



Student and Parent Handbook

2026–2027

CP



Career-related
Programme



K. Kutateladze St. #10



European School

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European School Mission Statement

About European School

European School was founded in 2007, initially offering classes from pre-school to ninth grade. The original purpose in establishing the European School was to provide Georgian children with the opportunity to have access to high quality primary and secondary education with a strong foundation in English. This would give them the chance to succeed both at Georgian and worldwide universities, depending on the educational goals parents had for their children.

The European School quickly became a popular choice for the Georgian community. It proved to be an extremely successful school and experienced rapid growth throughout its first few years. As a result of that success, the founders of the school decided to offer international programs to the students and parents.

In 2009, the European School received authorization to teach in the International Baccalaureate Diploma Programme (DP) which spanned across grade levels 11-12 and became an international IB World School. Later, in 2012, the International Baccalaureate Middle Years Programme (MYP) was introduced to allow children earlier access to an international education. This was followed by the Primary Years Programme (PYP) authorization in 2016.

In 2022, the European School was granted the authorization to offer the IB Career-related Programme (CP) to its students and became the first and only full continuum IB World School in region offering all four programs of the International Baccalaureate: IB PYP, IB MYP, IB DP, and IB CP. Students began to transition into IB programmes rather than seek transfers into other International Schools.

Our Mission

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.

Our 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
- Fostering global citizenship

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

Our Commitment is to:

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

IB Mission Statement

About the International Baccalaureate

The International Baccalaureate (IB) is a global leader in international education - developing inquiring, knowledgeable, confident, and caring young people. Our programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

IB Mission Statement

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.

Purpose of the Student/Parent Handbook

This handbook has been created to guide students and parents through the expectations, structure, and daily life of the IB Career-related Programme (CP) at the European School. The CP is a dynamic and internationally respected programme that blends academic rigor with real-world, career-related learning. It equips students not only with subject knowledge but also with practical skills, ethical grounding, and global perspectives that prepare them for both higher education and the workplace.

Our goal is to provide clear, accessible information that helps students and families feel confident and supported throughout the CP journey. Inside this handbook, you will find essential information about how the CP is structured, what subjects and career-related studies are offered, and what the core components involve, such as the Reflective Project, Language and Cultural Studies, Community Engagement, and Personal and Professional Skills. It also includes practical guidance on assessments, attendance, behavior expectations, communication procedures, and academic integrity.

Whether you are new to the IB or already familiar with its values, this handbook serves as a dependable reference to support student growth, responsibility, and achievement both in school and in future pathways.

We strongly encourage all students and parents to review this document carefully and use it as a go-to resource. If you need clarification or further assistance, our teachers, CP coordinator, and school leadership team are always available to support you.

Using this handbook

Students and parents are encouraged to review the handbook together and return to the relevant section whenever questions arise. Programme staff and school leadership are available to provide clarification and support.

Who to Contact

For questions, concerns, or support related to the IB Career-related Programme (CP), please refer to the appropriate contact person below:

Role	Name	Email Address
CEO of the European School	Sophio Bazadze	s.bazadze@europeanschool.ge
Principal of International Baccalaureate Programmes	Brice Bomo	brice.bomo@europeanschool.ge
Head of IB DP/CP	David Kbilashvili	d.kbilashvili@europeanschool.ge
IB CP Coordinator	Nino Sachaleli	nino.sachaleli@europeanschool.ge

Understanding the IB Career-related Programme

What Is the IB Career-related Programme?

The International Baccalaureate Career-related Programme (IB CP) is an innovative and flexible educational framework designed for students aged 16 to 19 who wish to engage in career-focused learning while gaining a rigorous academic and personal foundation. It blends the values and educational philosophy of the IB with practical, real-world pathways that prepare students for further education, apprenticeships, or employment.

The CP allows students to tailor their education to match their interests, strengths, and future aspirations. Whether aiming to enter the workforce directly, pursue a technical qualification, or continue their studies at university, CP students benefit from a balanced programme that fosters critical thinking, intercultural understanding, and professional readiness.

At the core of the CP is a unique set of components that support both academic and personal development. These include:

- Personal and Professional Skills (PPS)
- Community Engagement
- Language and Cultural Studies
- Reflective Project

The academic portion of the CP includes a selection of IB courses that complement the career-related studies, encouraging students to connect their classroom learning with practical, real-world applications.

The CP is ideal for students who:

- Are motivated by applied, hands-on learning.
- Want to specialize in a particular career field while maintaining a broad educational perspective.
- Value international-mindedness, personal growth, and readiness for a global workforce.

By offering the IB CP, the European School reinforces its commitment to providing inclusive, future-oriented education that empowers every student to thrive in a complex and evolving world.

About the Career-related Programme

The International Baccalaureate® (IB) Career-related Programme (CP) is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and lifelong skills.

The CP originated from a 2006 project led by the International Baccalaureate® in Finland. The project aimed to develop a new programme that combined the IB Diploma Programme courses with career-related studies and a special 'IBCC Core' to integrate the two parts.

After a six-year pilot involving schools from around the world, the IBCC was made available to IB Diploma Programme schools in 2012.

What the CP offers students

The CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Programme (DP), with a unique CP core and an approved career-related study.

The CP develops students to be:

- Academically strong
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured

- Caring and reflective
- Inquirers

The CP helps students to prepare for effective participation in life, fostering attitudes and habits of mind that allow them to become lifelong learners and to get involved in learning that develops their capacity and will to make a positive difference.

The programme aids schools' retention of students, promotes development of skills, and encourages students to take responsibility for their own actions, encouraging high levels of self-esteem through meaningful achievements.

Why Choose the CP at the European School?

The European School is proud to offer the IB Career-related Programme (CP), providing a dynamic and future-focused pathway for students who want to combine academic learning with practical, career-oriented studies. Since introducing the CP, we have developed a program that reflects the needs of modern learners - one that balances academic challenge, real-world relevance, and personal growth.

Our CP teaching team includes experienced IB educators and professionals with strong backgrounds in both academic and vocational education. Many of our staff are also trained in the delivery of BTEC Pearson qualifications, ensuring that students receive high-quality instruction aligned with international standards. In every subject, teachers promote critical thinking, ethical decision-making, and global citizenship core principles of the IB.

Students in the CP benefit from a customizable program that blends IB Diploma Programme (DP) courses, career-related studies (BTEC), and the IB CP core. This integrated structure supports students in developing not only subject knowledge, but also the transferable skills needed in university, the workplace, and beyond.

