



# European School



## IB Primary Years Programme Handbook for students and parents Grade 2



**2021-2022 Academic Year**

**Message from the PYP Leadership Team**

Dear Parents and Students,

We would like to extend the warmest welcome to current and new students and families of European School.

The school mission is to provide 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. We nurture students to become confident, compassionate and enthusiastic.

European School is a school where children can develop the essential skills and knowledge required to make an active contribution as they take their place in our evolving global society.

We look forward to the opportunity to work closely with you, so that together, we can create and sustain a productive and exciting learning environment for all.

Please feel free to contact teachers or administrators if you need further clarification.

Best wishes for a successful year.

PYP Leadership Team

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## **IB and School Mission and Vision**

### **School mission and vision**

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

### **School Values**

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

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

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

### **Our Commitment is to:**

Offer inclusive, diverse and innovative learning communities.

Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.

Focus on academic excellence and integrity.

Create lifelong learners.

### **International Baccalaureate Mission**

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

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

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



## The Learner Profile

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

IB learners strive to be:

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

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

### **Description of the school**

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

### **Accreditation**

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

### **Internationalism**

The European School has a diverse, international student body, over 23 different nationalities are represented at the school. At the European School, through learning and growing up together in our inclusive society, our students develop an understanding of, and appreciation for different nationalities, cultures, and faiths.

### **Our Dedicated Teachers**

Our teachers are known for their professionalism and academic qualifications, but most importantly their dedication to bring out the best in each individual student. All of our IB teachers have undergone several professional development programs. Some of them are IB examiners. Our teachers are always

looking to find new and creative ways to motivate students and continually striving to improve the way they teach. Our emphasis on enquiry-based approaches is evident in international programs where students are encouraged to ask questions, explore ideas, and become thinkers.

### **State of the Art Facilities**

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

### **Primary Years Programme Organization**

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

### **Summary of Class Organization**

Grade	English Language of Instruction		
<b>Grade 1</b>	1A	1B	
<b>Grade 2</b>	2A	2B	
<b>Grade 3</b>	3A	3B	
<b>Grade 4</b>	4A	4B	
<b>Grade 5</b>	5A	5B	5C

### **Library**



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

Located on the fourth floor in building 2, the Primary School Library is part of the School Library and focuses on students of the Primary Years Program of the International Baccalaureate and Georgian Programs, Grades 1 to 5.

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

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

Learning A-Z, BrainPOP and Generation Genius are online resources specifically for primary school.

Learning A-Z Reading is an Improvement Reading Competence Website. Winner of numerous educational awards. The website has over 2,500 books and a large number of study materials available for download (available in English, Spanish and French).

BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.

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

These resources are available at PYP for all students and teachers. For more details about library facilities and resources, make sure to visit our Library website: <https://esonlinelibrary.com/>

Primary School Library welcomes readers every Monday-Friday, between 9:00-17:00.



## **Supporting and Counselling**

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

Counsellor, speech therapists and special-ed teacher work in the school to support students in their cognitive, social and emotional development and learning. Parents can request this type of support for students.

Student Well-being center prioritizes students' personal and academic development. In PYP the counselor and special-ed teacher work together to identify the needs of students, create individual plans for them and support teachers to implement the plan in the learning process. Another main goal of our counselling program is to help students and to develop positive experiences through close cooperation with parents and teachers. Individualized and group sessions with students are under the responsibility of the PYP psychologist. The PYP psychologist is not authorized to diagnose and/or treat children. In such cases the counselling service will provide parents with contacts of outside professionals qualified to deal with these concerns.

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

- Assessment for school-readiness for newcomer first grades.
- Yearlong adaptation activities – for all students
- Individual sessions for students to work on social, emotional, personal and academic success.
- Learning styles inventory
- Counsellors work with each classroom in the PYP
- Individualized Education Programme (IEP)– need based
- As needed, students are directed to outside specialists, in collaboration with their parents.
- The outside of school specialists can consult and communicate with the school in order to support the student.
- Special-ed teacher works with SEN students, in class or outside the class, as agreed with parents and PYP administration.
- Teachers and counselors at school fill out the forms about the student, which are shared with the school administration and parents.
- Parents can make an appointment and meet with the PYP counselor whenever they need.
- Parents are called in for an individual meeting whenever necessary.
- Parent seminars are organized throughout the year, according to the needs of the students and parents -either school-wide or for a specific group of parents.
- PYP counselor provides training and webinars for teachers.
- Parents of SEN students are provided with updated, written recommendations and resources by counselors and the special-ed teacher.

## **PYP Curriculum**

All PYP classes are authorized for and implement the International Baccalaureate Primary Years

Programme. Our teachers work towards preparing students to become internationally minded citizens with attributes outlined in the Learner Profile.

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

Subjects taught are Mathematics, Languages, Science, Social Studies, The Arts. Specialized Subjects include Music, Personal, Social, and Physical Education, Computer Science, Drama, Lego and STEAM.

