



International Baccalaureate Career-related Programme

Handbook for parents and students



Message from the International Baccalaureate Career-related Programme coordinator

Dear Parents and Students,

European School welcomes first generation of IB Career-related Programme students in 2022. The school is exclusively distinguished in the region encircling Caucasus, Central Asia and Black Sea region offering all four International Baccalaureate programmes.

IB Career-related program (CP) is a new page offering exclusive career-focused education to young persons who have already determined their path of life. It opens doors of growing number of universities including top rank institutions in the USA and the UK.

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

The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and lifelong skills.

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

We wish success to all IB CP students in development of their personal and professional skills for further engagement in university education and career engagement.

Best wishes,,

Ramaz Sartania

IB CP Coordinator

IB Mission Statement

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

To this end, the organization works with schools, governments and international organizations to develop challenging programs 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.

Our Mission

The European International 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 extra-curricular activity at the European International 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.
- Creating lifelong learners.

About the European School in brief

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

The European School quickly became a popular choice for Georgian and international community as international programs were added to the school curriculum.

In 2009, the European School received authorization for the International Baccalaureate Diploma Programme (DP) 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, the school received IB MYP authorization followed by the PYP authorization in 2016.

The European School was accredited by the Ministry of Education and Sciences in 2010 and was re-authorized in 2016.

The European School became a College Board member in November 2015. The school gained a membership of the Council of International Schools (CIS) in 2016.

In 2020, European School International Baccalaureate Diploma Programme successfully completed re-authorization process allowing offering the Diploma Programme to parents and students for further five years.

In 2022, European School successfully completed Career-related Programme (CP) authorization process now offering the full IB continuum.

As an educational institution highly valuing international mindedness, the European School has become a place where Georgian and foreign students learn in a mutually supportive environment. Today the European School is proud to be considered as one of the best educational institutions in the country and the region with its modern infrastructure and facilities, up to date digital infrastructure and network, scientific labs and robotics classes.

The European School first opened its doors in 2007 to 311 students in grade 1 to Grade 9. Today, the school has an enrollment of more than 900 students from 35 different nationalities. This multi-cultural exposure complements the high level of education offered at the school.

European School graduates are admitted to high-rank colleges and universities worldwide.

International Baccalaureate (IB) standards

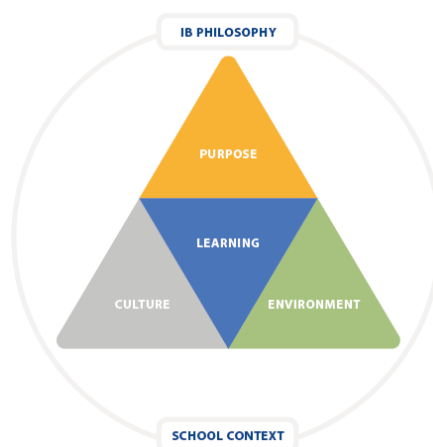
The programme standards and practices are organized into four overarching categories: purpose, environment, culture and learning. The four categories fit into a framework, which places “learning” at the centre and is encircled by IB philosophy and the school’s unique context.

The framework describes the school community’s processes of design, development, and evolution. The framework assumes that the IB philosophy manifests in each school’s unique context, and that each of the framework’s elements are interdependent: no part of the framework can be developed without considering how other elements relate to it. The framework helps to explain both the successes and the challenges schools face when developing IB programmes.

The framework is comprehensive and places **learning** at the heart of an IB World School community that:

- successfully integrates the IB **philosophy** within their school’s unique **context**
- shares a **purpose** with the IB’s mission that builds into a solid approach to education
- develops a learning **environment** sustained by effective structures, organizational practice and resources
- fosters a dynamic school **culture** centred on holistic, inclusive learning communities
- positively influences local, national and international **contexts**
- creates student **learning** experiences of the highest quality possible.

The school community, with the IB, co-creates high-quality education that makes a better world.



Purpose

Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Environment

The leadership and governance of IB World Schools create and sustain high-quality learning environments.

Culture

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive. School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

Learning

Learning in IB World Schools is based on a coherent curriculum. Learning in the IB community celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. IB students and teachers are lifelong learners, independently and in collaboration with others. Learning communities in IB World Schools engage in cycles of inquiry, action and reflection that lead to deeper understanding and a lifetime of learning. Learning is the central tenet, as well as the outcome, of developing purpose, culture, and environment in IB schools.