Our University and Career Counseling Office (UCCO) works closely with CP students to ensure they are well-prepared for life after school, whether they plan to pursue higher education, enter the workforce, or follow a specialized professional path. The guidance is personalized, from selecting the right subject combinations in Grade 11 to building strong applications and resumes in Grade 12.

Graduates of the CP at the European School are equipped with the confidence, skills, and qualifications to succeed in a rapidly changing global landscape. Whether continuing their studies or launching their careers, they leave our program with a clear sense of purpose and a strong foundation for lifelong success.

IB Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective.

Note. Adopted from IBO (www.ibo.org)



The IB learner profile

Structure of the Programme

The IB Career-related Programme (CP) is built around three interconnected elements that reflect both academic rigor and real-world application:

1. Career-related studies
2. Diploma Programme courses
3. The CP core

At the heart of the CP is the IB Learner Profile, which promotes international-mindedness and lifelong learning.

1. Career-related Studies

This is the cornerstone of the CP, allowing students to focus on a specific professional or technical field such as business, information technology, healthcare, or the arts. These studies are provided by the school or external accredited partners and are designed to develop practical, hands-on skills and industry knowledge.

2. CP Core

The CP core helps students develop personal and professional skills essential for success in further education, training, or the workplace. It consists of four interconnected components:

- **Personal and Professional Skills (PPS):** Develops skills such as communication, ethical decision-making, intercultural understanding, and goal setting.
- **Community Engagement:** Encourages community engagement and reflection through experiential learning.

- **Language and Cultural Studies:** Broadens students' communication skills and enhances cultural awareness, regardless of their proficiency level.
- **Reflective Project:** A structured piece of academic work that explores an ethical issue related to the student's career-related studies, fostering critical thinking and independent research.

3. Diploma Programme Courses

Students select a minimum of two IB courses from any subject group. These courses support academic growth and help students meet university entrance requirements, while also enriching their career-related pathway.

Programme Model of the IB Career-related Programme

Note. Adopted from IBO (www.ibo.org)



IB Career-related Programme model

How CP Certification Is Achieved

To achieve a CP certificate, a candidate must meet all of the following requirements.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- The candidate has been awarded at least a D grade for the reflective project.
- The school has confirmed all personal and professional skills, community engagement and language and cultural studies.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Bilingual CP Certificates

In addition to the usual certificate, a "bilingual certificate" can be awarded to a candidate who completes:

- two DP language courses selected from studies in language and literature with the award of a grade 3 or higher in both

- a DP language course from studies in language and literature and completes a DP course from individuals and societies or sciences in a response language that is not the same as that taken from studies in language and literature. The candidate must get a grade 3 or higher in both courses at the

CP vs DP vs Course Candidate

At the European School, students in Grades 11 and 12 have the opportunity to pursue one of three International Baccalaureate (IB) academic pathways: the IB Diploma Programme (DP), the IB Career-related Programme (CP), or the option to become an IB Course Candidate. Each pathway offers a unique structure, designed to support diverse learning needs, personal interests, and future aspirations.

The IB DP is known for its rigorous academic curriculum, which includes six subject groups, three core requirements, and external examinations. It is a great option for students who want a well-rounded education that prepares them for higher education in a variety of fields.

On the other hand, the IB CP is designed for students who want to combine academic studies with career-related learning. It includes a career-related study, a personal and professional skills course, and at least two IB DP courses. It is a great option for students who have a clear idea of their career path and want to gain practical skills and experience in addition to their academic studies.

It is important for students to choose the programme that aligns with their interests, goals, and strengths, as they are more likely to excel and thrive in a programme that they are passionate about.

IB Career-related Programme (CP)

The CP is designed for students who are interested in a career-focused education that still includes academic depth. It combines:

- At least two IB subjects (HL or SL) – Please refer to the DP Subject Guides
- Career-related studies (such as Pearson BTEC courses in Hospitality.)

The CP Core, which includes:

- Personal and Professional Skills (PPS)
 - Reflective Project
 - Community Engagement
 - Language and Cultural Studies

The CP is best suited for students aiming to enter specific industries, attend applied or technical universities, or develop practical and professional skills alongside academic study.

How Is the IB CP Assessed?

The IB Diploma elements of the IB CP are assessed by written examinations and are then marked externally, the IB CP core components are examined and marked by the school (although the reflective project is moderated by the IB).

BTEC Pearson PSAs and Assessment are being verified by internal and external verifiers.

IB Diploma Programme (DP)

The DP is a rigorous two-year academic programme that includes:

- Six IB subjects (typically three at Higher Level and three at Standard Level)
- The DP Core:
 - Theory of Knowledge (TOK)
 - Extended Essay (EE)
 - Creativity, Activity, Service (CAS)

The DP is ideal for students seeking a strong academic foundation for university. It is widely recognized and respected by top institutions around the world for its depth, balance, and emphasis on critical thinking.

For more information about the IB DP, please contact the DP Coordinator at the European School.

IB Course Candidate

Students may also choose to take individual DP subjects without completing the full diploma or CP framework. This option allows more flexibility and is suitable for students with specific university requirements or personal learning goals. Course candidates receive official IB Certificates for each subject completed.

Each pathway is equally valid, and our counseling team works closely with students and parents to ensure they select the one that best aligns with their academic strengths, career interests, and future university plans.

DP Courses and Subject Options

DP Subjects Offered at the European School

Group 1: Studies in Language and Literature

- Language A: Literature – English
- Language A: Literature – Georgian
- Language A: Literature – Russian

Group 2: Language Acquisition

- Language B: English
- Language ab Initio: Spanish

Group 3: Individuals and Societies

- History
- Economics
- Business Management
- Psychology
- Global Politics
- Geography
- Environmental Systems and Societies (ESS)*

Group 4: Sciences

- Biology
- Chemistry
- Physics
- Computer Science
- Design Technology
- Environmental Systems and Societies (ESS)*

Group 5: Mathematics

- Mathematics: Applications and Interpretation (AI)
- Mathematics: Analysis and Approaches (AA)

Group 6: The Arts

- Visual Arts

*Environmental Systems and Societies (ESS) is an interdisciplinary subject that can be counted as either a Group 3 or Group 4 subject, but not both.

Instead of a Group 6 subject, students may choose an additional subject from Groups 1, 2, 3, or 4.