The PYP is a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject. The PYP curriculum is organized around six themes (units of inquiry):

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

### **PYP Assessment principles**

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

### **Conferences**

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



## Homework

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

Homework may be given for the following purposes:

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

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

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

Homework guidelines:

Estimate of times for school assigned homework:

Grade 1: up to 15 minutes + personal reading.

Grade 2: up to 15 minutes + personal reading.

Grade 3: up to 20 minutes + personal reading.

Grade 4: up to 30 minutes + personal reading.

Grade 5: up to 30 to 40 minutes + personal reading.

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

## Programme of Inquiry

Programme of Inquiry is a curriculum framework developed by the European School IB PYP. Our students will gain an understanding of different concepts through six abovementioned transdisciplinary themes.

## Important features and approaches of the curriculum framework



### **Inquiry-based**

Inquiry is the leading pedagogical approach of the PYP. Our teaching methods build on students' knowledge and interests and emphasize learning how to learn and how to find out. Students who engage in inquiry are active participants in their learning who:

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

### **Concept-driven**

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



## Differentiation

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

## Agency

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

## Action

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

## Languages

Language is developed across all curriculum areas. English language is defined as the main language of instruction. Languages A are English, Georgian and Russian. Russian A is provided in 3-5 grades. Languages B are German, French and Russian starting from Grade 5.

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

## Language A

The goals of the English language curriculum are arranged in four communication strands, which are speaking and listening, viewing and presenting, and reading and writing. Students will show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses. They will identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes. Students will show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning. They will show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world. Each of the strands is addressed separately, although in practice they are interactive and interrelated elements of the programme.

The strands are the following:

- Speaking and Listening
- Reading
- Writing
- Viewing and Presenting

## Language B

At the end of the year, 2nd graders will know all 33 letters of the Georgian alphabet. They will be able to write, read and evaluate simple texts; present learned stories using role play; make dialogues according to theme on appropriate level; present poems and songs in front of the audience; rewrite texts using punctuation; create drawings based on listening material.

The strands are the following:

- Speaking and Listening
- Reading
- Writing
- Viewing and Presenting

## Mathematics

Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop understanding that some events in daily life are more likely to happen than others and

they will identify and describe likelihood using appropriate vocabulary. Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time. Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment. Students will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition.

The strands are:

- Data handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

**Social Studies and Science** are taught within cross-curricular units of instruction built around important global themes. Science units are structured to provide children with meaningful and age-appropriate contexts in which to explore living things, earth and space, materials and matter, and forces and energy; Social Studies focus on meaningful and age-appropriate contexts in which to explore human systems and economic activities, social organizations and cultures, continuity and change through time, human and natural environments, and resources.

## **Social Studies**

Social studies learning takes place within the transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, sharing the planet. In grade 2 students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

The content of the social studies curriculum is arranged into the five interconnected standards:

- Human systems and economic activities

- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

## Science

Science learning takes place within the transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, sharing the planet. In grade 2 students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause-and-effect relationships. They will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

The content of the science curriculum is arranged into the four interconnected standards:

- Living things
- Earth and space
- Materials and matter
- Forces and energy

## Visual Art

Students will be able to demonstrate a growing ability to focus on and complete a piece of artwork. They will continue developing their social skills when working collaboratively with others. Students will continue to explore a wide variety of tools and materials. They will express their ideas, observations and feelings. Students will be exposed to various artworks from different cultures and practice the process of reflection when appreciating their own and others' artworks.

The strands are:

- Responding
- Creating

## Music

Students will be able to classify instruments by listening to their sound, they will demonstrate an understanding that symbols can be used to represent sound. Through singing and playing instruments students will develop the ability to perform accurately and confidently, making expressive use of musical elements. They will create and notate a 4-beat rhythm and play it using instruments and body percussion. They will listen with greater understanding to a range of music from different times and places.

The strands are:

- Responding
- Creating

### **Drama**

Drama explores how we express ourselves physically and vocally. In creating, students will learn how to explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. Students will be involved in a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, students will experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students will have opportunities to present their creative work to an audience, to witness their peers in performance and through this become critically aware audience members.

### **Personal Social and Physical Education**

Students will understand the importance of following instructions, directions and safety rules. They will be able to do warm ups and basic exercises before any physical activity. Students will be aware of the importance of teamwork and group decision making in achieving the desired results in different team-building activities and team sports such as football. Students will communicate with teachers and friends effectively. They will be aware of similarities and differences between people and respect different opinions. They will understand the importance of working together and helping others to accomplish the teacher's assigned individual as well as group objectives.

The strands are:

- Identity
- Active Living
- Interactions

### **ICT and Computer Science**

Students will begin to create drawings and slides with text to share new learnings. They will study how to access a website using its URL and gather information for their further presentations. With the teacher's support, students select language and pictures, record information, present the work to their classmates, and give and receive feedback from peers. Following safety guidelines and respecting others online is essential for ICT, our students are taught to be global and digital citizens. With Computer science students are studying fundamentals for computer science and programming by writing codes. Students use a special platform called code.org for creating animation and simple games. Students develop computational thinking skills while working on coding.