IB Learner Profile

The aim of IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners, we strive to be:

- **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.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED** We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional-to achieve well-being for others and ourselves. 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.

International Baccalaureate Career-related Programme (IB CP) curriculum

The Career-related Programme requires the study of at least two Diploma Programme courses alongside the unique Career-related Programme core and a career-related study

For students of this programme:

- The choice of at least two Diploma Programme courses provides and enhances the theoretical underpinning and academic rigour of the programme.
- The Career-related Programme core aims to develop personal qualities and skills and professional habits required for lifelong learning.
- The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. The distinct advantage of the Career-related Programme is that schools can adapt the framework to meet local, regional or national education requirements, as well as address industry and government priorities.



Essential qualities of the Career-related Programme

The Career-related Programme is designed to be a two-year course of study with all components studied concurrently. The Career-related Programme is flexible enough to accommodate the needs and interests of individual students while maintaining the principle of concurrent learning of a broad and balanced curriculum. The programme should equip students with a powerful set of holistic skills that can prepare them for the world of work, for further or higher education and for the real-life challenges and opportunities they will face in the future. Prior learning requirements

The essential qualities of the Career-related Programme are:

- A balance of breadth and depth of learning.
- Flexibility of choice, including a mix of basic requirements and school or student preferences.
- Localization that recognizes locally defined career-related studies, locally defined language development courses and locally defined pathways for students.
- Partnerships between schools and local universities, colleges and employers.
- Strong collaboration in planning and assessment between all teachers involved in the programme.
- A strong emphasis on learning that fosters intercultural understanding.
- The development of critical thinking, inquiry and research skills.
- Strong student involvement in self-assessment and reflection.
- A sustained experience of community involvement and service.
- Rigorous assessment through a blend of external and internal assessment procedures.
- Varied and dynamic teaching, supported by appropriate teacher professional development

The Career-related Programme core

The components of the core are at the heart of the Career-related Programme and are designed to enhance students' personal qualities and professional development

The Career-related Programme core contextualizes the Diploma Programme courses and the career-related study and draws all aspects of the framework together. The core is designed to develop many of the characteristics and attributes described in the IB learner profile

- personal and professional skills
- service learning
- language development
- reflective project

Personal and professional skills

The personal and professional skills course is designed to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace and those skills needed to navigate higher education and society, knowing that such skills are transferable and can be applied in a range of situations.

The course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical

understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. The personal and professional skills course should not only develop skills, but also the attributes exemplified in the IB learner profile.

Themes

There are five themes in the personal and professional skills course:

1. Personal development.
2. Intercultural understanding.
3. Effective communication.
4. Thinking processes.
5. Applied ethics.

Suggested topics, subtopics, discussion questions and related activities are provided in the personal and professional skills guide; however, the teacher may include other topics, subtopics, questions and activities.

Each school has significant flexibility in designing its own unique personal and professional skills course; while flexibility in design is encouraged, the five themes must be focal points in the school-designed course.

There are five learning outcomes for the personal and professional skills course. These learning outcomes articulate what a CP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of most importance.

By the end of the course, students will be able to:

- 1 identify their own strengths and develop areas for growth
- 2 demonstrate the ability to apply thinking processes to personal and professional situations
- 3 recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- 4 demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- 5 recognize and consider the ethics of choices and actions.

It is up to the school to decide how these learning outcomes will be achieved and evidenced through the implementation and delivery of the personal and professional skills course

Service learning

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Service learning emphasizes reflection, which is central to building a deep and rich experience. Reflection informs students' learning and growth by allowing them to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

The school and students must give service learning as much importance as any other element of the Career-related Programme and ensure sufficient time is allocated for engagement in the service learning programme.

Learning outcomes

Student completion of service learning is based on the achievement of the five service learning outcomes realized through the students' commitment to their service learning programme. These learning outcomes articulate what students are able to do at some point during their service learning programme.

Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

1 Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2 Demonstrate participation with service learning experiences

Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.

3 Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.

4 Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

5 Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

Some service learning outcomes may be achieved many times, while others may be achieved less frequently.

Not all service learning experiences lead to a service learning outcome.