Language of Instruction

At the European School, the language of instruction for IB Diploma Programme courses is English, with the exception of Language A and Language B courses. Language and Literature subjects are taught in English, Georgian, or Russian, depending on the language selected. Assessments, assignments, and instruction in other subject groups are delivered in English. Proficiency in academic English is essential for success in the programme.

Levels of Study: Standard Level (SL) and Higher Level (HL)

CP students may select Diploma Programme courses at either Standard Level (SL) or Higher Level (HL), depending on their interests, strengths, and future plans. The CP does not require the three-HL and three-SL combination used for the full IB Diploma Programme.

- **Higher Level (HL):** approximately 240 teaching hours over two years, with greater depth and additional assessment requirements.
- **Standard Level (SL):** approximately 150 teaching hours over two years, covering the core subject content with fewer teaching hours.

At the European School, Environmental Systems and Societies (ESS) and Spanish ab Initio are available only at Standard Level. Subject and level choices should be made in consultation with teachers, the CP Coordinator, and the university counseling team.

Career-related Studies at the European School

About BTEC and Pearson

As part of the IB Career-related Programme (CP) at the European School, students engage in career-related studies designed to bridge academic learning and professional skills. At our school, these studies are delivered through BTEC qualifications, offered by Pearson, a world leader in education and vocational training.

What is BTEC?

BTEC (Business and Technology Education Council) qualifications originated in the United Kingdom in 1984 and have since become a globally respected pathway for students pursuing both higher education and employment. Today, BTECs are recognized in over 70 countries and trusted by universities, employers, and professional bodies worldwide.

Who is Pearson?

Pearson is the awarding body behind BTEC and is internationally recognized for delivering high-quality, skills-based qualifications. With decades of experience in both academic and vocational education, Pearson supports learners across a wide range of sectors and career pathways.

Core Values of BTEC and Pearson

BTEC qualifications are grounded in values that complement the mission and philosophy of the IB:

- **Practical Learning:** Students gain real-world experience through coursework designed to reflect workplace tasks and expectations.
- **Progression-Focused:** Whether aiming for university, employment, or entrepreneurship, BTEC helps students move confidently toward their next goal.
- **Accessible and Inclusive:** BTEC's flexible structure and assessment options accommodate a wide variety of learning styles and abilities.
- **International Recognition:** BTECs are widely accepted by universities and employers across the globe, providing students with strong post-secondary options.

BTEC within the IB CP Framework

What Students Gain?

By combining Pearson's BTEC qualifications with the IB CP, students benefit from a well-rounded programme that develops:

- Technical and industry-relevant knowledge
- Collaborative and communication skills
- Critical thinking and ethical reasoning
- Global awareness and adaptability

This unique blend of academic and professional learning prepares students for success in a rapidly evolving world, whether they choose to continue their studies or enter the workforce directly.

Pearson BTEC Level 3 Subsidiary Diploma: Hospitality

Pearson BTEC Level 3 Subsidiary Diploma: Hospitality

(360 Guided Learning Hours – Part of the IB Career-related Programme)

As part of the IB Career-related Programme (CP) at the European School, students complete a Pearson BTEC Level 3 Subsidiary Diploma, totaling 360 guided learning hours. This qualification provides students with industry-relevant skills, hands-on experience, and practical knowledge aligned with real-world careers. At our school, students can choose from two specialized pathways: Creative Media or Hospitality.

BTEC Level 3 Subsidiary Diploma in Hospitality

The Hospitality pathway offers students the opportunity to explore a wide range of service and business disciplines while developing the practical and professional skills needed for careers in the hospitality industry. This course forms the career-related study component of the IB Career-related Programme (CP) at the European School and is equivalent to one A Level.

Hospitality spans multiple specialisms from hotel and event management to food service and customer experience, but all practitioners share a common goal: to deliver outstanding service that enriches, welcomes, and supports the wellbeing of others.

Before entering the industry, hospitality professionals must explore and refine different operational and service practices. This qualification encourages students to experiment, build confidence, and develop essential skills in communication, problem-solving, and customer service.

Purpose and Progression

This qualification is designed for learners who:

- Are interested in pursuing careers in the hospitality, tourism, or service industries
- Wish to progress to higher education in areas such as hospitality management, business, or events
- Plan to build a portfolio of work demonstrating their ability to meet real-world service and operational challenges

The course develops transferable skills that are valuable in a range of professions, including hotel management, events coordination, customer service, catering, and more.

Assessment and Structure

The BTEC Level 3 Subsidiary Diploma consists of a carefully selected combination of units that provide both breadth and depth of learning. Students complete internally assessed coursework, with final grades awarded as Pass, Merit, or Distinction based on performance against defined criteria.

The six units that make up this qualification include three mandatory units and three optional units, totaling 360 Guided Learning Hours (GLH):

1. The Hospitality Industry
2. Environment and Sustainability in the Hospitality Industry
3. Customer Service Provision in Hospitality
4. Marketing for Hospitality
5. Recruitment and Selection in Hospitality
6. Industry-related Project in Hospitality

Key Learning Outcomes

- Develop technical and professional hospitality skills across a range of service areas
- Learn how to plan, deliver, and evaluate hospitality operations and events
- Gain confidence in customer service, team collaboration, and operational management
- Build a professional portfolio to support applications to university or employment courses.

The IB CP Core Requirements

The CP core connects students' Diploma Programme courses and career-related studies with personal, academic and professional development. Across all four components, students are expected to take ownership of their learning, make meaningful connections, reflect regularly and provide authentic evidence of progress. The core is completed over the two years of the programme and is required for the award of the IB Career-related Programme certificate.

Core Components at a Glance

Component	Main purpose	Key completion evidence
Reflective Project (RP)	Independent inquiry into an ethical dilemma connected to a career-related field.	Final project, final reflection, research presentation and viva voce.
Language and Cultural Studies (LCS)	Growth as a multilingual, intercultural and reflective communicator.	Sustained engagement, learning evidence, reflection and achievement of all four learning outcomes.
Community Engagement (CE)	Reciprocal engagement with communities in response to jointly identified opportunities or challenges.	Learning journal, participation in three review points and evidence of all four learning outcomes.
Personal and Professional Skills (PPS)	Transferable skills for personal development, study, work and lifelong learning.	Student-curated portfolio showing achievement of all five learning outcomes.

Reflective Project (RP)

The Reflective Project is an independent, research-based exploration of an ethical dilemma linked to a career-related area. Students examine contrasting perspectives and contexts, develop a reasoned personal position and reflect on how the inquiry has influenced their thinking. The project develops ethical reasoning, research, communication, self-management and critical-thinking skills.