The strands are:

- Creating and innovations
- Communication and collaboration
- Digital Citizenship
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making

- Technology Operations and Concepts

### **The PYP Exhibition**

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

In the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning—and their capacity to take action—as they are actively engaged in planning, presenting and assessing learning.



The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

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

All exhibitions are student-initiated, designed and collaborative.



Student-initiated: Students have a role in choosing the issue or opportunity to be explored; the transdisciplinary theme(s); the development of the central idea; the lines of inquiry; and identification of the key and related concepts that will drive their inquiries. They identify what knowledge they will need to acquire, and what skills they will need to develop.

Student-designed: Students design their learning goals and establish the criteria of what success will look like for them. They co-design strategies and tools with teachers, mentors and peers to document and self-assess their learning, and evaluate the success of the exhibition.

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

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

The key purposes of the exhibition are:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate agency and responsibility for their learning
- to provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts
- to provide students with an opportunity to explore multiple perspectives
- to provide an authentic process for students to monitor, document and present their learning
- to provide students with an opportunity to synthesize and apply their learning

- for students to take action as a result of their learning
- to unite the students, teachers and other members of the learning community in a collaborative experience
- to provide an authentic context for students to reflect on their PYP education
- to support the well-being of students by celebrating their transition to the next stages of their education
- to provide an authentic task for the community to evaluate its implementation of the PYP
- to provide students with an opportunity to engage with the broader learning community and celebrate their achievements.



### **Sharing the exhibition**

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

The exhibition could include:

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

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

**Extra-curricular activities**

Extra-curricular activities are offered during the week, from 15.30 till 16:45. A variety of clubs which are offered: art, crafts, sports, computers, etc... Parents and students will be notified of the after-school activities offered for semester one and these will start at the end of September.

**Assemblies**

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

**Field Trips**

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



**Birthday parties at school**

Our school offers an opportunity to students to celebrate birthday parties at school in the cafeteria during their time at school from 14:00 till 16:00.

Parents need to let the school inform them about the party five days ahead, fill the application form where they indicate the student's name, class, date of birth, date of the party and choose a menu.

**Robotics**

Students will be able to develop logical and critical thinking skills, they will engage in communication to solve given problems and generate new creative ideas. Students will hone their individual motor skills, abilities to work as a group as well as individuals. They will study how to stay focused, organized and keep track of different information. Students will work on MakeyMakey - learning conductive materials and making their own controller with everyday

subjects, Botley- coding robot for basic logical coding steps, Makedo - tools for motor skills, and also 3D pen - which allows students to perceive 3 Dimensional objects. These tools help students to keep factual knowledge and 21 century skills at the same time.

**Effective Reading**

Effective Reading explores how we express ourselves physically and vocally. In creating, students will learn how to explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. Students will be involved in a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, students will experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students will have opportunities to present their creative work to an audience, to witness their peers in performance and through this become critically aware audience members.

**bs in physical environment**

#	Clubs	Grade	Hours
1	Football	I-IX	Twice a week
2	Basketball	II-XII	Twice a week
3	Tennis	I-VI	Twice a week
4	Karate	I-XII	Twice a week
5	Chess	I-XII	Twice a week
<b>Art, Science Clubs</b>			
1	Guitar	II-XII	Twice a week
2	Modern Dancing	I-XII	Twice a week
3	Ballet	I-VII	Twice a week
4	Theatre	I-XII	Three times a week
5	Drawing	I-XII	Twice a week
6	Robotics	II-V	Twice a week
7	Russian Language	I-IX	Twice a week
8	French Language	I-XII	Twice a week

**PYP School Day Routines**

**Specialist Subjects**

Students attend classes with specialist teachers for Art (2 lessons per week), Music (2), PSPE (2), Computer Science (2), Effective reading (1), Robotics- Grade 1-5 (1).

**subject Allocation**

Subject	Number of 40-minute lessons for homeroom and 45 minutes for subject teachers				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Social Studies and Science</b>	7	7	7	7	6
<b>Math</b>	5	5	5	5	5
<b>English</b>	6	6	6	6	6

<b>Georgian A</b>	5	5	5	5	5
<b>Russian A</b>			2	2	2
<b>Georgian B</b>	2	2	2	2	2
<b>Russian B</b>	-	-	-	-	3
<b>French B</b>	-	-	-	-	3
<b>German B</b>	-	-	-	-	3
<b>Art</b>	2	2	2	2	2
<b>Music</b>	2	2	2	2	2
<b>PE</b>	2	2	2	2	2
<b>ICT</b>	1	1	1	1	1
<b>Computer Science</b>	1	1	1	1	1
<b>Robotics</b>	1	1	1	1	1
<b>Effective Reading</b>	1	1	1	1	-

### Class Size

Classes usually have not more than 20 students however in special circumstances, due to the size of the room some classes will have only 12 to 15 students.

