



# European School



## IB Primary Years Programme Handbook for



EUROPEAN SCHOOL

## Students and Parents 2023-2024 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 guidance or support.

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, and Global Citizenship**

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

### Our Commitment is to:

Offer inclusive, diverse, and innovative learning communities.

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

### International Baccalaureate Mission

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

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

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





## The Learner Profile

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

IB learners strive to be:

Disposition	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **Description of the school**

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

### **Accreditation and Evaluation**

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

### **Internationalism**

The European School has a diverse, international student body; over 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 bringing out the best in each individual student. All of our IB teachers have undergone several professional development programs. Some of them are IB examiners. Our teachers are always looking to find new and creative ways to motivate students and continually strive to improve the way they teach. Our emphasis on inquiry-based approaches is evident in international programs where students are encouraged to ask questions, explore ideas, and become thinkers.

### **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” which helps our students to have access to technological advancements. We are proud of our local TV studio, where students develop skills in journalism, filmmaking, and news broadcasting.

## Primary Years Programme Organization

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

### Summary of Class Organization

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

## 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 Programme of the International Baccalaureate and Georgian Programme, Grades 1 to 5.



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

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

Learning A-Z, MusicplayOnline, Twinkl, edHelper, From Sounds to Spelling 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).

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

From Sounds to Spelling provides 35 weeks of phonics, phonological awareness, and spelling instruction for Kindergarten, 1st grade, and 2nd grade students. Downloadable PDFs provide all the lessons and materials that teachers need - including decodable texts, sorts, and activities at different levels.

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 Counseling**

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

Counselors and speech therapists 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.

Our Child Wellbeing Services prioritizes students' personal and academic development. PYP counselors and special education teachers work together to identify the needs of students, create an individual plan for them and support teachers in implementing the plan in the learning process. Another main goal of our counseling program is to help students and 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 counseling service will provide parents with contacts of outside professionals qualified to deal with these concerns.

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

- Assessment for school-readiness for newcomer first graders.
- Yearlong adaptation activities – for all students.
- Individual sessions for students to work on social, emotional, personal, and academic success.
- Group 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.
- Counselors work with SEN students, in class or outside the class, as agreed with parents and PYP administration.
- Teachers and counselors 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 counselors provide training and webinars for teachers.
- Parents of SEN students are provided with updated, written recommendations and resources by counselors.

## **PYP Curriculum**

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

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

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

The PYP is a transdisciplinary curriculum that 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):

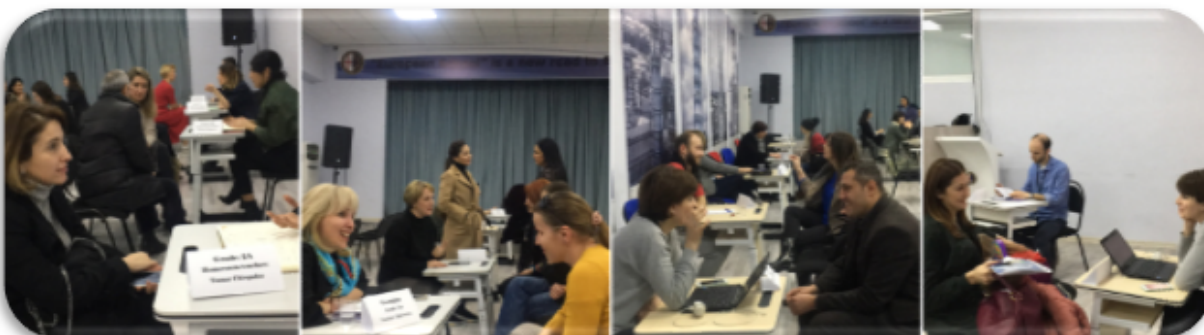
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

### **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 to be used. You will receive your child's progress reports 2 times per year: Semester reports in December and June.

### **Conferences**

There are three conferences for parents during the year when students' academic progress and social development are discussed. There are Parent-Teacher, Three-Way and Student-led conferences. You can get detailed information about your child's achievements by consulting with teachers and specialist teachers as well as with 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 the six abovementioned transdisciplinary themes. The Programme of Inquiry is shared by homeroom teachers via email.

### **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



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.