What students must do

- Identify a genuine ethical dilemma associated with a specific career field, rather than only describing a broad ethical issue.
- Investigate how the dilemma affects different groups and how it may be understood in different local, global, cultural, professional or historical contexts.
- Use a range of credible sources, analyse and synthesize evidence, and acknowledge differing viewpoints fairly.
- Present a clear, well-supported personal position and consider the implications of that position for self, others and the career field.
- Communicate effectively in a suitable written, visual, audio or audio-visual format and apply a consistent citation style. At the European School, MLA is used unless the supervisor approves an alternative appropriate style.
- Maintain a learning journal to document ideas, research decisions, feedback, revisions and reflection throughout the process.

Formal requirements

Requirement	Expectation
Length	A maximum of 4,000 words in total, including the final reflective statement. The final reflection may not exceed 1,000 words.
Independent learning	At least 50 hours of student-directed work.
Supervision	Between 3 and 6 hours of supervisor support across the learning journey, including the concluding viva voce.
Research presentation	Students present their research findings for feedback before finalizing the project.
Final interview	A viva voce is held with the supervisor after completion.

Assessment	The project is externally assessed by the IB using five criteria. A grade of D or higher is required for the CP certificate.
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Student and parent responsibilities

- Students must meet school milestones, attend supervision meetings, keep source records and respond thoughtfully to feedback.
- Parents may support time management and wellbeing, but the project must remain the student's own work. Parents should not research, write, rewrite or edit the submission for the student.
- Any use of artificial intelligence or digital tools must follow school and IB academic-integrity expectations and must never replace the student's own inquiry, reasoning or authorship.

Language and Cultural Studies (LCS)

Language and Cultural Studies supports students in expanding their linguistic and cultural repertoires. It is not limited to conventional language lessons: students use language in meaningful contexts, investigate how language and culture shape identity and perspectives, and become more self-aware, flexible and respectful communicators.

Learning outcomes

4. Articulate how personal identity is shaped through engagement with languages, cultures and diverse perspectives.
5. Identify strengths and aspirations, set personally relevant goals and monitor multilingual and intercultural learning through ongoing reflection.
6. Apply communication skills and understandings in a range of contexts.
7. Practise reflexivity and develop self-awareness as a communicator within and across languages and cultures.

Participation and completion

- LCS is compulsory for every CP student, including students who also study a DP language course.
- Students demonstrate sustained engagement over both years and complete a minimum of 70 learning hours, of which at least 30 are guided hours.
- Learning is personalized through relevant language-use goals, cultural inquiry, interaction, reflection and evidence gathered over time.
- Students complete an initial linguistic and cultural portrait, set goals, review progress and curate evidence that demonstrates all four learning outcomes.
- The school determines successful completion on the basis of sustained engagement and evidence of the learning outcomes; LCS is not awarded a numerical IB grade.

Examples of suitable evidence

- Reflections on communication experiences, identity, culture and changing perspectives.
- Audio, video, written or multimodal work produced for authentic audiences and purposes.
- Goal-setting records, self-assessments, teacher feedback and evidence of improvement.
- Activities connected to DP subjects, career-related studies, community engagement, work placements or personal interests.

Community Engagement (CE)

Community Engagement is a sustained learning journey undertaken in and with communities. It moves beyond one-directional volunteering: students and community partners identify relevant opportunities or challenges together, develop relationships, consider systems and power, take ethical action and learn through dialogue, reciprocity, reflection and reflexivity.

Learning outcomes

8. Foster reciprocal and dialogic engagement.
9. Explore systems and develop awareness of personal and collective roles within them.
10. Develop, articulate and enact ethical thinking and action.
11. Engage in reflective and reflexive practice.

Core expectations

- Engagement responds to an opportunity or challenge whose relevance is jointly understood by the student and the community.
- Students should favour sustained, meaningful relationships where possible, while recognizing that some appropriate engagements may be shorter term.

- Community engagement may be individual or collaborative and may take civic, environmental, cultural, health, professional, advocacy, research, social-innovation or other appropriate forms.
- Students maintain a learning journal for planning, evidence, reflection and reflexivity and participate in three formal review points.
- The school provides a minimum of 30 guided hours. The IB does not specify a fixed total number of active-engagement hours; quality, authenticity, continuity and learning are more important than simply counting hours.
- Successful completion requires sustained engagement over both years and evidence of all four learning outcomes.

Safe and ethical engagement

- All engagement must follow school safeguarding, risk-assessment, consent, privacy and supervision procedures.
- Students must avoid imposing solutions on communities. They are expected to listen, collaborate, recognize their own position and assumptions, and act with respect.
- Unsuccessful outcomes do not automatically mean unsuccessful learning. Honest reflection on challenges, limitations and responsible next steps is valuable evidence.

Personal and Professional Skills (PPS)

Personal and Professional Skills is a timetabled course that helps students build transferable skills for learning, work, relationships and responsible participation in a changing world. The course is inquiry-based and is adapted to student needs and interests while maintaining the common IB learning outcomes.

Learning outcomes

12. Develop and apply intrapersonal skills in a variety of contexts.
13. Develop and apply communication and interpersonal skills in a variety of contexts.
14. Develop and apply thinking skills in a variety of contexts.
15. Develop and apply intercultural understanding in a variety of contexts.
16. Demonstrate awareness of the ethical implications of choices and actions on self and others.

Course and portfolio requirements

- PPS is completed over the two years of the CP and includes a minimum of 100 timetabled hours.
- The course addresses at least four concepts. Students develop at least two skills from each skill domain and apply each skill in at least two contexts to support transferability.
- Learning may draw on personal, educational, professional, community, local and global contexts and should connect with the rest of the CP programme.
- Each student curates a portfolio throughout the course. Portfolio artefacts should be accompanied by a brief annotation explaining what the evidence shows and why it was selected.
- To complete PPS successfully, students must provide sufficient evidence that all five learning outcomes have been achieved. PPS is monitored and reported by the school rather than externally graded by the IB.

How families can support the CP core

- Encourage regular planning rather than last-minute completion, especially for the Reflective Project and long-term community engagement.
- Ask students to explain what they are learning, how their thinking has changed and what evidence they are collecting.
- Help students maintain balance, meet deadlines and communicate early with teachers when difficulties arise.
- Respect student ownership. Support should build independence and reflection, not replace the student's work.

