Student's and Parent's Handbook

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Dear Students, Honorable Colleagues and Parents!

We would like to extend a very warm welcome to our new and returning families!

The European School family is so delighted that you are part of our amazing learning community. We welcome and value your positive energy and dedication to excellence in education, and we look forward to working with you.

No matter which program students are enrolled in – the Georgian Program, International Baccalaureate (IB) Programmes or American School of Advanced Studies – they share a common bond in striving for excellence. We are committed to providing students with the opportunities and support they need to excel academically and develop fundamental life skills and attitudes that will propel them through life. We aim not only to have students going to the top universities in the world but also to instill in them a lifelong passion for learning and a genuine interest in the world.

Our willingness to continually improve is what drives the school forward. As a school we are never satisfied with where we are but always striving to be better.

The ES teachers' support and determination encourage students to put their best foot forward and receive impressive results. The class of 2024 has made us proud. This year, the US President's Awards for Educational Excellence and the US President's Awards for Educational Achievement were awarded to seven students from the ASAS, seven students from IB DP and AB CP and six students from the Georgian Program received Gold Medals.

During the past couple of years, the European School with its strategies, practices, classrooms and educational systems proved to be a leader in educational innovation and improvement.

The European School is proud to have 60 Microsoft Innovative Educators among the staff. Some of them are awarded the title of MIE Experts.

In recent years, supported by the latest educational technology and innovation research, we have invested in a variety of technologies that support student learning. This involved outfitting every classroom with smart boards, computer labs with new computers, integrating Pepper and NAO robots in the STEAM education program, and thus enabling students to bring their ideas to life through making and designing.

The school developed an innovation and technology program outlined in the ES Technology Plan for the years 2021-2024. This document contains the Framework for the Digital Competence of the

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ES Educators that is based on the European Framework for Digital Competence of Educators (DigCompEdu) and offers teachers progressively complex opportunities to upgrade digital skills.

The ES is the first and only full continuum IB World School in Georgia offering all four programs of the International Baccalaureate: IBPYP, IBMYP, IBDP, and IBCP.

In the academic year 2023-2024, the first cohort of CP students graduated after gaining a unique hands-on professional experience in Hospitality, Applied Science and Information Technology.

What is new on the horizon for the European School learning community?

Our students receive a first-rate education in a safe, state-of-the-art learning environment where facilities are a key ingredient for delivery of high-quality programs. This year, the European School is launching an eye-catching, modern addition in the close neighborhood of the current buildings (A and B). The new ES Building C is a physical expression of our priorities. It is a prototype for education institution of the future and fuels creativity and innovation at the European School.

This year, the school goes through the CIS reaccreditation cycle. Since 2019, the European School has been the only institution in Georgia accredited by the Council of International Schools (CIS). This accreditation, recognized internationally, ensures that the school's programs, educational processes, and all aspects of school life meet high international standards. The reaccreditation process demonstrates the European School's unwavering commitment to its mission, its striving for continuous development, and its innovative path toward new heights.

We are excited to welcome the students and staff to all three buildings. All returning and new students will be welcomed with open arms to our community – we continue to grow! This year, we have an unprecedented number of new students, which indicates that we are a highly trusted school.
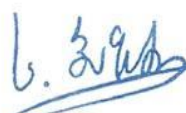
As the Director I set the highest expectations for all staff and students and by working together with teachers, students and parents we will enable our students to lead enriched, happy and fulfilled lives, making a contribution to the European School, Georgia and the global community.

Together, we hope we will make this school year one of growth and achievement for all children.

Wish you a very successful academic 2024-2025 year ahead!

Warmest Regards,

Sophio Bazadze
Director of the European School

Our Mission

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

Our Values

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

- Leading through innovation
- Pursuing excellence
- Growing by learning
- Fostering global citizenship

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

Our Commitment is to:
- Offer inclusive, diverse, and innovative learning communities.
- Develop, support, and empower our students intellectually, creatively, socially, physically, and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

About the European School

Over the past 17 years, the European School has had a rich history of growth and development. The school was founded in 2007, initially offering classes from pre-school to ninth grade. The original purpose of establishing the European School was to provide Georgian children with the opportunity to have access to high-quality primary and secondary education with a strong foundation in English. This would give them the chance to succeed both at Georgian and worldwide universities, depending on the educational goals parents had for their children.

