing Services and Head of PYP for instructional meetings and completing Positive Behaviour Resolution forms).

In some cases, students might be assigned internal or external suspension for several days (with or without access to asynchronous online learning via ManageBac).

A severe breach of the Behavior and Consequences Policy will result in an exclusion from school.

Parents are encouraged to regularly check behavior notes on ManageBac.



Homeroom teachers and educators

The homeroom teacher is a key figure in the relationship between parents and the school regarding student disciplinary matters.

Homeroom teachers introduce the Behavior and Consequences Policy to students and parents, supervise and correct students' behavior, and keep in constant contact with subject teachers and the PYP counselors.

Subject teachers

During the lesson, it is the responsibility of the subject teacher to deliver the curriculum and provide classroom management, including dealing with all disciplinary issues as appropriate.

PYP behavior policy violations

The purpose of the Behavior and Consequences Policy applied in the Primary Years Programme is the creation of a positive and safe environment for all members of the school community, prevention of breach of appropriate order, and acquaintance with behavior rules.

Subject teachers, homeroom teachers, counselors, and the school administration work together to investigate any behavioral issues and react appropriately.

Consequences

Step 1

The teacher discusses the violation with the student and the homeroom teacher. The issue is investigated and the parents are informed via Managebac.

Step 2

Counselors are involved in the discussion with the homeroom teacher and the subject teachers as needed. Positive Behaviour Resolution Form is created; The student might write a reflection under homeroom teacher’s supervision and an apology letter, where necessary. The issue is documented on Managebac.

Step 3

The behavior is referred to the head of wellbeing services. Parents are notified, and the meeting is organized with counselors to investigate the situation. External or internal suspension might apply (days are assigned by PYP Disciplinary Committee). The issue is documented on Managebac.

Step 4

Immediate referral to the school counselors. The student is withdrawn from the classes. Parents are notified, and a meeting with them is organized. The student's future at the school is discussed with the Advisory Board. The issue is documented on Managebac.

For the full list of consequences, please refer to the Behavior and Consequences Policy of the European School.

Stationery List is the primary, and the items can be collected separately or you can find them in the School Stationery Box in the school shop at 10 a K. Kutateladze Street. Please note that this list is for the 1st semester; additional items may be requested based on your child’s needs.

Item	Quantity
HB Lead Pencils	1 pack
Pencil Sharpener	1
Pen with a rubber	1
A4 squared notebooks	4
A4 lined notebooks	2
Pencil case	1
Rubber (eraser)	2
Ruler (different shapes; for grades 4-5 - protractor)	1 pack
Math compass (only for grades 3-4-5)	1
A4 white paper for students’ use	Optional
Coloring pencils (12 colors)	1 pack
Coloring markers	1 pack
Wet napkins (non-perfumed)	1
Reusable water bottle (obligatory)	1
Glue Sticks	2
Scissors	1
Paper handkerchief	Optional

Plastic box/container (40x40cm, height max38)	1
Counting sticks (grade 1 only)	1 pack
Visual Arts	
Crayons	1 pack
Set of brushes	1 pack
Water container for painting	1
Paints (Gouache and watercolor)	1
Drawing album/sketchbook	1
Watercolor (aquarelle) paper/album	1
Paint palette	1
Clay (together with a working board)	1 pack
Colored paper	1 small pack
Apron	1
Georgian A	
1 კლასის სპეციალურ ბადიანი რვეული (გამოწერის გარეშე, 12 ფურცელი); მე-2 კლასში საფეხურის შესაფერისი ბადიანი რვეული; მე-3, მე-4, მე-5 კლასებში 17 ხაზიანი რვეული.	2
Georgian B	
Georgian Calligraphy Notebook - Empty	1