### Primary Years Programme School Daily routines

#### Grade 1-2

<b>Day starts</b>	<b>9:00</b>
<b>Breakfast</b>	9:35-9:50
<b>Play time</b>	10-15 minutes each day
<b>Lunch</b>	13:50 -14:25
<b>Clubs</b>	15:30
<b>End of the day</b>	16:45

#### Grade 3 - 5

<b>Day starts</b>	<b>9:00</b>
<b>Breakfast</b>	10:35-10:45
<b>Play time</b>	5 minutes each day
<b>Lunch grades 3 and 4</b>	13:10- 13:30
<b>Lunch grade 5</b>	14:00-14:25
<b>Clubs</b>	15:30
<b>End of the day</b>	16:45

### Lunch Break & Drinks

Students have a choice of bringing their own lunch (due to traditional or cultural specificities) or having a hot lunch supplied. Information about the lunch menu will be sent out to parents at the beginning of each year and will be updated weekly on the school website. If you have any questions, please contact your child's homeroom teacher.

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

## **Recreation**

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

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

## **PYP Regulations**

### **Attendance**

To complete a year, a student should attend at least 80 % of the school days over the year. Please plan family vacations and visits ahead of time to avoid interruptions to your child's learning.

Students should arrive on campus no later than 08.55 in time for their first lesson at 09.00. Please do not bring your child to school before 08.45 as we are unable to provide supervision. Students are to remain in school until 15.30 unless specific written permission to leave the campus has been granted.

### **Tardiness**

Regular tardiness to school impacts your child's and other students' learning, often resulting in poor academic progress. Teachers check students' attendance daily at 09.00 am and make records in the register and attendance lists. If students are frequently late the school administration will send notification letters home. The number of tardy days is noted on the school report.

If you need to take your child home during the school day, please inform the homeroom teachers beforehand. Homeroom leaders give a special pass-slip that you must have signed by one of the responsible administrators. The signed pass slip should be shown to security guards when leaving the school campus. Students are not allowed to leave the school campus without the appropriate signed special pass slip.

### **Absences**

Parents are expected to notify the homeroom teacher if their child will be absent. The school will call home if not notified. Absence because of illness should be confirmed by a medical certificate. Frequent absences and subsequent failure to meet the requirements of the programme may result in the student being given extra work to fulfil requirements or being required to repeat a grade.

### **Guest Visits to School**

Visiting students may make one-day visits with permission of the IB School Principal. Requests must be made at least a week in advance. Visiting students will need to wear their guest badges at all times,

and each will be assigned a student to be responsible for his or her safety if, for example, an emergency evacuation takes place.

### **Safety and Security**

European School takes all reasonable and recommended measures to ensure the safety of the students and the facility. Security guards are on duty 24 hours a day and have specific job descriptions. There are video cameras in the school. If there is a security issue, please contact the security guards immediately.

### **Security cards**

All students are given security cards with the names of students. Parents of grades one to five students should accompany their child only as far as the school gate in the morning. They may come onto campus to collect their child at the school main entrance.

### **Dangerous Items**

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

### **Afternoon Dismissal**

If a child is to be picked up by someone other than the normal parent/caregiver, the parent should make the following call or message the homeroom teacher or classroom assistant. Homeroom leaders give a special pass-slip that you must have signed by one of the responsible PYP administrators. The signed pass slip should be shown to security guards when leaving the school campus. Students are not allowed to leave the school campus without the appropriate signed special pass slip.

### **Fire Drills**

There are regular fire drills held at school. To familiarize students with evacuation routes in case of an emergency, the emergency evacuation procedures are posted in every classroom. If you are visiting the school during an emergency or an evacuation drill, it is imperative that you follow the instructions given to you by teachers or office staff and assemble in the area marked for visitors in the front assembly area.

### **Buses**

Our school offers different options regarding transportation. The school hires outsourcing companies to provide school transportation. Parents and the transportation companies should make an agreement based on contract regulations.

### **School medical services**

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

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

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

#### Illness

If your child has any contagious illness, please notify Reception as soon as possible. This includes measles, mumps, scarlet fever, and chicken pox. Lice and ringworm are also to be reported.

#### Head Lice

At European School, we promote healthy lifestyles, which mean that we value the physical and emotional health of everyone in our school community.

When dealing with issues such as head lice we recognize the importance for everyone in our school community to work together. To this end, if you detect your child has a case of head lice please inform the school so that we, in turn, can then remind families to check regularly and treat effectively. If this is followed school wide, heavy or recurrent lice conditions should not occur.

Parents will be notified immediately if a case of head lice affecting their child is detected in school. Whilst children with head lice are not generally sent home from school, cases of recurrent/persistent head lice will be addressed on a case-by-case basis and may include a decision from the principal to send a child home until treatment is effective.

#### Valuables & lost and found

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

A lost and found box is kept on the first floor next to the elevator. We ask that all your child's articles be clearly labeled with his/her name. The school takes no responsibility for lost belongings.

Unfortunately, unless items are deposited with the teacher, the school is not responsible for the loss or theft of valuables.