#### **Concept-driven**

## Differentiation

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

### Agency

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



### Action

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

### Languages

Language is developed across all curriculum areas. The English language is defined as the main language of instruction. Languages A are English, Georgian and Russian. Russian A is provided in 2&5 grades. Languages B are German, French and Russian and Spanish starting from Grade 5.

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

### 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 explore further and present issues and opportunities.

## **From Principles into Practice, The Learner**

### **Extra-curricular activities**

Extra-curricular activities are offered during the week, from 15:00 till 16:45. A variety of clubs which are offered: art, crafts, sports, computers, etc... Parents and students will be notified of the after-school activities offered for semester one, and these will start at the end of September.



### **Assemblies**

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

### **Field Trips**

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

### **Birthday parties at school**

Our school offers an opportunity 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 out the application form where they indicate the student's name, class, date of birth, date of the party and choose a menu.

## Clubs

#	Clubs	Grade	Hours
1	Football	I-XI	Twice a week
2	Basketball	I-XI	Twice a week
3	Tennis	I-VIII	Twice a week
4	Karate	I-XI	Twice a week
5	Aikido	I-XI	Twice a week
6	Chess	I-XI	Twice a week
7	Roller club	I-XI	Twice a week
<b>Art, Science Clubs</b>			
1	Guitar	I-XI	Twice a week
2	Felt	I-VI	Twice a week
3	Modern Dancing	I-IX	Twice a week
4	Theater	I-XI	Three times a week
5	Drawing	I-IX	Twice a week
6	Georgian folk dance	I-IX	Twice a week
7	Robotics	II-V	Twice a week
8	Game programmer's club	I-V	Twice a week
9	Music (Vocal) club	I-IX	Three times a week
10	Russian Language	I-IX	Twice a week
11	Spanish Language	I-IX	Twice a week
12	French Language	I-XII	Twice a week
13	Mathematics and Logic	I-VI	Once a week
14	Mini-engineering Program Bildits	I-IX	Twice a week
15	Russian Language	I-V	Twice a week
16	TV Arts club	I-IX	Twice a week
17	Art Therapy (Ceramic sculpture)	II-IX	Twice a week

## PYP Daily Routine

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

## Subject Allocation

Subject	Grade 1 35 minutes	Grade 2 40 minutes	Grade 3 45 minutes	Grade 4 45 minutes	Grade 5 45 minutes
Social Studies and Science	7	7	7	7	7
Math	5	5	5	5	5
English	6	6	6	6	6
Georgian A	5	5	5	5	5
Russian A	-	2	-	-	2
Georgian B	2	2	2	2	2
Russian B	-	-	-	-	3
French B	-	-	-	-	3
German B	-	-	-	-	3
Spanish B	-	-	-	-	3
Art	2	2	2	2	2
Music	2	2	2	2	2
PE	2	2	2	2	2
ICT	1	1	1	1	1
Computer Science	-	1	1	1	1
Robotics	1	1	1	1	1
Drama	1	1	1	1	1
EAL	2	3	3	3	3

## Class Size

Classes usually have not more than 16 students however in special circumstances, due to the size of the room some classes will have only 12 to 15 students.

**PYP Daily Routine**  
**Grade 1-2**

Day starts	9:00
Breakfast	9:35-9:50
Recess time	10-15 minutes each day
Lunch	13:05-13:40
Clubs	15:30
End of the day	16:45

**Grade 3-4-5**

Day starts	9:00
Breakfast	10:35-10:50
Recess time	5 minutes each day
Lunch	14:05-14:30
Clubs	15:30
End of the day	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.

**Recess time**

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

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

## **PYP Regulations**

### **Attendance**

To complete a year, 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 08.45 in time for their first lesson at 09.00. Please do not bring your child to school before 08.30 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 ManageBac attendance. 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 - PYP Procedural manager Tamuna Kiknadze. 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.

### **Absenteeism**

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 fulfill 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.



## **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**

European School offers bus transportation services. Parents and transportation company should make an agreement based on contract regulations. School bus is an additional service.

## **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 regard 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 means 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.

## **Labeling & Marking personal belongings**

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

## **Valuables & lost and found**

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



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

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

**SCHOOL UNIFORM** Grade I-XII

### Sportswear for Physical Education lessons

The European school is developing and will request a standard ES School PE kit soon. For now students can wear sports clothing and shoes by their choice. 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.

