



Student and Parent Handbook

2026-2027

IBF

IB Foundation Programme



 K. Kutateladze St. #10

 European School

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European School Mission Statement

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

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 Foundation Year (IBFY)** at the European School. The IBFY is a preparatory academic programme designed for Grade 10 students, serving as a bridge between the Middle Years Programme (MYP) and the International Baccalaureate Diploma Programme (DP) or Career-related Programme (CP). It provides a challenging and supportive environment that strengthens academic foundations, promotes personal growth, and cultivates readiness for the next stage of IB learning.

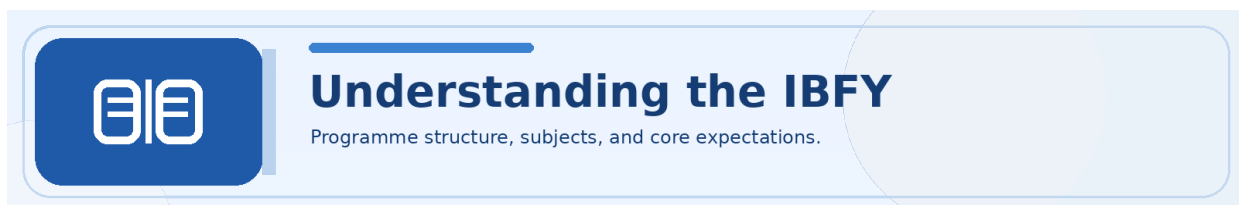
Our goal is to provide clear, accessible information that will help both students and families feel confident and well-informed throughout this important transitional year. Inside, you will find essential details about the IBFY curriculum structure, subject offerings, additional programme components, and internal policies that shape our learning environment. It also includes practical guidance on assessment, attendance, behavior expectations, communication procedures, and academic integrity.

We encourage all students and parents to review this document carefully and refer to it whenever questions arise. Should you need further assistance or clarification, our teachers, coordinators, and school leadership are always available to support you.

Who to Contact

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/IBFY	David Kbilashvili	d.kbilashvili@europeanschool.ge
IB DP / IBFY Coordinator	Ana Chakhnashvili	a.chakhnashvili@europeanschool.ge
IB CP / IBFY Coordinator	Nino Sachaleli	nino.sachaleli@europeanschool.ge

Understanding the IBFY



What is the IB Foundation Year (IBFY)?

The International Baccalaureate Foundation Year (IBFY) is a one-year academic programme designed for students in Grade 10, serving as a transition between the Middle Years Programme (MYP) and the IBFY Programme (DP) or the Career-related Programme (CP). It prepares students for the academic and personal challenges of the IB by fostering critical thinking, independent learning, and effective communication. While not an official IB programme, the IBFY is built on IB principles and has been recognized and supported as a successful transitional model by the IB.

Students in the IBFY take six subjects across different academic disciplines and engage in additional components such as Academic Writing and Research Skills and Career and University Planning led by the University and Career Counselling Office (UCCO). These elements help students strengthen essential academic skills, develop independence, and plan for their future educational and professional goals.

The IBFY also provides flexibility in subject selection and supports students in discovering their academic interests without locking them into fixed choices for the DP or CP. At the European School, the IBFY is delivered in English (alongside Georgian or Russian for Literature subjects) and taught by experienced educators who also teach in the DP/CP. Whether students are considering academic or career-oriented pathways, the IB Foundation Year provides a strong and supportive foundation for success in Grade 11 and beyond.

Why Choose the IB Foundation Year at the European School?

The European School introduced the IB Foundation Year in response to over a decade of data and feedback from students and educators. This forward-thinking programme aims to strengthen academic readiness and smooth the transition from MYP to IB DP/CP.

Delivered by teachers who also lead DP and CP courses, the IBFY aligns closely with IB standards. Instruction emphasizes inquiry-based learning, academic rigor, ethical thinking, and the development of a global perspective—hallmarks of the IB approach.