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

#### Dress code

At the European School a uniform is required. Children are required to come to school in uniforms which consist of white shirts, blue vests, navy blue skirts or trousers with the European School logo.

Jeans are not allowed. Students can wear shoes of their choice in which they can move freely and safely. No headwear is allowed to be worn in the school buildings unless for religious reasons or other (to be justified). All students will be asked to remove headgear/jewelry should it be necessary for safety or hygiene reasons. Students are encouraged to tie up long hair.

### **PE clothing**

The European school does not require a standard School PE kit. Students are required to wear sports clothing. PE lessons are conducted in the gym or at the stadium. It is important that students are appropriately dressed for the weather and have suitable shoes for outdoor sports. The PE teacher will communicate more details on appropriate clothing for different aspects of the program. Students who are not dressed appropriately will not be allowed to participate.

### **Code of Conduct**

All members of the school community (students, parents, school staff members) are to be acquainted with the school Code of Conduct.

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

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

The homeroom teacher will acquaint new students and their parents with the Student Parent Handbook as soon as they arrive in the school.

### **Expectations from the students**

#### **Students should:**

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

#### **Students should not:**

- Leave the school campus during the day (from 8.45 am till 3.30 pm) without approval of the school administration and parents' written permission (or phone call) or the school doctors' approval.
- Leave the classroom without teacher's permission;
- Use mobile phones at inappropriate times;
- Leave garbage in the school;
- Bring expensive things such as players, tape-recorders, etc. to school;
- Leave personal possessions unsupervised;
- Run in the corridors, speak loudly, or shout.

## **Role of parents and school staff members**

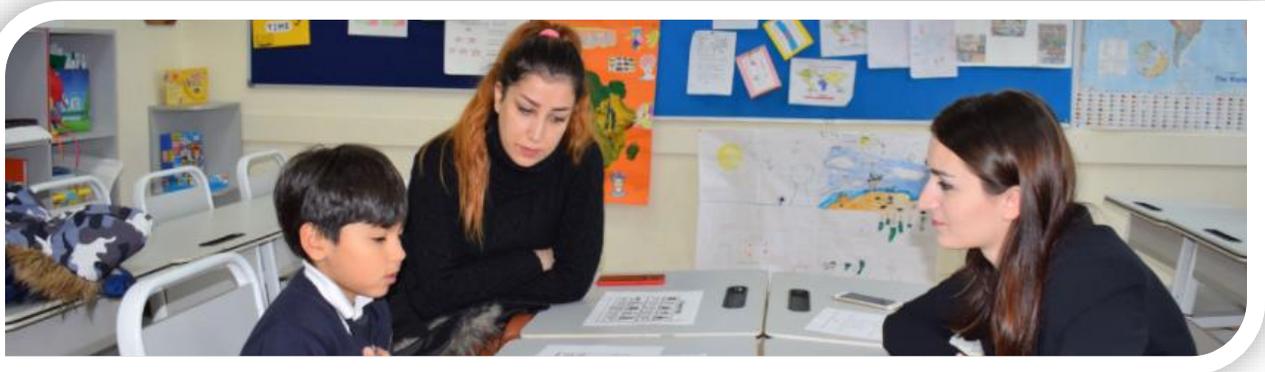
### **Parents**

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

Parents can assist by encouraging their child to be punctual to prevent lateness for classes and studying, to follow the dress code and act appropriately.

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

Parents may contact the school administration if necessary.



### **Homeroom teachers and educators**

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

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

### **Subject teachers**

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

### **PYP school violations**

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

A teacher or educator corrects minor breaches of behavior rules.

Working with a child

- Conversation between teacher or educator and a child;
- PYP Psychologist's observation and recommendations for parents

**The following are considered as violations:**

- Insubordination to a teacher;
- Non-fulfillment of classroom task or homework;
- Consistent lateness;
- Causing disturbance in classrooms, corridors, stairs and on walks (it is not allowed to run, make noise, play football in inappropriate places);
- Insubordination to the Duty teacher and assistant;
- Foul language;
- Disrespectful attitude towards other students;
- Willful damage of school property;
- Using chewing gum during lessons and walks;
- Taking food and drinks during lessons or in inappropriate places;
- Use of mobile phones;
- Displaying disrespectful attitude to teachers and other school staff members

**Consequences**

**Step 1**

The teacher discusses the violation with the student. Student writes own explanation about the situation; creates an action plan for behavior correction together with the teacher. This plan should be sent to parents; parents sign this letter and return to the school (responsible – homeroom teacher). Grade 1 student will have a discussion session with responsible educators (parent to be informed)

**Step 2**

The homeroom teacher invites the student and their parents for a meeting. (Responsible – homeroom teacher makes minutes of meetings. A copy of this is kept by the PYP administration.)

**Step 3**

The homeroom teacher invites the parents and students to meet with the administration of PYP. (Responsible – homeroom teacher). At this stage the psychologist should be involved in the process. The student should undergo a correctional psychological programme (this applies to students who regularly break behavioral rules).