Academic Integrity

At the European School, academic integrity is a fundamental principle and a core value of the IB Career-related Programme. It involves making responsible choices that reflect honesty, ethical behavior, and accountability in all academic tasks.

Students are expected to:

- Submit work that is their own and genuinely reflects their efforts
- Properly credit all sources using the MLA citation style
- Avoid dishonest practices such as plagiarism, collusion, duplicating assignments, or falsifying information
- Clearly understand the difference between acceptable collaboration and academic dishonesty

Upholding academic integrity fosters a culture of trust and fairness within the school community. It also helps students develop into principled individuals who carry these values into higher education and future careers.

Responsible Use of AI Tools and Academic Integrity Guidelines

Use of AI Tools Students may use artificial intelligence (AI) tools, such as: ChatGPT, image generators, or writing assistants for limited purposes like brainstorming ideas or supporting research. However, any content produced using AI, whether it is text, images, or data, must be fully and transparently cited within the body of the work and in the works cited section.

To properly acknowledge AI-generated material, students must include:

- The name of the AI tool used
- The prompt or input that generated the content
- The date it was created

Failing to cite AI-generated content is considered plagiarism and academic misconduct. It is important to note that the IB does not recognize AI-generated content as original student work, and it may not be submitted in place of a student's own analysis, ideas, or writing.

AI tools are intended to enhance learning, not replace a student's personal thinking, reasoning, or voice.

Examples of AI Misuse Include:

- Copying or paraphrasing AI-generated content and submitting it as your own.
- Using AI to write full or partial responses for assessments without adding your own ideas, analysis, or evaluation.
- Failing to cite or acknowledge AI tools when they are used as sources of information.
- Submitting false or misleading references or bibliographies.
- Generating images, videos, or other media using AI tools (including "deep fakes") to misrepresent your work.
- Using AI to impersonate yourself or others in online assessments, such as interviews or discussions.
- Solving complex calculations with AI instead of demonstrating your own problem-solving process.
- Using AI to generate programming code, rather than writing and developing it yourself.

Table 3. Potential Indicators of AI misuse

Potential Indicator	Plagiarism	AI Misuse
A default/inconsistent use of American spelling, currency, terms and other localisations*	Y	Y
A default use of language or vocabulary which might not be appropriate to the qualification level*	Y	Y
A lack of direct quotations and/or use of references where these are required/expected~	Y	Y
Inclusion of references which cannot be found or verified	Y	Y
A lack of reference to events occurring after a certain date	Y	Y
Instances of incorrect/inconsistent use of first-person and third-person perspective	Y	Y
A variation in the style, quality and complexity of language evidenced	Y	Y
A lack of graphs/data tables/visual aids where these would normally be expected	Y	Y
A lack of specific local or topical knowledge	Y	Y
The inadvertent inclusion by students of warnings or provisos produced by AI	N	Y
The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay	Y	Y
The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content	N	Y
Overly verbose or hyperbolic language that may not be in keeping with the candidate's style	N	Y
Inconsistencies in the formatting of the text body/headers/etc	Y	Y

Note. Adopted from *Navigating AI for Assessment: VQ Guidance* (International & Higher Education, 2025)

Consequences of Academic Misconduct Academic dishonesty, including plagiarism, collusion, duplicated work, or improper use of AI is treated with seriousness. The school applies a step-by-step approach to discipline, which may include:

- Resubmitting the assignment
- Receiving a zero on the task
- Writing a reflection essay
- Attending academic or behavioral support sessions

Repeated or serious misconduct may lead to formal disciplinary action, parent conferences, or disqualification of assessment components.

Students who are unsure about how to use sources or AI tools ethically are strongly encouraged to seek guidance. The school's Academic Integrity Policy (available on the website) outlines expectations clearly. Teachers and the librarian are also available to support students in ethical research and referencing practices.

Assessment & Reporting

IB CP Assessment Philosophy

The IB Career-related Programme (CP) values fair, transparent, and purposeful assessment that reflects what students know and are able to do, rather than how they perform in comparison to others. All assessments in the CP whether from IB Diploma courses, the Reflective Project, or the career-related study are criterion-referenced, meaning they are measured against clearly defined standards specific to each subject or component.

Assessment within the CP is not only about producing final grades it is a key part of the learning journey. At the European School, assessment is used to:

- Support student development through meaningful, timely feedback
- Promote self-reflection and continuous improvement
- Measure progress in line with IB expectations and career-related goals

The CP encourages the development of academic skills, real-world problem-solving, and ethical thinking, empowering students to become confident, reflective learners who are well-prepared for university, apprenticeships, or professional careers.

Types of Assessment in the CP: Formative and Summative

At the European School, both formative and summative assessments are used across the CP to guide student learning and monitor progress:

- Formative Assessments are informal and ongoing. They help students build skills, receive constructive feedback, and reflect on their learning. These assessments do not contribute to final grades but are essential for personal growth and skill mastery. Examples include: reflections, skill-based tasks, project outlines, discussions, and in-class checks for understanding.
- Summative Assessments are formal evaluations conducted at the end of a learning phase or project. These tasks are graded and contribute to final marks in IB subjects, the Reflective Project, or the career-related study. They are aligned with clear IB or provider-specific assessment criteria. Examples include: research reports, presentations, final essays, performance tasks, and unit exams.

By using both formative and summative assessments, the CP ensures that students are supported throughout their educational journey while being equipped for the rigors of external assessment and real-world challenges.

How Grades Are Determined in the IB Career-related Programme

At the European School, student grades in the IB Career-related Programme (CP) are primarily based on summative assessments aligned with official IB criteria (for DP subjects), Pearson BTEC grading standards (for career-related study), and school-developed rubrics (for CP core components like Personal and Professional Skills and the Reflective Project).

While formative tasks, such as quizzes, reflections, and classwork are essential for supporting learning and skill development, only summative work contributes to final report card grades. Summative tasks may include essays, projects, tests, investigations, presentations, and final unit assignments, depending on the subject or component.

In Grade 11, CP students receive two report card grades: one at the end of the fall semester and one at the end of the spring semester. These two grades are averaged to produce the final Grade 11 mark, which helps track student progress and inform predicted grades in Grade 12, particularly for university applications and post-secondary planning.