Books' list

Subject	Book	Address	Grade
Georgian A	სულაკაურის გამომცემლობა. 1 კლასი თ. კუხიანიძე, მ. ბელოშვილი, ბ. სულაკაური, მ. მახათაძე. "ქართული ენა და ლიტერატურა 1" - მოსწავლის წიგნი; (ლურჯი) "ქართული ენა და ლიტერატურა 1" - მოსწავლის რვეული. (ლურჯი)	Sulakauri Bookshops Tel: (+995) 32 291 11 65	Gr 1 (those who are in Georgian A group)
Georgian A	სულაკაურის გამომცემლობა მე-2 კლასი: თ. კუხიანიძე, მ. ბელოშვილი, ნ. გორდელაძე. "ქართული ენა და ლიტერატურა 2" - მოსწავლის წიგნი; (მწვანე) "ქართული ენა და ლიტერატურა 2" - მოსწავლის რვეული; (მწვანე) "ქართული ენა - გრამატიკა და მართლწერა" - მე-2 კლასი. მე-3 კლასი: თ. კუხიანიძე, მ. ბელოშვილი, ნ. გორდელაძე. "ქართული ენა და ლიტერატურა 3" - მოსწავლის წიგნი; (იასამნისფერი) "ქართული ენა და ლიტერატურა 3" - მოსწავლის რვეული; (იასამნისფერი) "გრამატიკა და მართლწერა" - მე-3 კლასი.	Sulakauri Bookshops Tel: (+995) 32 291 11 65	Gr 2,3,4,5 (those who are in Georgian A group)

	<p>მე-4 კლასი: ნ. გორდელაძე, თ. კუხიანიძე, მ. ბედოშვილი. "ქართული 4" - მოსწავლის წიგნი; (ნაწილი 1, ნაწილი 2) "ქართული 4" - მოსწავლის რვეული; "წაკითხულის გააზრება და წერა" - მე-4 კლასი; "გრამატიკა და მართლწერა" - მე-4 კლასი.</p> <p>მე-5 კლასი: ნ. გორდელაძე, თ. კუხიანიძე. "ქართული 5" - მოსწავლის წიგნი; (ნაწილი 1, ნაწილი 2) "ქართული 5" - მოსწავლის რვეული; "წაკითხულის გააზრება და წერა" - მე-5 კლასი; "ქართული ენა (გრამატიკა და მართლწერა)" - მე-5 კლასი.</p>		
Georgian B	<p>"ქართული ენა არაქართულენოვანი სკოლებისთვის 1" (Georgian language for non georgian schools) 1. წიგნი (ნაწილი 1, 2) 2. რვეული (ნაწილი ,2) (book and notebook -parts 1 and 2)</p>	<p>Sulakauri Bookshops Tel: (+995) 32 291 11 65</p>	Gr.1
Math	<p>Prime Mathematics Scholastic</p>	<p>ES Store, Building B K.Kutateladze, 10 A; available in ES Store from the start of the academic year (from September)</p>	Gr 1,2,3,4,5
French B	<p>Amis and Compagnie 1 Student's Book Amis and Compagnie 1 Activity Book Author: Colette Samson Edition: Cle international</p>	<p>Lesia Ukrainka st. 3 Tel: (+995) 599 73 36 63</p>	Gr 5 students who study this language
Russian B	<p>"Русский язык" 5 класс Учебник + Рабочая тетрадь авторы К. Шошиашвили, Х.Лутидзе, Н. Хомерики Издательство «Клио»</p>	<p>Aghmashenebeli 181 Tel: (+995) 32 2 34 04 30 Tel: (+995) 595 27 66 17</p>	Gr 5 students who study this language
German B	<p>Das neue Deutschmobil 1. Authors: Sigrid Xanthos Kretzschmar; Jutta Douvitsas-Gamst (there are 3 books: testbook, student and workbook)</p>	<p>Kazbegi ave 4. Book shop "Samshoblo" Tel: (+995) 32 2 38 50 15</p>	Grade 5 students who study this language

Spanish B	Pandilla 1 - pack alumno + ejercicios Elena González Hortelano, María Luisa Hortelano Ortega	ES Store, Building B K.Kutateladze, 10 A; available in ES Store from the start of the academic year (from September)	Grade 5 students who study this language
--------------	--	--	---

Communication Pathway

We have established a process to provide an effective means of communication should you need to discuss an issue with teachers or administrators. Please contact the teacher who is the first instance to help you clarify your issue or request.