The PYP administration makes a decision about the next step. The psychologist creates a record of the meeting. A copy is kept in the student's personal file.

**Stationary List (label all supplies)**

Item	Quantity
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HB Lead Pencils	3 pack
Pencil Sharpener	2
Pencil case (one for pencils, eraser, sharpener)other one: Markers and color pencils)	2
Rubber (eraser)	3
Ruler	1
A4 white paper	1pack
Craft/wrapping paper (colorful)	2 rolls
A4 Plastic sheet protectors (files)	1pack
A4 sized notebook with no lines or squares (sketchbook)	4
. Coloring pencils	1 pack
. Coloring markers	1 pack
. Board/Dry Erase markers (different color)	4
. Crayons or Oil pastels	1 pack
. Set of paint brushes (art)	1 pack
. Water container for painting	1
. Paints (Gouache and watercolor)	1
. Drawing album	1
. Watercolor (aquarelle) paper/album	1
. Paint palette	1
. Clay (together with a working board)	1 pack
. Plasticine	1 pack
. Colored paper	1 pack
. Squared notebook (48 pg)	6
. Wet wipes (non perfumed)	2
. Reusable water bottle (labeled with student's name)	1
. Glue Sticks	5
. Scissors	1
. Apron	1
. PVA glue	1
. Tissues	1pack
. Plastic box/container (size 30/25)	1 (40x40cm, height max38)
. Erasable mini-whiteboard (A4 +) with cloth to clean it	1
. Scotch Tape	2
. Stapler with staples	1

#### Single Subjects Supply list

Subject	Item	Quantity
Visual Arts	Colored paper	1pack
	Cotton	1
	Construction Paper	1 Pack
	Stapler	1
Georgian A	რვეული ქართული ენისთვის 2 კლასი	2

#### Book List

Subject	Book	Address
Georgian A	Authors: ნ. გორდელაძე, თ. კუხიანიძე 1. ქართული ნაწილი 1 (მოსწავლის წიგნი) 2. ქართული ნაწილი 2 (მოსწავლის წიგნი)	Sulakauri Bookshops Tel: (+995) 32 291 11 65

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|--|--|
| 3. ქართული (მოსწავლის რვეული)<br>4. წამდვილი და მოგონილი ამბები<br>5. ქართული ენა (გრამატიკა და მართლწერა) |  |
|--|--|

## Communication

### Communication Pathway

We have established a process to provide an effective means of communication should you need to discuss an issue with teachers or administrators. Please arrange to meet with the teacher concerned in the first instance, before bringing an issue to the PYP administrator or Academic Director.

1. If there is an issue related to your child's studies, contact the homeroom leader
2. If there is an issue related to your child's emotional or social well-being, contact the primary school psychologist and/or the homeroom leader.
3. If your problem has not been solved at the previous two levels, contact the primary school administration.
4. If your concern remains unsolved or is seen to be within the areas of responsibilities of the Academic Director then contact the school secretary and make an appointment to discuss the issue with the Academic Director.

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

In most cases, the homeroom teacher/specialist teacher would be the first point of contact for parents with enquiries about their child's academic progress. Should you need to speak with one of your child's teachers please call the school to schedule an appointment.

The IB PYP Coordinator, Ms. Tina Gugushvili, is responsible for curriculum matters throughout PYP. The IB PYP Principal Ms. Marin Chelidze is responsible for day-to-day organization of the school, including scheduling and school-wide events.

All PYP staff members have email addresses and parents can contact them directly about issues which concern their child. Access to contacts you will find on the page on the European School website, [www.europeanschool.ge](http://www.europeanschool.ge)

The school strives to have paperless communication whenever possible, and this can be summarized as follows:

The Managebac: PYP provides a resource for parents seeking more detailed information about school activities. Parents are strongly encouraged to login to this secure area of the school's website called Managebac. It contains an electronic directory of staff contacts, photos of recent events, curricular and school handbooks, learning resources, announcements (a repeat of information that has been sent via email).

### Class Dojo

Class Dojo is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos, and messages through the school day. They use Class Dojo to work together as a team, share in the classroom experience, and bring big ideas to life in their classrooms and homes.

### Electronic Devices (Phones, MP3 players, Game Consoles)

In school, students should not use mobile phones, portable music devices and electronic games unless for educational purposes. Students should keep these devices in their lockers or in their bags. In case of disobedience, teachers have the right to take a certain device away from them and return it back at the end of the day. The school cannot be held responsible for the loss of or damage to valuable electronic equipment.

### **Parent-Teacher Association**

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

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

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

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

Every parent who enrolls a student at the European School is automatically a member of the PTA. In order to efficiently coordinate and carry out PTA projects, a PTA Committee is elected every school year. At the European School, we have three PTA Committees-Georgian, IB, AHS committees. Each is led by a chairperson-parent representative elected for a one-year term. Every class elects two to three parent representatives.