Reporting Schedule & Report Cards (IB CP)

Student achievement in the CP is tracked and communicated regularly through ManageBac and formal report cards, issued twice per year:

- December (Fall Semester)
- June (Spring Semester)

Report cards reflect performance based solely on summative assessments, aligned with the relevant assessment criteria (IB, BTEC, or CP Core). Each report includes:

- Grades for individual IB DP courses (on the 1–7 IB scale)
- BTEC or career-related course grades (Pass, Merit, Distinction, Unclassified)

Table 4. BTEC Pearson Grading Criteria

GRADE	Unit size
GRADE	60 GLH
UNCLASSIFIED	0
PASS	6
MERIT	10
DISTINCTION	16

Note. According to the BTEC guide

- **Progress on CP Core components:** Personal and Professional Skills, Reflective Project, Language and Cultural Studies, Community Engagement
- Teacher comments and feedback on academic performance and growth
- Notes on student engagement, time management, and overall progress

The final qualification grade will be calculated based on the sum of all the points units earned in each unit.

Classification	GRADE	POINT
Unclassified	U	0
Pass	P	36
Merit	M	52
Distinction	D	74
Distinction*	D*	90

Award of certificates with Pearson BTEC

The students who successfully pass all their units and met the minimum requirements will be awarded a certificate with Pearson BTEC in addition to the IB CP Diploma. 6 transcripts will be enclosed with the Pearson BTEC certificates that indicates the grades obtained for each unit.

Predicted Grades & Mock Exams

Predicted Grades Predicted Grades are teacher estimates of the final IB scores a student is expected to achieve in each subject. These predictions are submitted to the International Baccalaureate (IB) in October of Grade 12 and are a key component of many university admissions decisions.

At the European School, Predicted Grades are based on a range of evidence, with particular emphasis on:

- Academic performance throughout Grade 11
- Report card grades
- Consistency and quality of summative assessments
- Effort, engagement, and progress over time

These grades are intended to reflect the student's most likely outcome based on current achievement and trajectory.

Mock Exams

Mock Exams take place in February of Grade 12 and are designed to replicate the experience of sitting for the final IB examinations in May. They provide students with the opportunity to:

- Practice exam techniques under timed, formal conditions
- Experience the structure and expectations of real IB papers

- Receive detailed feedback for academic growth

Mock Exam results also serve as an important data point for teachers when finalizing predicted grades and making internal academic decisions.

Internal School Procedures & Expectations

Retake & Missed Assessment Policy

At the European School, retakes for summative assessments or late submissions are permitted only in cases of extenuating circumstances, such as illness or emergencies. All such cases must be supported with official documentation.

To be eligible for a retake:

- A valid medical note or official documentation must be submitted.
- The CP Coordinator and/or Homeroom Teacher must be informed and approve the absence.
- The retake must be scheduled promptly upon the student's return and must reflect the same level of difficulty and expectations as the original assessment.

If no valid documentation is provided, the student will receive a grade of 0 for the missed task. Verbal explanations, informal messages, or parent notes are not sufficient to excuse an assessment absence.

This policy ensures fairness and academic integrity for all students.

Late Submission of Work

Meeting deadlines is an essential part of academic responsibility in the IB Career-related Programme. Students are expected to:

- Submit all assignments on time via ManageBac (unless otherwise instructed by the teacher).

If a task is submitted late without valid justification:

- The subject teacher will determine the consequence, which may include:
 - Point deductions
 - Loss of feedback opportunities
 - Receiving a grade of zero

If illness or emergency prevents a timely submission, proper documentation must be provided, and the teacher must be notified in advance or as soon as possible.

School Procedures & Academic Expectations

Attendance & Tardiness Policy

Regular attendance is critical for success in the IB Programme.

Attendance Requirements

- Minimum 90% attendance required per subject per year.
- Up to 10% of absences may be unexcused; exceeding this may require additional assessments.
- Up to 30% of absences may be excused with valid official documentation (e.g., doctor's note).

Excusing Absences:

- Parents/guardians must report absences through ManageBac in advance or on the day.
- Verbal messages, texts, or informal emails are not accepted.
- Any absence not excused in ManageBac will be treated as unexcused.

Tardiness:

- Students arriving within the first 10 minutes of class will be marked late.
- Arriving after 10 minutes will result in being marked absent for the lesson.
- Frequent tardiness will lead to intervention and may affect academic standing.

Homework & Study Expectations

Students enrolled in the IB Career-related Programme (CP) are generally expected to complete approximately 15 hours of homework per week. These tasks are carefully designed to support and enhance the overall learning experience, and they serve several important educational purposes:

- To reinforce and consolidate knowledge and skills introduced during class sessions.
- To prepare students for upcoming lessons by engaging with relevant content in advance.
- To encourage the use of independent learning resources, including digital tools and library materials, helping students build research and information-gathering skills.
- To provide opportunities for assessment, allowing both students and teachers to monitor progress and identify areas for improvement.
- To foster personal development, including self-discipline, effective study habits, and strong time management abilities.

Students are expected to:

- Check ManageBac daily for tasks, deadlines, and assessments.
- Submit all work through ManageBac (unless otherwise instructed).
- Plan ahead and seek clarification from teachers when needed.

Submissions via email, chat apps, or paper will not be accepted unless explicitly allowed by the teacher.

These expectations promote accountability and smooth academic progress.

Student Code of Conduct

Students at the European School are expected to demonstrate respect, responsibility, and integrity in all school-related settings classrooms, school events, breaks, and trips.

General Conduct Guidelines

Students must:

- Arrive on time, prepared and ready to learn
- Show respect to peers, teachers, and staff
- Follow instructions without disruption
- Use devices only with teacher permission
- Respect school property and shared spaces
- Use appropriate language at all times

Unacceptable Behaviors Include:

- Repeated tardiness or unexcused absences
- Disruptive or disrespectful behavior
- Academic dishonesty (see Academic Integrity section)
- Unauthorised use of mobile phones or devices
- Bullying, harassment, or discrimination
- Damaging property
- Possession of tobacco, alcohol, drugs, weapons, or offensive items

Consequences of Misconduct

Depending on the severity and frequency, consequences may include:

- Verbal or written warnings
- Parent-teacher meetings
- Community service or in-school suspension
- Temporary removal from classes or school activities
- Referral to school leadership or school director

By understanding and following these guidelines, students help create a respectful and productive learning environment for all.

Technology & Device Use

To support a modern and effective learning environment, all IB Career-related Programme (CP) students at the European School are expected to bring their own personal learning device either a laptop or tablet to school each day. These devices play a vital role in students' academic success, enabling them to access course materials, complete assignments, conduct research, and engage in collaborative learning.