1. If there is an issue related to your child's studies, contact the homeroom teacher
2. If there is an issue related to your child's academics or assessment, please contact the homeroom teacher first. If the issue is not resolved, then contact the PYP Coordinator [Tina Gugushvili](#)
3. If there is an issue related to school services like food, transport, club, contact the PYP Procedural Manager Ms [Tamuna Kiknadze](#)
4. If there is an issue related to your child's emotional or social well-being, contact the primary school Student Wellbeing Services, refer to your **class counselor and/or the homeroom teacher**.
5. If your problem has not been solved at the previous two levels, contact Ms [Tina Gugushvili](#)
6. If your concern remains unsolved or is seen to be within the areas of responsibility of the Head of PYP, then contact the Principal of IB programmes [Dr Brice Bomo Principal, IB & ASAS](#)
7. If you still need to further discuss your concerns with the ES Director, contact the school secretary and make an appointment.

The following information will assist you in identifying with whom you may wish to speak.

In most cases, the homeroom and subject specialist teachers would be the first point of contact for parents with inquiries about their child's academic progress. Should you need to speak with one of your child's teachers, please contact them via email to schedule a meeting.

All PYP staff members have email addresses and phone numbers on ManageBac, and parents can contact them directly. The school strives to have paperless communication whenever possible, and this can be summarized as follows.

ManageBac

The Managebac: PYP provides a resource for parents seeking more detailed information about school activities. Parents are obliged to log in to this secure area of the school's website called ManageBac. It contains an electronic directory of staff contacts, photos of recent events, curricular and school handbooks, learning resources, and announcements (a repeat of information that has been sent via email). See the [guidelines](#) for the parents. All the parents are also guided by their homeroom teacher and ManageBac administrator.

Parents need your ManageBac accounts to check the following: Timetable, Class and home assignments, Behavior notes & Weekly (homeroom teachers) or bi-monthly(subject teachers) comments etc.

Electronic Devices (Phones, iPads, Smart Watches)

In school, students should not use mobile phones, portable music devices, and electronic games unless for educational purposes. Students should give their phones to the homeroom teacher. The phones will be kept in plastic boxes by the homeroom teacher. In case of disobedience, teachers have the right to take a certain device away from them and return it back at the end of the day.

Parent-Teacher Association

The Parent-Teacher Association (PTA) aims to enhance the experiences and welfare of students and parents whilst at the European School. The main objectives of the PTA are to:

- encourage parental involvement in a range of school events
- strengthen the relationships among parents, students, staff, leadership, and the board
- facilitate the flow of information between the parents and the European School administration.

The PTA also actively supports the European School community by planning, coordinating, and running various social and fundraising events and activities that promote a sense of community at the school while raising funds to support activities and purchases that will enhance the educational opportunities offered to our students.

We hold monthly PTA meetings, where all parents are welcome to attend and take part in a discussion about school-related issues together with participating teacher representatives.

Every parent who enrolls a student at the European School is automatically a member of the PTA. In order to efficiently coordinate and carry out PTA projects, a PTA Committee is elected every school year.

At the European School, we have three PTA Committees-Georgian, IB, and AHS committees. Each is led by a chairperson-parent representative elected for a one-year term. Every class elects two to three parent representatives.



Open Communication

<u>Position</u>	<u>Name</u>	<u>Email</u>
School Director	Sophio Bazadze	s.bazadze@europeanschool.ge
Principal of International Programmes	Dr. Brice Bomo	brice.bomo@europeanschool.ge
Head of PYP/PYP Coordinator	Tina Gugushvili	tina.gugushvili@europeanschool.ge
Procedural Manager	Tamuna Kiknadze	tamuna.kiknadze@europeanschool.ge
Digital Transformation Assistant	Ani Bezhuashvili	ani.bezhuashvili@europeanschool.ge
Well-being Center Leader	Mariam Khabeishvili	mariam.khabeishvili@europeanschool.ge
Child Protection Officer	Eliso Chelishvili	e.chelishvili@europeanschool.ge
PYP Librarian	Polina Volovich	polina.volovich@europeanschool.ge

PYP Staff Contact information is also available on ManageBac with emails and phone numbers; just click on a teacher's photo.

The School Calendar for the 2026-2027 academic year is available on [the school website](#). Changes will be applied for the primary years calendar and the calendar will be sent in September.

PYP Timetable for 2026-2027 is provided by the homeroom teachers. Please consider that you will be informed in advance if there are any changes to the timetable.

*Reviewed and approved by PYP Leadership Team,
8 June 2026*