Students benefit from a wide selection of subjects across six academic groups, while also participating in specially designed components like research skills training and future-planning sessions with UCCO. This combination of academic depth and personal development allows students to build the skills needed for success in Grades 11 and 12 while discovering their interests in a low-pressure environment.

Choosing the IBFY at the European School means joining a structured, supportive programme that builds confidence, independence, and readiness for international education.

Structure of the Programme

The IB Foundation Year is structured to provide both academic breadth and personal development. Students study six subjects from the following areas:

- **Language and Literature**
- **Language Acquisition**
- **Individuals and Societies**
- **Sciences**
- **Mathematics**
- **The Arts** (optional)

Students interested in the Career-related Programme may also select Hospitality as a career-related subject. The Arts and Hospitality options are not mandatory, and students may request alternative combinations, such as taking two Literature courses.

In addition to subject coursework, students complete three key components designed to support core IB skills:

- **Academic Writing and Research Skills** – develops foundational writing, citation, and research techniques.
- **Career and University Planning** – led by UCCO, this module introduces career awareness and university preparation aligned with students' strengths and goals.
- **Creativity, Activity, Service (CAS)** - prepares students for the DP/CP Programme by introducing them to the planning, implementation, and reflection processes involved in individual and group projects, while developing creativity, teamwork, initiative, responsibility, and engagement with the wider community.

This balanced approach ensures that students are academically prepared, globally minded, and ready to transition confidently into Grade 11.

Subject Options in the IB Foundation Year

The IBFY offers a diverse range of academic subjects across six core areas, allowing students to build a well-rounded profile while exploring individual interests. The structure mirrors that of the IB DP/CP to support a smooth transition in Grade 11.

Subject Group Overview:

- **Group 1: Language and Literature**
 - English A: Literature
 - Georgian A: Literature
 - Russian A: Literature
- **Group 2: Language Acquisition**
 - English B
 - Spanish
- **Group 3: Individuals and Societies**
 - Business Management
 - Economics
 - History
 - Psychology
 - Global Politics
 - Hospitality
- **Group 4: Sciences**
 - Biology
 - Chemistry
 - Physics
 - Computer Science
 - Design Technology
- **Group 5: Mathematics**
 - Integrated mathematics course based on DP content
- **Group 6: The Arts (Optional)**
 - Visual Arts (or a second subject from Groups 1–4)

CP programme Option:

- Hospitality

Students may propose modified subject combinations (e.g., two literature subjects instead of a language acquisition subject). These are reviewed individually for academic balance. Final DP/CP subject choices will be made in Grade 11 and are not determined by IBFY selections.

Language of Instruction

All instruction in IBFY-except for language-specific subjects-is delivered in English. Group 1 courses (Language and Literature) are taught in English, Georgian, or Russian based on student selection. A strong foundation in academic English is essential for success in IB courses.

Levels of Study in the IB Foundation Year

Unlike the IB DP, which offers Standard Level (SL) and Higher Level (HL) courses, all IBFY subjects are taught at a single preparatory level. The focus is on exposure and exploration rather than specialization.

The IBFY allows students to:

- Build foundational academic skills
- Explore multiple disciplines
- Identify strengths and interests
- Prepare for the rigor of the DP or CP

Subject levels (SL/HL) are selected in Grade 11 in consultation with teachers and UCCO. The IBFY year is an opportunity to explore, reflect, and prepare for future academic pathways.

IB Foundation Year: Core Components

Although the IBFY does not include official IB core elements like TOK, EE, or CAS, it offers developmental experiences that prepare students for these future requirements.

- **Academic Writing and Research Skills:** Introduces research structure, citation ethics, and extended writing.
- **Career and University Planning:** Supports early reflection on strengths, interests, and long-term academic goals through workshops, advising, and guided exercises.

These components are designed to foster the skills, attitudes, and discipline required in Grades 11 and 12.