Key Expectations

- **Required Devices:** Students must bring a fully charged laptop or tablet to school daily. These are essential tools for classwork and independent study.
- **Use of Mobile Phones:** Mobile phones may not be used for academic work during lessons. All in-class digital activities must be conducted on laptops or tablets.
- **Wi-Fi Access:** Students will receive school Wi-Fi credentials at the start of the academic year to connect their personal devices securely.
- **Responsible Use:** The use of technology must remain focused on learning and academic tasks. The following uses are not permitted during school hours:
 - Playing games
 - Browsing or posting on social media
 - Messaging or distracting other students
- **Digital Etiquette:** Students are expected to use their devices respectfully and ethically, following the school's academic integrity and acceptable use policies.

Dress Code and Uniform Policy

All IB Career-related Programme (CP) students are required to wear the official European School uniform in accordance with the school's established guidelines. The uniform reflects the values of professionalism, respect, and readiness that are central to the IB CP.

Uniform Expectations

- The uniform must reflect a business-like, professional appearance suitable for a learning and working environment.
- Skirt length must be to the knee; pants should be full-length and properly fitted.
- Long nails, heavy makeup, and excessive jewelry are not allowed, as they do not align with the school's standards of presentation and safety.

Compliance and Consequences

Repeated violations of the dress code will result in progressive disciplinary actions, which may include:

- Verbal or written warnings
- Notification to parents
- Being sent home to change into appropriate attire

By following the uniform policy, students help maintain a safe, respectful, and productive learning environment for all members of the school community.

Where to Purchase Uniforms

Uniforms in all sizes are available at the school shop located in Building B, 10, Kalistrate Kutateladze Street.

Communication & Parent Involvement

Parental Role in Supporting Student Success

Parents play an essential role in supporting their child's success at school. This includes helping students follow the school's disciplinary policy, maintain punctuality, adhere to the dress code, and behave appropriately in class and on campus.

Parents are encouraged to:

- Stay in consistent contact with homeroom teachers, subject teachers, and coordinator.
- Understand and adhere to the school's discipline policies.
- Reach out to the school administration with any concerns about their child's behavior or academic development.
- Regularly track their child's progress through ManageBac (parent training will be offered).

Parent Teacher Association (PTA)

The Parent-Teacher Association (PTA) works to improve the school experience for students and families at the European School. Its core goals are to:

- Encourage parental involvement in school activities and events.
- Strengthen relationships between parents, students, staff, and school leadership.
- Serve as a communication bridge between families and the school administration.

The PTA helps organize social and fundraising events that foster community spirit and support educational initiatives. Monthly PTA meetings are held, and all parents are welcome to attend and participate in discussions.

Every parent becomes a PTA member upon student enrollment. To manage PTA projects, a PTA Committee is elected annually. The school has three PTA committees:

- Georgian PTA
- IB PTA
- AHS PTA

Each is led by a parent Chairperson elected for a one-year term. Parents are warmly encouraged to get involved and share ideas. For more information, please contact your PTA coordinators.

Using ManageBac: A Guide for Parents

ManageBac is the digital platform used at the European School to support the International Baccalaureate (IB) programmes, including the Career-related Programme (CP). It serves as a central hub for students, teachers, and parents to track academic progress, access key information, and support learning.

Why ManageBac Matters for Parents

ManageBac provides you with a transparent and up-to-date view of your child's academic journey. As a parent, you can use the platform to:

- View your child's timetable, homework, and assignments
- Monitor progress on IB CP components such as the Reflective Project and Personal and Professional Skills (PPS)
- Access grades, assessment feedback, and report cards
- Stay informed about school events, deadlines, and announcements
- Communicate directly with teachers and programme coordinators

What You'll Find on ManageBac

- Dashboard – Overview of upcoming tasks, messages, and recent activity
- Calendar – Important dates for assessments, internal deadlines, and school events
- Portfolio – Student reflections, major projects, and community engagement activities
- Attendance – Records of class attendance and punctuality
- Reports – Academic performance reports shared each term

How to Get Started

Parents receive a secure login link via email at the beginning of the school year. Once registered, you can log in at <https://www.managebac.com> or via the ManageBac mobile app, available for iOS and Android.

If you have not received your login credentials or are having trouble accessing your account, please contact:

Salome Sartania Administrative Manager ✉ salome.sartania@europeanschool.ge

Supporting Your Child's Learning

ManageBac is a powerful tool that strengthens communication between home and school. We encourage you to check in regularly and use the platform to stay involved in your child's progress, goals, and achievements throughout the academic year.

Parent-Teacher Conferences & Progress Meetings

The European School values strong collaboration between families and educators. To support this, we organize four Parent-Teacher Conferences (PTCs) each academic year two per semester - offering families structured opportunities to meet with subject teachers and discuss student progress.

Purpose and Importance

These conferences are essential to:

- Share feedback on academic performance, engagement, and development
- Identify areas for improvement and celebrate achievements
- Strengthen the connection between home and school
- Set shared goals between students, parents, and teachers

Attendance and Follow-Up

Regular attendance at Parent-Teacher Conferences is strongly encouraged. Active participation helps ensure each student receives consistent support across both academic and personal development.

If a parent is unable to attend a scheduled conference, or if a more focused or private discussion is needed, an individual meeting can be arranged through the CP Coordinator upon request.

University and Career Preparation

The University and Career Counseling Office (UCCO) works closely with CP students to ensure they are well-prepared for life after school, whether they plan to pursue higher education, enter the workforce, or follow a specialized professional path. Guidance is personalized, from selecting appropriate subject combinations in Grade 11 to building strong applications and resumes in Grade 12.