## **Behavior Policy**

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

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

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

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

## **Expectations from the students**

### **Students should:**

- Demonstrate a respectful attitude towards other students and adults;
- Follow instructions of teachers, educators, and other school staff members;
- Arrive for classes on time with completed homework;
- Have necessary equipment and materials ready for the classes;
- Be careful with school property and 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 ethical norms of behavior in public places;

### **Students should not:**

- Leave the school campus during the day (from 8.45 am till 5.00 pm) without the approval of the school administration and parents' written permission/phone call or the school doctors' approval.
- Leave the classroom without the teacher's permission;
- Use mobile phones without teacher's approval;
- Litter in classroom or the school premises;
- Bring forbidden objects to school (The list can be found in the Behavior and Consequences Policy);
- Leave personal possessions unsupervised;
- Be disruptive in the school environment (run, shout, be loud).
- Using chewing gum during lessons and walks;
- Taking food and drinks during lessons or in inappropriate places;

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

### **Parents**

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

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

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

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

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

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

A severe breach of the Behavior and Consequences Policy will be considered as an exclusion from school.

Parents are encouraged to regularly check behavior notes on ManageBac.



## Homeroom teachers and educators

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

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

## Subject teachers

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

## **PYP behavior policy violations**

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

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

### **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 and the homeroom teacher. The issue is investigated and the parents are informed via Managebac.

### **Step 2**

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

### **Step 3**

The behavior is referred to the head of wellbeing services. Parents are notified and the meeting is organized with counselors to investigate the situation. External suspension might apply (days to be discussed with the school director). The issue is documented on Managebac.

### **Step 4**

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

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

## Stationary List

Item	Quantity
HB Lead Pencils	2 packs
Pencil Sharpener	3
A4 squared notebooks	4
Pencil case	1
Rubber (eraser)	3
Ruler	1
A4 white paper	2 packs
Craft/wrapping paper (colorful)	2 rolls
A4 Plastic sheet protectors (files)	1 pack
A4 sized notebook with no lines or squares (sketchbook)	4
Coloring pencils	2 packs
Coloring markers	2 packs
Board markers (different color)	4
Crayons or oil pastels	2 packs
Set of brushes	2 packs
Water container for painting	1
Paints (Gouache and watercolor)	2
Drawing album	1
Watercolor (aquarelle) paper/album	1
Paint palette	2
Clay (together with a working board)	2 packs
Plasticine	2 packs
Colored paper	2 packs
Wet napkins (non-perfumed)	2
Reusable water bottle	1
Glue Sticks	5

Scissors	1
Apron	1
PVA glue	2
Tissues	2 packs
Plastic box/container	1 (40x40cm, height max38)
Visual Arts	
Construction Paper	1
Stapler	1
Tape	1
Georgian A	
1 კლასის სპეციალურ ბადიანი რვეული (გამონერის გარეშე, 12 ფურცელი); მე-2 კლასში საფეხურის შესაფერისი ბადიანი რვეული; მე-3, მე-4, მე-5 კლასებში 17 ხაზიანი რვეული.	2

#### Books' list

Subject	Book	Address	Grade
Georgian A	Authors: ბ. სულაკაური, მ. ბედოშვილი, თ. კუხიანიძე 1. ქართული (მოსწავლის წიგნი) 2. ქართული (მოსწავლის რვეული) 3. ნამდვილი და მოგონილი ამბები	Sulakauri Bookshops Tel: (+995) 32 291 11 65	Gr 1 (those who are in Georgian A group)
Georgian A	ბ. სულაკაურის გამომცემლობა ავტორები: ნ. გორდელაძე, თ. კუხიანიძე 1. ქართული ლიტერატურა ნაწილი 1 (მოსწავლის წიგნი) 2. ქართული ლიტერატურა ნაწილი 2 (მოსწავლის წიგნი) 3. ნამდვილი და მოგონილი ამბები 4. ქართული ენა (მოსწავლის წიგნი) 5. ქართული ენა (მოსწავლის რვეული)	Sulakauri Bookshops Tel: (+995) 32 291 11 65	Gr 2,3,4,5 (those who are in Georgian A group)
Math	Prime Mathematics	PDF versions will be sent to the	Gr 1,2,3,4,5