### **Remote Teaching and Learning**

#### **Structure of the Remote Learning Day**

Every lesson is conducted in synchronous format via Microsoft Teams and lasts 25 min for grade 1 and 30 min for grades 2, 3, 4, 5. Lessons start at 9:00 am, teachers start lessons 5 min prior to that- 8:55 am. Teacher calls at 8:55 am, and students should join the lesson. In case they are late they should join the lesson on their own. Online lessons will be 25 min long for grade 1, and 30 min long for grades 2,3,4,5.

#### **Assignments**

Students will receive class or home assignments in Microsoft Teams and will be asked to complete the activities there and turn the tasks in. Students will be notified in Teams when they are given an assignment. Students receive feedback from the teachers and are encouraged to reflect on it.

#### **Learning Environment**

The environment should be supportive for all the participants, no disruptive sounds and/or behavior during live online communication. Students are advised to use headphones to avoid any issues with the sound.

### **General Behavior rules for Remote Learning**

- Students have to attend online lessons according to the European School's schedule;
- Students have to be on time in the lessons;
- Students have to prepare all necessary materials/equipment in advance;
- Video call should only be started by the teacher when starting online lessons;
- Students have to switch their cameras on during the online lessons;
- Students have to use chat only with the teacher's permission;
- Students are not allowed to use digital devices for any personal purposes; can be possible only on the request of the teacher;
- Students aren't allowed to mute/unmute themselves without teacher's permission
- If a student is late, they should join the lesson quietly, with a muted microphone;
- Students may leave the lesson only with a permission of a teacher;
- Students should attend assigned support classes on a timely manner;
- For smooth online learning process, the student's parent/legal representative is responsible for providing the student with all the necessary equipment such as personal computer/laptop, camera and headphones;
- Students are not allowed to eat during the lesson, there are breaks that should be used for these purposes;
- Students have to be aware that the online process is analogous to the in-school learning and in order to make this process successful we should encourage students to comply with the general rules set by the European School;

### **Consequences:**

- In case of inappropriate and/or disruptive behavior during the online lessons, students and/or teachers have to immediately inform the homeroom teachers about the incident;
- Teacher notifies the homeroom teacher; this is followed up with contacting the parent/legal representative;
- The teachers have to monitor process and discuss every case with the parents/legal representative, PYP counselor, PYP coordinator and the Head of PYP;
- In case a student is constantly disrupting the learning process, they will be removed from the lesson and parent/legal representative and PYP counselor will be notified immediately.

### **For Remote Learning PYP students (Grades 1-5) will need**

- Device(s) for access to the Internet;
- A quiet and non-distracting workspace/area;
- Hands-on materials;
- A space to play/exercise;

\*Chromebooks, tablets and mobile phones are not recommended, as they often cannot support applications used at this level. Antivirus software is also required on Mac and Windows computers.

European School uses Microsoft 365 for school email and applications. All students in grades 1-5, as well as faculty and staff, have a school email address. As part of our Microsoft 365 system, every family can download the desktop apps for all the Office tools on personal devices. Each of your student's classes gets its own team, which is set up by a teacher or an IT Admin.

**What does a student need to sign in to their Microsoft 365 account?** Students can log into their school accounts at [Office.com](https://www.office.com), where they'll have access to Microsoft Teams, Word, PowerPoint, Excel, and so much more. From this home base, students can open Office apps in their web browser. Download Teams for your desktop, iOS or android [Desktop App for your Device](#) Or Just use teams on the web at [Web version](#)

\*Microsoft Teams can be accessed online or downloaded to a home. Explore this [quick-start guide](#) that enables your student to get going with Teams right away.

**Get started with your Team**

- **Sign** in with your school email and password;
- Select **Teams**  in to see which class teams you're in. As your teacher has already set up the class team and added you, you'll see one or more (depending on how many classes you have) class team tiles.
- **Join your class according to the timetable;**
- **Switch your camera and microphone;**
- **Reduce background noise and distractions/**Mute your microphone and if you want to say something in class raise your hand and wait for the teacher to acknowledge you before unmuting;
- **Be Responsible in the chat box/** Use the chat box for class related matters only, think carefully before sending questions and comments;
- **Be Respectful/** Respect your teacher and classmates, raise your hand when you want to speak and wait to be called before speaking;
- **Remove Distractions/**Treat online class time as real class time, Turn off the TV or any music in the background. Keep mobile phones silent and away from you. Do not eat or drink during class to avoid distracting your teacher and classmates;
- **Be on Time/**Set up early so that you are good and ready when the class starts;
- **Wear appropriate clothes/** Make sure you look presentable for class;
- **Be prepared for class/**Make sure you have all the required materials before class starts;
- **Leave the call once the lesson is finished;**
- **Connect safely with friends and keep positive interactions;**
- **Use break time wisely/**balance between your online and offline responsibilities.