Completion Requirements for the IB Foundation Year (IBFY)

To complete the IB Foundation Year, students must:

- Successfully complete all six academic subjects with a minimum grade of 3;
- Participate actively in the programme's core components;
- Meet the required standards for attendance and punctuality;
- Adhere to the school's academic integrity and conduct expectations;
- Submit all final assessments and complete programme tasks consistently and on time;
- Demonstrate academic discipline, motivation, responsibility, and commitment;
- Receive positive recommendations from subject teachers.

Students receive a Grade 10 transcript and end-of-year evaluations. Based on their overall performance and teacher recommendations, they are then guided into one of the following pathways:

- IB DP or CP in Grade 11
- Other programmes at the European School

Each student's next step is supported by UCCO, ensuring alignment with long-term academic and career aspirations.

The Importance of Academic Integrity

Academic integrity is a core value at the European School and a fundamental pillar of the IBFY Programme. It is defined as the choice to act honestly, ethically, and responsibly in all academic work. This means submitting original work, properly citing sources, avoiding unfair advantage, and respecting the intellectual property of others.

Academic integrity is essential for maintaining trust and fairness across the school community. Students are expected to:

- Produce authentic, original work
- Acknowledge all sources using the MLA referencing style
- Avoid plagiarism, collusion, duplication of work, or fabrication of data
- Distinguish clearly between collaboration and collusion

By developing strong academic habits, students become principled learners who understand the value of fairness, respect, and responsibility-not just in school, but in university and beyond.

Use of Artificial Intelligence (AI) Tools

Students are permitted to use AI tools (such as ChatGPT, image generators, or writing assistants) in limited and transparent ways, such as for brainstorming or research support. However, any content generated by an AI tool - whether text, image, or data - must be clearly cited in both the body of the work and the works cited list.

Failure to acknowledge the use of AI-generated material is considered plagiarism and a form of malpractice. Students must include the name of the tool, the prompt used, and the date the content was generated when referencing AI contributions. The IB does not consider AI-generated work to be original and will not accept it in place of a student's authentic thinking.

AI should support the learning process, not replace it. Critical thinking, analysis, and personal voice must always come from the student.

Consequences of Academic Misconduct

Academic misconduct - including plagiarism, collusion, duplication of work, or misuse of AI - is taken seriously. The school follows a progressive system of **internal sanctions, including resubmission, receiving a zero, mandatory reflection essays, and behavior intervention sessions**. Repeated offenses may lead to formal disciplinary action, parent meetings, and even the invalidation of assessment components.

Students are encouraged to seek help when in doubt. The Academic Integrity Policy, available on the school website, outlines clear expectations and procedures. Teachers and the school librarian are available to provide support in research, referencing, and ethical academic practices.

Assessment & Reporting



Assessment & Reporting

Key assessment types, grading, reporting, and deadlines.

Types of Assessments: Formative vs Summative

At the European School, assessment is designed to support student learning, encourage academic growth, and prepare students for the demands of the Diploma Programme (DP) or Career-related Programme (CP) in Grades 11 and 12.

Formative Assessments

Formative assessments are informal, ongoing learning checks that help both teachers and students monitor understanding and progress. They are designed to provide feedback during the learning process rather than to evaluate it at the end.

Examples include:

- In-class quizzes
- Homework drafts
- Discussions and reflections
- Practice tasks and peer reviews

While not counted toward the final grade, formative assessments are essential for identifying strengths and areas for improvement and helping students build confidence and skills.

Summative Assessments

Summative assessments are formal evaluations administered at the end of a unit, term, or learning experience. These assessments are graded and contribute directly to the student's overall subject achievement.

Examples include:

- Unit tests
- Research-based projects
- Presentations
- Laboratory reports
- Essays

Summative tasks in the IBFY are aligned with subject-specific criteria and mirror the structure of IB DP internal and external assessments to build familiarity with IB standards.

How Grades Are Determined in IBFY

In the IB Foundation Year, subject grades are based solely on summative assessments, which reflect students' mastery of content and skills. Each subject uses clearly defined assessment rubrics aligned with IB-style expectations. Teachers ensure that all grading is criterion-referenced rather than norm-referenced, meaning students are assessed against fixed standards rather than against one another.