Students provide the school with evidence in their service learning portfolio of having achieved each

learning outcome at least once through their service learning programme. The service learning coordinator must reach agreement with the students as to what evidence is necessary to demonstrate achievement of each service learning outcome. Commonly, the evidence of achieving the five service learning outcomes is found in students' reflections

Language development

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The language development component of the Career-related Programme core ensures that all Career-related Programme students have access to, and are exposed to, an additional language that will increase their understanding of the wider world.

Students are encouraged to begin or extend the study of a language, other than their best language, that suits their needs, background and context. It develops students in the areas of oral, visual and written

linguistic and communicative abilities.

The study of additional languages in the Career-related Programme provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural understanding and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding

Reflective project

The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the Career-related Programme. Through the reflective project students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

The reflective project is at the forefront of the core, encapsulating the fundamental and most important elements of the Career-related Programme; it is what makes the Career-related Programme unique and meaningful in the context of a student's career-related study.

The reflective project is designed to draw together key elements of a student's programme, specifically the career-related study, service learning and personal and professional skills. It is intended to promote

highlevel research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

Students need to be informed about the reflective project at the very beginning of the Career-related Programme so that they have the opportunity to explore issues that are linked to their career-related study. Students should be thinking about, and working on, the reflective project throughout their Career-related Programme.

Ethical dilemma

Students begin the reflective project by identifying an issue that is linked to their career-related studies. Once the issue has been identified, the students explore the ethical dimension associated with the issue in order to arrive at a focused ethical dilemma. It is the ethical dilemma that is the primary focus of the reflective project.

Formats

Students can choose to present their reflective project in one of two ways:

Option 1 A written essay (maximum 3,000 words) plus reflections (maximum 1,000 words).

Option 2 A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display) plus reflections (maximum 1,000 words).

Whatever format is chosen, the work must be presented in a format that can be electronically sent to the IB for moderation purposes.

The maximum word limit for the reflective project will be either 3,000 or 2,000 words depending on whether students choose option 1 or option 2. Additionally, the students complete the Reflections on planning and progress Form (RPPF) as a result of scheduled meetings with their supervisor. The RPPF is a writable PDF document, and should be a maximum of 1,000 words.

Assessment

The school assesses all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on the approach they use to complete the reflective project—the process, and the output from that process—the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative

Diploma Programme courses

Students complete at least two Diploma Programme courses, either at standard or higher level.

IB DP Course offered at ES in 2022-2023 academic year

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
English Literature (SL/HL)	English B (SL/HL)	Business Management (SL/HL)	Biology (SL/HL)	Mathematics: Applications and interpretation (SL/HL)	Visual Arts (SL/HL)
	Spanish ab initio (SL)	Economics (SL/HL)	Chemistry (SL/HL)	Mathematics: Analysis and approaches (SL/HL)	
Russian Literature (SL/HL)		Geography (SL/HL)	Computer Science (SL/HL)		
		History (SL/HL)	Physics (SL/HL)		
School-supported self-taught (SL)		Psychology (SL/HL)			
		Environmental Systems and Societies (SL)	Environmental Systems and Societies (SL)		

* For students for whom English is not their first language, a school supported self-taught option is available (at SL only). In this instance, the student engages a tutor to meet the requirements of this part of the diploma for their mother tongue. Students without a proven qualification tutor are strongly recommended not to choose the option.

IB CP students choice of Diploma Programme subjects

In 2022-2023 academic year IB Career-related Programme students have chosen the following subjects

- English B: Language development
- Business management
- Biology
- Chemistry
- Physics
- Mathematics: Analysis and approaches
- Mathematics: Applications and interpretation
- Visual arts

Career-related studies

The career-related studies are offered and awarded by the school. Each school must choose the career-related studies most suited to local conditions and the needs of their students.

It is important that the career-related study has a clear career focus. Career-related studies prepare students for further or higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

Career-related studies are not offered or awarded by the IB; however, each career-related study must satisfy IB criteria in relation to accreditation, assessment and quality assurance.

Assessment

The Career-related Programme core

The personal and professional skills course is internally assessed by the school.

The service learning course is internally assessed by the school.

The language development course is internally assessed, either by the school or by the external provider, and authenticated by the school.

The reflective project is internally assessed by the school but externally moderated by the IB

The personal and professional skills, language development and service learning courses must be satisfactorily completed for the award of the Career-related Programme; satisfactory completion is determined by the school and reported to the IB.