**Contact Information**

**Administrative staff**

ES Director	Sophio Bazadze	<a href="mailto:s.bazadze@europeanschool.ge">s.bazadze@europeanschool.ge</a>
Head of IB Programmes	Brice Bomo	<a href="mailto:brice.bomo@europeanschool.ge">brice.bomo@europeanschool.ge</a>
Head of PYP	Oxana Akimova	<a href="mailto:oxana.akimova@europeanschool.ge">oxana.akimova@europeanschool.ge</a>
Procedural Manager	Marian Chelidze	<a href="mailto:marina.chelidze@europeanschool.ge">marina.chelidze@europeanschool.ge</a>

**PYP Staff Contact information**

PYP Coordinator	Tina Gugushvili	<a href="mailto:tina.gugushvili@europeanschool.ge">tina.gugushvili@europeanschool.ge</a>
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Grade 1A	Diko Mchedlishvili	<a href="mailto:diko.mchedlishvili@europeanschool.ge">diko.mchedlishvili@europeanschool.ge</a>
Grade 1B	Tamar Khosruashvili	<a href="mailto:tamar.khosruashvili@europeanschool.ge">tamar.khosruashvili@europeanschool.ge</a>
Grade 2A	Elizabeth Steenberg	<a href="mailto:e.steenberg@europeanschool.ge">e.steenberg@europeanschool.ge</a>
Grade 2 B	Ekaterine Berianidze	<a href="mailto:ekaterine.berianidze@europeanschool.ge">ekaterine.berianidze@europeanschool.ge</a>
Grade 3A	Salome Bechvaia	<a href="mailto:s.betchvaia@europeanschool.ge">s.betchvaia@europeanschool.ge</a>
Grade 3B	Hiba Yousif	<a href="mailto:Hiba.yousif@europeanschool.ge">Hiba.yousif@europeanschool.ge</a>
Grade 4A	Joelene Kerr	<a href="mailto:joelene.kerr@europeanschool.ge">joelene.kerr@europeanschool.ge</a>
Grade 4B	Tamar Merkviladze	<a href="mailto:tamuna.merkviladze@europeanschool.ge">tamuna.merkviladze@europeanschool.ge</a>
Grade 5A	Natalie Paniashvili	<a href="mailto:natalie.paniashvili@europeanschool.ge">natalie.paniashvili@europeanschool.ge</a>
Grade 5B	Tinatin Silagadze	<a href="mailto:tiko.silagadze@europeanschool.ge">tiko.silagadze@europeanschool.ge</a>
Grade 5C	Kato Beqishvili	<a href="mailto:kato.bekishvili@europeanschool.ge">kato.bekishvili@europeanschool.ge</a>
ICT and Computer Science	Ani Bezhuashvili	<a href="mailto:ani.bezhuashvili@europeanschool.ge">ani.bezhuashvili@europeanschool.ge</a>
Math	Rezi Lomjaria	<a href="mailto:revaz.lomjaria@europeanschool.ge">revaz.lomjaria@europeanschool.ge</a>
Math	Tsiala Kvatadze	<a href="mailto:tsiala.kvatadze@europeanschool.ge">tsiala.kvatadze@europeanschool.ge</a>
Visual Art	Nutsa Esabua	<a href="mailto:natia.benashvili@europeanschool.ge">natia.benashvili@europeanschool.ge</a>
Music	Nino Chalisuri	<a href="mailto:n.chalisuri@europeanschool.ge">n.chalisuri@europeanschool.ge</a>
PSPE	Bryan Idowu	<a href="mailto:bryan.idowu@europeanschool.ge">bryan.idowu@europeanschool.ge</a>
PSPE	Shota Tepnadze	<a href="mailto:shota.tepnadze@europeanschool.ge">shota.tepnadze@europeanschool.ge</a>
Georgian	Lika Vekua	<a href="mailto:l.vekua@europeanschool.ge">l.vekua@europeanschool.ge</a>
Georgian	Tamta Gogichashvili	<a href="mailto:t.gogichashvili@europeanschool.ge">t.gogichashvili@europeanschool.ge</a>
Russian	Neli Khomeriki	<a href="mailto:neli.khomeriki@europeanschool.ge">neli.khomeriki@europeanschool.ge</a>
German	Mtvarisa Buskivadze	<a href="mailto:m.buskivadze@europeanschool.ge">m.buskivadze@europeanschool.ge</a>
French	Eka Tapladze	<a href="mailto:e.tapladze@europeanschool.ge">e.tapladze@europeanschool.ge</a>
French	Lali Laliashvili	<a href="mailto:lali.laliashvili@europeanschool.ge">lali.laliashvili@europeanschool.ge</a>
Effective Reading	Mzia Chkonia	<a href="mailto:mzia.chkonia@europeanschool.ge">mzia.chkonia@europeanschool.ge</a>
Robotics	Teimuraz Khvedelidze	<a href="mailto:teimuraz.khvedelidze@europeanschool.ge">teimuraz.khvedelidze@europeanschool.ge</a>

**PYP Calendar for 21-22 academic year** is available on school website.

**PYP Timetable for 21-22** is provided by homeroom teachers. We kindly ask you to take into consideration that the timetable might be changed but you will be informed in advance.