Formative tasks support learning and are regularly reviewed by teachers but do not impact report card grades.

Reporting Schedule & Report Cards

Student progress is reported through ManageBac and two formal report cards issued per year:

- **Fall Semester Report** – December
- **Spring Semester Report** – June

Each report includes:

- A subject grade on the IB 1–7 scale
- Teacher comments outlining student strengths, progress, and areas for improvement
- A summary of engagement with additional programme components

Additionally, parent-teacher meetings are organized twice per semester to discuss student progress and provide feedback. These meetings are an essential opportunity for parents to stay informed and involved in their child's academic development.

Retake & Missed Assessment Policy

At the European School, retakes for summative assessments or late submissions are only allowed in cases of extenuating circumstances, such as illness or emergencies, and must be properly documented.

To be eligible for a retake:

- The student must provide a valid medical note or official documentation
- The DP/CP/IBFY Coordinator and/or Homeroom Teacher must be informed and approve the absence
- The retake must be arranged as soon as the student returns and must reflect the same level of difficulty and expectations as the original task

If no documentation or excusal is submitted, the student will receive a grade of 0 for the missed assessment. Verbal explanations or informal messages are not sufficient for excusing absences related to assessments. This policy ensures fairness and consistency in how academic responsibilities are handled.

Late Submission of Work

Meeting deadlines is an essential part of academic responsibility in the IBFY. Students are expected to submit all assignments on time via ManageBac, unless otherwise instructed by the teacher.

If a task is submitted late without a valid excuse, the consequences will be determined by the individual subject teacher. This may include point deductions, loss of feedback opportunities, or receiving a zero for the task in question.

Students who are unable to meet a deadline due to illness or serious circumstances should notify the teacher in advance and provide proper documentation.

Internal School Procedures & Expectations



In addition to academic requirements, students in the IBFY are expected to follow school-wide procedures that support a respectful, organized, and productive learning environment. This section outlines key policies related to attendance, behavior, dress code, and classroom expectations. Understanding and following these guidelines is essential for both academic success and personal development as part of the European School community.

Attendance & Tardiness Policy

Regular attendance is essential for academic success and active engagement in the IBFY. Students are expected to attend all scheduled classes and arrive on time each day.

Attendance Expectations

- Students must maintain at least 90% attendance in each subject over the academic year.
- Up to 10% of absences may be unexcused; exceeding this may result in additional assessments to demonstrate subject mastery.
- Up to 30% of absences may be considered excused if valid official documentation is provided (e.g., doctor's note or formal letter).

Excused Absences

- Parents/guardians must notify the school through ManageBac in advance or on the day of the absence.
- Verbal messages, texts, or informal emails are not sufficient to excuse an absence.
- If an absence is not officially marked as excused in ManageBac, it will be treated as unexcused.

Tardiness

- Students must arrive within the first 5 minutes of each class.
- Arriving after the first 5 minutes will result in the student being marked absent for the lesson.
- Arriving within the first 5 minutes will be marked as late.

Consistent attendance and punctuality are key to maintaining academic progress and meeting IB expectations. Students with repeated unexcused absences or chronic tardiness may be required to meet with school leadership and/or complete additional work to stay on track.

Homework & Study Expectations

In the IBFY, independent study and consistent time management are essential for academic success. Students are expected to regularly check ManageBac for assigned tasks, deadlines, and assessment details. All homework, projects, and summative assignments are posted there by teachers.

Key Expectations:

- Students must check ManageBac daily to stay up to date with tasks and deadlines.
- All assignments must be submitted directly through ManageBac. Submissions via email, messaging apps, or paper (unless specifically instructed) will not be accepted.
- Students are responsible for managing their workload, planning ahead for deadlines, and seeking clarification from teachers when needed.

Following these expectations ensures a smooth workflow, reduces miscommunication, and supports accountability across the programme.