Calendar & Key Dates

Timeframe	Event / Task	CP1	CP2
Early September	Start of Classes	Beginning of the academic year	Beginning of the academic year
September	CP Orientation Week	Introduction to CP programme	Presenting draft versions of assigned summer tasks BTEC PSAs
October	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
November	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
December	Academic Activities	Semester-End Exams (CP & DP) CP1 Final assessments for Fall Semester	CP2 Presenting CP Core elements and major assessments draft versions BTEC PSAs
December	Report Cards	Distributed after exams	Distributed after exams
December	Parent-Teacher Conference 1	Conference to review CP1 progress	Conference to review CP2 progress
January	Academic Activities	Formative/Summative tests/ Assemblies	Formative/Summative tests/ Assemblies BTEC PSAs
February	Academic Activities	Formative/Summative tests/ Assemblies	Mock Exams (DP Subjects) & BTEC Simulated IB exams for preparation and predicted grades BTEC PSAs
February	Academic Activities	Formative/Summative tests/ Assemblies	Parent-Teacher Conference 2 Conference to review academic progress and exam readiness
March	Academic Activities	Formative/Summative tests/ Assemblies	IB deadlines, Major Assessments & BTEC BTEC PSAs Reflective Project Presentation
April	Academic Activities	Formative/Summative tests/ Assemblies	Final Internal Deadlines (CP Core & BTEC) Completion of Reflective Project and BTEC PSAs, CP Core Getting Ready for DP exams
May	Academic Activities	Formative/Summative tests/ Assemblies	IB Final Examinations (DP Subjects) Official IB exams for selected DP subjects
May	Academic Activities	Formative/Summative tests/ Assemblies	BTEC Pearson Results Release of official BTEC results
June	Final Exams Final Reports & Year-End Closure	Final Exams End-of-year assessments for Grade 11 Presentation of RP draft	Graduation Event
June	Final Exams Final Reports & Year-End Closure	Final Reports & Year-End Closure Report cards and Parent-Teacher Conference 2, academic year ends	Graduation Event
July	Activities	Holidays	Getting IB Results

For more details about the calendar and holidays, please visit our website – www.europeanschool.ge

Health, Safety & Wellbeing

Child Protection & Safeguarding

Child Protection & Safeguarding

The European School is committed to ensuring a safe and supportive environment for every student. Our Child Protection Policy outlines our responsibility to protect students from harm, abuse, and neglect. All staff members receive regular training to recognize signs of abuse and to follow established procedures for reporting and addressing concerns.

We have a designated Child Protection Officer, and any student, parent, or staff member is encouraged to report concerns confidentially. We foster an open-door culture where students feel empowered to speak to a trusted adult if they ever feel unsafe or uncomfortable.

For any child protection concerns, please contact:

Eliso Chelishvili – Child Protection Officer

e.chelishvili@europeanschool.ge

Anti-Bullying & Cyberbullying Prevention

We uphold a zero-tolerance policy toward all forms of bullying physical, verbal, emotional, social, and cyberbullying. Our Anti-Bullying Policy emphasizes prevention through education, empathy-building, and awareness campaigns within the school community.

Students and staff are trained to recognize and respond to bullying. Clear and confidential reporting systems are in place, including the anonymous "We Listen" box. All reports are taken seriously and handled with discretion and care.

Consequences for bullying may include counseling, parental involvement, and disciplinary action. Support is provided for both the victim and the perpetrator, with a focus on restorative practices and personal growth.

Emotional Support & Counseling Services

The Student Wellbeing Team, which includes school psychologists and counselors offers continuous support for students facing academic, emotional, or social difficulties. Confidential counseling sessions are available upon request.

In addition to one-on-one support, the school holds regular assemblies and wellness activities aimed at building resilience, promoting mental health, and fostering a positive school culture.

Safety at the European School

Student and staff safety is a top priority. The European School maintains a secure environment through multiple safety systems and procedures:

Security Guards

Professional security guards are stationed on campus to:

- Monitor entry and exit points around the clock.
- Patrol school grounds and conduct random security checks.
- Supervise bus boarding, accompany students on trips, and handle emergencies or incidents.

Access Control Systems

The school uses access control tools such as:

- Turnstiles
- Swipe cards
- Video-monitored access points These systems prevent unauthorized access and improve overall school security.

CCTV Monitoring

CCTV cameras are used to monitor:

- Common indoor areas (hallways, stairwells, labs, cafeterias)
- Outdoor spaces (entrances, fences, gates, parking areas) Security personnel are trained to identify suspicious activity quickly and effectively.

Fire Alarm Systems

A modern fire alarm system is installed throughout the school.

- Alarms are present in all classrooms and offices.
- Staff are trained in emergency evacuation procedures.
- Fire drills are conducted annually to prepare students and staff.
- All exit points are clearly marked to ensure a safe evacuation.

Medical Services

A qualified, full-time school doctor is available to address medical needs and provide advice on student health. The doctor also ensures the school complies with national health regulations.

Parents should inform the school about:

- Any allergies, chronic conditions, or required medications.
- Contagious illnesses such as measles, mumps, chickenpox, scarlet fever, lice, or ringworm.
- Any special medical or educational needs. A valid document from a certified medical professional or specialist must be provided to support such needs.

If your child needs medication during the school day, please:

- Provide a valid prescription.
- Inform the school nurse, teachers, and assistants responsible for administration.

Parents will be contacted if a student is unwell or injured. Please keep the school updated with your current contact information.

Glossary of IB CP Terms

Term / Acronym	Meaning	Term / Acronym	Meaning
AI Tool Use	Responsible use of AI	Inclusivity & Diversity	Respect for all
Academic Integrity	Honest academic work	International-mindedness	Respect for cultures
Academic Misconduct	Rule violations	LCS	Language & Cultural Studies
Attendance Policy	Absence/tardy rules	Late Submission	Handling overdue work
BTEC	Business & Tech. Education Council	Lifelong learning	Ongoing education
CE	Community Engagement	M	Merit (BTEC)
CP	Career-related Programme	ManageBac	Learning platform
CP Core	PPS + CE + RP + LCS	Mock Exams	Practice exams
CP1	Grade 11 (1st CP year)	P	Pass (BTEC)
CP2	Grade 12 (2nd CP year)	PTA	Parent Teacher Association
CRs	Career-related Studies	Plagiarism	Using others' work
Critical thinking	Analytical skills	PPS	Personal & Professional Skills
D	Distinction (BTEC)	Practical learning	Real-world application
DP	Diploma Programme	Predicted Grades	Estimated final grades
Ethical decision-making	Integrity in choices	Professional Readiness	Career preparation
ES	European School	PSA	Pearson Set Assignment
Formative Assessment	Ongoing learning feedback	Reflective Learning	Self-assessment
Global Citizenship	Int'l awareness	Reflective Project	RP
HL	Higher Level (DP)	Retake Policy	Retakes/missed work
Hospitality	BTEC specialization	RP	Reflective Project
IB	International Baccalaureate	Safeguarding	Child protection
IB DP / IBDP	IB Diploma Programme	SL	Standard Level (DP)
IB Learner Profile	IB student attributes	Summative Assessment	Final evaluation
IBO	IB Organization	U	Unclassified (BTEC)
UCCO	Univ. & Career Counseling Office		

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