	Scholastic	parents and they will be asked to print them	
French	Amis and Compagnie 1 Student's Book Amis and Compagnie 1 Activity Book Author: Colette Samson Edition: Cle international	Arakishvili st. 8 Tel: (+995) 599 73 36 63	Gr 5 students who study this language
Russian A	Рамзаева Т.Г. Учебник для 2 класса (в двух частях)	მეგრო «სადგურის მოედანი» მალაზია 304 Tel: (+995) 555 30 45 43	Gr 2
Russian A	Рамзаева Т.Г. Учебник для 4 класса (в двух частях)	მეგრო «სადგურის მოედანი» მალაზია 304 Tel: (+995) 555 30 45 43	Gr 5
Russian B	“Русский язык” 5 класс Учебник + Рабочая тетрадь авторы К. Шошиашвили, Х.Лутидзе, Н. Хомерики  Издательство «Клио»	აღმაშენებლის 181 (გერმანიის საელჩოს მოპირდაპირე მხარეს) Tel: (+995) 32 2 34 04 30 Tel: (+995) 595 27 66 17	Gr 5 students who study this language
German	Das neue Deutschmobil 1. Authors: Sigrid Xanthos Kretzschmar; Jutta Douvitsas-Gamst (there are 3 books: textbook, student and workbook)	Kazbegi ave 4.Book shop “Samshoblo” Tel: (+995) 32 2 38 50 15	Grade 5 students who study this language

## 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 Leadership team.

1. If there is an issue related to your child's studies, contact the homeroom teacher
2. If there is an issue related to your child's emotional or social well-being, contact the primary school Wellbeing Services PYP Wellbeing and/or the homeroom teacher.
3. If your problem has not been solved at the previous two levels, contact the Head of PYP.
4. If your concern remains unsolved or is seen to be within the areas of responsibilities of the Head of PYP, then contact the Head of IB programmes.
5. If you still need to further discuss your concerns with the ES Director, contact the school secretary and make an appointment.

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



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

The IB PYP Coordinator, Ms. Tina Gugushvili, is responsible for curriculum and assessment matters throughout PYP.

The IB PYP Procedural Manager, Ms. Tamuna Kiknadze, is responsible for the day-to-day organization of the school.

All PYP staff members have email addresses and phone numbers on ManageBac, and parents can contact them directly.

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

### **ManageBac**

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

See the [guidelines](#) for the parents. All the parents are also guided by their homeroom teacher and ManageBac administrator.

Parents need your ManageBac accounts to check the following:

1. Timetable
2. Class and home assignment
3. Behavior notes
4. Weekly or bi-monthly comments etc.

### **Class Dojo**

Class Dojo is a communication app for the classroom that can be used by the homeroom teachers based on the needs of the class (homeroom decides). It connects teachers, parents, and students who use it to share photos, videos, and messages throughout the school day. Some teachers use Class Dojo to share classroom experiences and bring big ideas to life in their classrooms and homes.

### **Electronic Devices (Phones, iPads, Smart Watches )**

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

## Parent-Teacher Association

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

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

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

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

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



## Contact Information

**If you have any queries, concerns, or requests, please contact us.**

Position	Name	<a href="#">Email</a>
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Administrative staff		
ES Director	Sophio Bazadze	s.bazadze@europeanschool.ge
Head of IB	Reneesh Matthew	devasia.reneesh@europeanschool.ge
Head of PYP	Oxana Akimova	oxana.akimova@europeanschool.ge
PYP Coordinator	Tina Gugushvili	tina.gugushvili@europeanschool.ge
Procedural Manager	Tamuna Kiknadze	tamuna.kiknadze@europeanschool.ge
Head of Library	Geoffrey Dickinson	geoffrey.dickinson@europeanschool.ge
Head of Well-being services	Ana Chakhnashvili	a.chakhnashvili@europeanschool.ge
Digital Transformation Assistant	Ani Bezhuashvili	ani.bezhuashvili@europeanschool.ge

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

**PYP Calendar for the 23-24 academic year** is available on [the school website](#). Changes will be applied for the primary years calendar.

**PYP Timetable for 23-24** is provided by homeroom teachers. Please consider that you will be informed in advance if there are any changes in the timetable.