Student Code of Conduct

At the European School, we expect all students to uphold a high standard of behavior that reflects the values of respect, responsibility, and integrity—both inside and outside the classroom. The Student Code of Conduct applies during all school-related activities, including classes, breaks, school events, and trips.

General Expectations

Students are expected to:

- Arrive at school on time, organized and ready to learn
- Treat peers, teachers, and staff with respect and kindness
- Follow the instructions of teachers and staff at all times
- Refrain from disrupting learning or using mobile devices for non-academic purposes during lessons
- Respect school property and the learning environment
- Use appropriate and respectful language at all times

Unacceptable Behavior Includes:

- Repeated tardiness or unexcused absences
- Disruptive behavior in class or during school events
- Disrespect toward peers or staff
- Academic dishonesty (see Academic Integrity section)
- Use of mobile phones or devices without permission
- Bullying, harassment, or discrimination of any kind
- Damage to school property or facilities
- Possession of forbidden objects such as tobacco, alcohol, drugs, weapons, or offensive materials

Consequences

Consequences for misconduct range depending on severity and repetition, and may include:

- Verbal reprimand or written warning

- Parent meetings
- Community service or in-school suspension
- Temporary suspension from school activities or classes
- Referral to school leadership or the school director for serious violations

Dress Code



IT'S YOUR UNIFORM - WEAR IT WITH PRIDE!

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

All students must wear the school uniform in accordance with the established guidelines:

- Uniform must reflect a business-like, professional style
- Long nails, heavy makeup, and excessive jewelry are not allowed
- Skirt length must be to the knee; pants should be full-length

Repeated violations of the dress code will lead to a series of consequences, from warnings to being sent home to change.

By following these rules, students contribute to a safe, respectful, and productive learning environment for all. Full details are outlined in the school's official Behavior and Consequences Policy, available on the school website.

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

Technology & Device Use

All IBFY students are expected to bring their own personal learning device - either a tablet or laptop - to school each day. These devices are essential for accessing learning materials, conducting research, and completing assignments.

Key Expectations:

- Mobile phones are not permitted for academic work during lessons. All in-class work must be done on a laptop or tablet.
- Students will be provided with school Wi-Fi access credentials at the beginning of the year.
- Devices should be charged and ready for use each day.
- Use of technology must be academic and respectful-playing games, accessing social media, or using devices to distract others is not allowed.

Responsible use of technology is part of maintaining an effective learning environment and preparing for digital literacy beyond school.

Access Arrangements & Inclusive Education

The European School is committed to providing an inclusive learning environment where all students have equal opportunities to succeed. We recognize that some students may require access arrangements or additional support due to diagnosed learning needs, medical conditions, or temporary challenges.

Support and Accommodations:

Students with official documentation (e.g., psychological evaluation, medical report) may be eligible for accommodations such as:

- Extra time on assessments
- Separate rooms for testing
- Use of a laptop or other assistive technology
- Modified task formats or deadlines

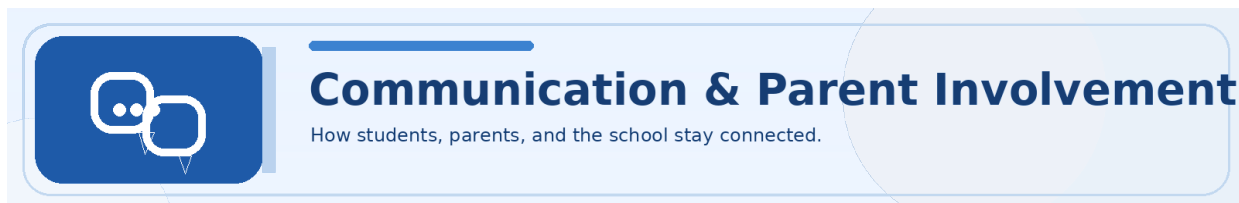
These accommodations are arranged through the DP/CP/IBFY Coordinators and are applied consistently across both internal assessments and official IB exams.