The career-related study

The career-related study is assessed (or validated) by the relevant external authority, not by the IB

The award of the Career-Related Programme

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been

met.

e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core..

Career-related Study

European School offers two career-related subjects for 2022-2024 course generation.

- ***Applied science***
- ***Hospitality***

A leading British international educational institution, Pearson, authorizes both courses.

The subjects are part of Pearson BTEC (business and Technology Education Council) International curriculum.

European School is the authorized BTEC examination centre since 2021



About Pearson

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.co](https://www.pearson.com/qualifications)

Applied science

BTEC International Level 3

Equivalent in size to one International A Level. Six units of which three are mandatory and assessed using Pearson Set Assignment. This qualification is designed to support learners who are interested in learning about the science industry alongside other scientific fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in science-related subjects.

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sector. The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic

Hospitality

BTEC International Level 3

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Qualifications in Hospitality. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications. These qualifications are part of the suite of hospitality qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

Equivalent in size to one International A Level. Three mandatory units, of which two are assessed using a Pearson Set Assignment.

A broad basis of study for the Hospitality sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 **qualifications or International A Levels.**

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sector

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments

How do the qualifications provide transferable knowledge and skills for higher education?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to higher education.

The transferable skills that higher education providers value include: • the ability to learn independently • the ability to research actively and methodically

- the ability to give presentations and be active group members. BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in a degree

Administrative regulations

DRESS CODE

At the European School, a uniform is required. Students are required to come to school in uniforms, which consists of white shirts, black vests/jacket, black trousers or black skirts for girls and optional grey ties. Wearing denim/Jeans is not allowed. Students can wear shoes of their choice in which they can feel comfortable and safe. No headwear is allowed to be worn in the school buildings. 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.

Dress code during remote learning is freestyle but in accordance to academic environment.

MOBILE PHONES

Notebook computers are recommended to be used for academic purposes. It is strongly recommended to keep mobile phones in school lockers or in their bags. Usage of mobiles or other devices that may distract student's attentiveness during lessons is restricted unless necessary for academic purpose upon DP Coordinator discretion.

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.

ELECTRONIC DEVICES AND HEADPHONES

Students may use laptop computers, tablets and similar purpose devices in the school for academic purposes only.

Wearing headphones in the school is strongly discouraged.

GENERAL BEHAVIOUR RULES FOR REMOTE LEARNING

European School IB Diploma Programme students are allowed to attend lessons online **ONLY** in the following circumstances.

- **Due to illness**

With a permission fro the DP coordinator being absent from Tbilisi for an excusable reason

- Students have to attend online lessons according to the European School's schedule;
- Students have to be on time in the online lessons;
- Students have to prepare all necessary materials/equipment in advance;
- Students have to follow the teacher's instructions unconditionally;
- Video calls should only be started by the teacher when starting the online lessons;
- Students have to switch their cameras on during the online lessons;
- Students have to greet the other participants in polite way and be always polite and positive during the online lessons;
Students aren't allowed to use slang, offensive language or profanity in their communication whilw online or in the classroom;
- Students have to switch off the microphone, while another student is speaking during the online lessons;
- Students have to use chat only with the teacher's permission to ask/answer questions;
- Students have to chat only for academic and educational purposes;
- Students have to switch off their mobile phones and they aren't allowed to use computers inappropriately;
Students are not allowed to communicate in social networks during lessons in any format;
- Students have to use only earphones during the online lessons;
- Students aren't allowed to use nicknames for profiles. They have to use their ManageBac names;
- Students are not allowed to mute/unmute/add/remove other participants;
Students are not allowed to leave the ession without the teacher's permission;
- Students/helpers have to notify their teacher immediately in case of having any technical problem during or after the online lessons;
- Students have to end their video call with the end of the online lessons;
- Students have to be isolated during the online lessons though be with the parent or other helper, if necessary;
- Students have to be isolated with a neutral background in order to protect the personal information of the student's family;
- For a smooth online learning process, the student's parent / legal representative is responsible for providing the student with all the necessary equipment such as a personal computer / laptop, camera and headphones;
- Students have to sit at the table. Learning from a sofa or bed is not allowed;
- Students aren't allowed to eat during the online lessons;
- Students have to be dressed in an academic way during the online lessons;
- During the online lessons photo/video recording and subsequent distribing behaviour is prohibited for the purposes of protecting the personal information of the persons involved in the process;

- Students have to be aware of the fact that the online learning process is analogous to the traditional learning method and in order to carry out the process successfully they have to comply with the general rules set by the European school.