Important Notes:

- Only formally documented needs are considered for access arrangements. Teachers cannot grant informal accommodations on their own.
- All documentation must be submitted to the school in a timely manner.
- All information is treated confidentially, and accommodations are designed to support - not advantage - any student.

If you believe your child may be eligible for access arrangements, please contact the DP/CP/IBFY Coordinators as early as possible.

Communication & Parent Involvement



Open and consistent communication between the school and families is key to student success in the IBFY. At the European School, we are committed to keeping parents informed and involved throughout the two-year journey.

How we Communicate:

- ManageBac is the main platform used for sharing tasks, deadlines, grades, and feedback.
- Formal report cards are issued twice a year, with grades and teacher comments.
- Parent-teacher meetings are held four times a year (two per semester), giving parents the opportunity to meet with teachers and discuss student progress.
- IBFY staff regularly conduct workshops for parents to explain different parts of the program in an accessible way.
- Students must also check their official school email account regularly, as it is used for important updates, reminders, and communication from teachers and coordinators.

How You Can Stay Involved:

- Regularly check ManageBac to monitor academic updates and attendance.
- Attend scheduled parent meetings and reach out to teachers or the DP/CP/IBFY Coordinators with any concerns or questions.
- Attend workshops designed for parents.
- Support your child in developing time-management, self-advocacy, and academic independence.
- Parent email addresses are added to the school-wide communication list. If you are not receiving administrative emails, please reach out to your child's homeroom teacher or contact our Administrative Manager, Salome Sartania, at salome.sartania@europeanschool.ge

We view parents as partners in the IBFY experience and encourage your active engagement in supporting your child's learning, wellbeing, and long-term goals.

ManageBac Use for Parents and Students

ManageBac is the primary platform used at the European School for tracking academic progress, submitting assignments, monitoring attendance, and communicating between school, students, and families.

Student Responsibilities:

- All IBFY students are required to have an active ManageBac account.
- Students must regularly check the platform for assigned tasks, deadlines, feedback, and grades.
- All assignments must be submitted through ManageBac unless otherwise specified by the teacher.

Parent Access:

- Parents also have ManageBac accounts to view their child's progress, attendance, and upcoming tasks.
- A parent workshop is offered at the start of the school year to help families navigate the platform and make the most of its features.
- ManageBac is available via web and mobile app, making it easy to stay connected from anywhere.

For any technical issues or questions related to ManageBac accounts, please contact our Administrative Manager, Salome Sartania, at salome.sartania@europeanschool.ge

Parent-Teacher Conferences & Progress Meetings

The European School organizes four Parent-Teacher Conferences each academic year - two per semester - to provide families with structured opportunities to meet with subject teachers and discuss student progress. These meetings are a key part of supporting learning and ensuring consistent communication between home and school.

Attendance at these meetings is very important, as they allow parents to receive direct feedback on academic achievement, engagement, and areas for improvement. They also help align goals between students, teachers, and families.

If a parent is unable to attend the scheduled conference, or if a more focused discussion is needed, an individual meeting can be arranged through the DP/CP/IBFY Coordinators upon request. We strongly encourage all parents to remain actively involved in their child's academic journey.

Parent Involvement & the PTA

The European School values strong partnerships between families and the school. One of the key ways parents can get involved is through our Parent-Teacher Association (PTA), which serves as a bridge between the parent community and school leadership.

The PTA helps:

- Organize school events and initiatives
- Provide feedback on school policies and practices
- Strengthen the sense of community across grade levels and programmes

Parents are encouraged to attend, sign up to be a member of the PTA, volunteer for events, and share ideas for improving student life. Details about PTA meeting dates and membership are shared at the beginning of the school year via email and during parent meetings.

University and Career Preparation



University & Career Preparation

Planning future pathways, applications, and support.

The University and Career Counseling Office (UCCO) at the European School plays a central role in guiding students through their academic journey toward higher education and career planning. From supporting subject selection in Grade 10 to navigating university applications in Grade 12, UCCO offers personalized, structured, and systemic guidance rooted in the philosophy of finding the “right fit.”

The Office provides:

- University Guidance, helping students build balanced college lists and understand global application processes
- A dedicated Essay Writing Program, preparing students to write compelling personal statements and motivation letters
- A Career Readiness Program, building key skills such as digital literacy, interview preparation, and professional communication

Students and parents should refer to the **UCCO Policy** for full information on timelines, expectations, transcript procedures, and responsibilities throughout the application process.

For questions or support, students can reach out to the UCCO directly.

Calendar & Key Dates



The IBFY Programme at the European School follows a structured academic calendar that balances rigorous academic learning with internal deadlines, exams, and holidays.

These internal deadlines are designed to ensure students have time for feedback, revision, and balanced workload management across subjects. All official submissions must go through the school's internal process and timeline, communicated clearly by subject teachers and the DP/CP/IBFY Coordinators.

For the 2026–2027 school year:

- Classes begin in early September 2026 and run through June 2027, following a two-semester structure.
- Fall Semester runs from September to December, concluding with report cards and a parent-teacher conference.
- Spring Semester runs from January to June.

Key Academic Events Include:

- IBFY Orientation Week: September 14–18, 2026
- End of semester exams: December 2026
- Final Exams: June 2027
- Final Reports & Closure: June 2027

Public holidays and vacation periods are incorporated throughout the year.

To stay informed, parents and students should regularly consult the official European School Academic Calendar, which is [available on the school's website](#).

We recommend reviewing the calendar at the beginning of each term and noting any dates relevant to your child's academic and extracurricular responsibilities.

Health, Safety & Wellbeing



At the European School, the health, safety, and emotional wellbeing of our students are top priorities. We are committed to creating a safe and supportive environment where students can thrive academically, socially, and personally. This section outlines the key policies and support systems in place to promote physical safety, mental health, and overall student wellbeing throughout the IBFY.

Child Protection & Safeguarding Information

Our Child Protection Policy outlines the school's responsibility to safeguard all students from harm, abuse, and neglect. All staff are trained to recognize signs of abuse and to follow strict protocols for reporting and responding to concerns. The school has a designated Child Protection Officer, and any student, parent, or teacher may raise concerns confidentially.

We promote an open-door environment where students are encouraged to speak to a trusted adult if they ever feel unsafe or uncomfortable.

Contact child protection officer - Eliso Chelishvili at e.chelishvili@europeanschool.ge

Anti-Bullying & Cyberbullying Prevention

The school maintains a zero-tolerance policy for bullying, including physical, verbal, emotional, social, and cyberbullying. Our Anti-Bullying Policy emphasizes prevention through community education, empathy-building, and awareness campaigns. Students and staff are trained to identify and respond to bullying incidents, and clear reporting procedures are in place-including an anonymous "We Listen" box.

Consequences for violating the policy include counseling, parental meetings, and disciplinary action. All bullying cases are handled with confidentiality and support for both the victim and the perpetrator, who receives restorative guidance as needed.

Emotional Support & Counseling

Our Student Wellbeing Team, including school psychologists and counselors, provides ongoing support for any student experiencing academic, emotional, or social challenges. Confidential counseling is available upon request and assemblies will be used proactively to promote wellbeing and build resilience.

Glossary of IBFY Terms

The IBFY comes with a set of terms and abbreviations. Here are some of the most commonly used ones you'll encounter at the European School:

IBFY - International Baccalaureate Foundation Year

UCCO – University and Career Counseling Office: Supports students with subject choices, career planning, and university applications.

ManageBac – The online platform used to assign and submit tasks, communicate grades, and track academic progress.

1-7 scale – IBFY subjects are graded from 7 (highest) to 1 (lowest).

Command Terms – Specific instructional verbs (e.g., evaluate, describe, discuss) used in IB exam questions. Each command term requires a particular type of response.