Consequences:

1. In case of inappropriate and/or disruptive behavior during the online lessons students have to immediately inform the teachers about the incident;
2. The teachers have to write a note, make it visible for parents, email them and make sure they receive the information;
3. The teachers have to monitor process and discuss every case with a student, his/her parents and coordinator;

In case there are further disruptive behavior incidents (more than 3 cases), school has to involve the Head of Department and limit or even restrict the participation of the “disruptive students” in online lessons.

DISCIPLINARY VIOLATIONS AND CONSEQUENCES

[For more details, please see European School Behaviour Policy.](#)

ROLE OF PARENTS AND SCHOOL STAFF MEMBERS

Parents play an important role in ensuring their child’s adherence to the disciplinary 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 to the school administration if necessary.

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 one-year term.

There are many ways to get involved in the PTA and we are always looking for new ideas. Please join us or contact coordinators for more information.

SCHOOL SECURITY AND SAFETY

There's nothing more important than ensuring the safety of our students and staff members. It's important to take precautions when they're at school. For the safety of our children, staff members and visitors we employ a full range of security tools and systems that include:

Security Guards

To ensure school security and security of our students we have properly trained security guards who are able to take necessary steps at right time and safeguard the children at the European School. Our security guards conduct the following activities.

Campus Patrol

Guards set patrol posts at the school's lookout points and inside the building to maintain the protection level. One security guard keeps a watch on all the corners of the schools through the central camera while sitting in his place at the entry point. The entry and exit points are secured 24/7. The security guards carry out random security checks to keep the school premises free from prohibited items.

Guard and Protect Students

The security guards accompany students on school trips, they watch if the students get into school buses properly, they resolve fights between students, protect the kids on campus from various hazards.

Respond to Emergency Situations

The security guards know how to act at the time of emergency, they are able to vacate the school at the earliest without causing chaos and panic among the students, they are also responsible for making a call to the fire authorities and hospitals in case of an emergency.

Access Control Systems

Access Control Systems help us to protect the school entrances by preventing unauthorized persons from entering the school buildings. It is maintained via various elements of Access Control Systems, such as turnstile, swipe cards, video monitoring of access points.

Visitor management systems employed at the school also help deter unwanted persons from entering a school.

CCTV monitoring

CCTV (closed circuit television) is a valuable resource in school security systems. Video cameras monitor areas within the school, such as common areas, laboratories, hallways, locker areas, stairwells and cafeterias. Exterior cameras can monitor all building perimeters, fences, gates and parking lots. Our security personnel can quickly identify suspicious activity by employing information, received from camera systems.

Fire Alarm Systems

We installed a fire alarm system necessary to preserve the life safety of people on our school grounds. We integrate these systems with alarms in every classroom, offices, laboratories. The school carries out drills with students so they're aware of emergency procedures. We educate staff about where sprinklers are located throughout the school, so they know how to react appropriately. Annual drills and various exercises are being planned to ensure the viability of our systems and staff readiness. Every exit point is clearly visible and identifiable and ensures everyone gets out quickly and safely.

SCHOOL MEDICAL SERVICES

The European School is having 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. Please inform Reception immediately of any change in your contact details. 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.

VALUABLES AND LOST & FOUND

Students are asked not to bring valuables to school. Occasionally, students may wish to bring valuable items to school as part of a project or if relevant to school-related work. Under these circumstances, any valuables should be given to the teacher for safekeeping. Unless items are deposited with the school office, the school is not responsible for the loss 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. School keeps found items for a long period of time (approximately 1 academic year). After this time, all unclaimed items are given to charity.

CONTACT DETAILS

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Sachaleli Nino	Hospitality	nino.sachaleli@europeanschool.ge
Shurgaia Avtandil	Applied science -Physics	a.shurgaia@europeanschool.ge

References:

Assessment principles and practices—Quality assessments in a digital age, IBO, 2022 Career-related Programme Assessment procedures 2020, IBO, August 2020
Pearson BTED International level ; Applied science qualification

Pearson BTED International Level ; Hospitality qualification

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