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

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

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

The European School was accredited by the Ministry of Education and Sciences in 2010 and was re-authorized in 2016 and 2022.

The 2013-2014 school year began with exciting changes as a result of many people's hard work. The American High School (AHS) was founded in September 2013. AHS adopted the full USA Curriculum from 8th to 12th Grade and in 2023 was accredited to offer American curriculum in grades 6th and 7th as well. This is accompanied by extensive Advanced Placement course offerings and exam preparation. The American Education Department received the license to hold AP and SAT exams in 2012.

In 2021 the American High School received accreditation from the National Centre for Educational Quality Enhancement for four years.

In 2019 the European School became the first CIS accredited school in Georgia.

The award of CIS accreditation shows that the school has achieved high standards of professional performance in international education within Georgian and international programs and all aspects of school life.

In 2019 the international award "Leader of the Year" was awarded to the European School by the Swiss Rating Association and the National Business Ratings Union (NBR-UNION). The European School is a successful international school that earned a gold rating among enterprises of Georgia.

In 2021, the European School became a №1 Golden Brand in Georgia. The European School is the leading school in the region. Together with the European Azerbaijan School (Azerbaijan), and the

Nazarbayev Intellectual Schools (Kazakhstan) is the founder of the Caucasus and Central Asia Association of IB World Schools (CCAAIBWS) since 2021. The school conducts regional conferences, workshops, supports the professional development and networking of IB teachers.

As an International School, the European School has become an educational center where Georgian and foreign students learn in a mutually supportive environment. Indeed, a major objective is providing support for our students to become internationally-minded global citizens.

Today the European School is proud to be considered 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 from 1st grade to 9th grade. Today, the school has an enrollment of more than 1700 students from 36 different nationalities, offering classes from kindergarten to 12th grade. This multicultural exposure complements the high level of education offered at the school.

For 16 years, the European School has been preparing students with the knowledge and skills required to help them achieve success in a changing world. Today our graduates are admitted to prestigious colleges and universities worldwide.

We are proud to declare that we have found the right path. We are striving to walk it and always trying to achieve the best in following the path towards excellence.

IB learner profile

The aim of all 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 analyse 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 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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.

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.

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 center 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 programs.

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.
● Develop a learning **environment** sustained by effective structures, organizational practice, and resources.
● Fosters a dynamic school **culture** centered 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.
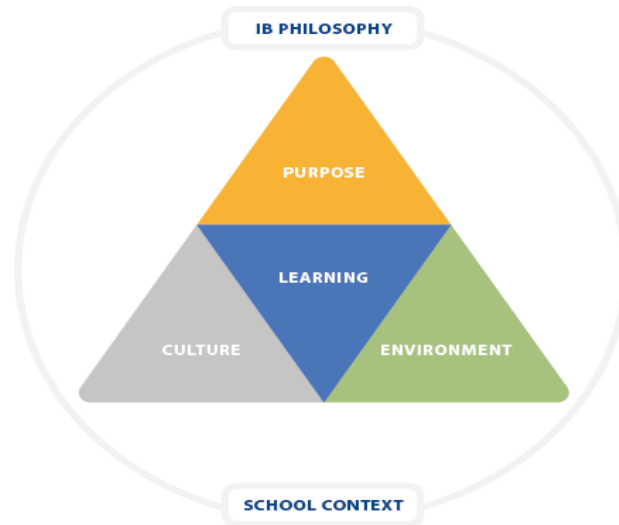
Purpose

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 function. 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.

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 rigor 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.

What is the IB Career-related Programme?

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

The CP enables students to:

- follow their chosen pathways in life
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations

- effectively work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience, flexibility and agility of mind
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations

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

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.

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.

6. 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 can see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. Demonstrate participation in 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 Care 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, analyses, 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 high-level 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 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 samples 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

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	- Ethical dilemma and issue - Research question - Methodology	6 marks
B: Knowledge and understanding in context	- Context - Local or global example - Alternative perspectives and perceptions of dilemma	9 marks
C: Critical thinking	- Research - Analysis - Discussion and evaluation	12 marks
D: Communication	- Structure - Layout	3 marks
E: Engagement and reflection	- Process - Engagement - Research focus	6 marks
	TOTAL	**36**

Timeline of Reflective Project

Activity	Due
CP1- Year 1 Semester 1,	
Understanding the reflective project	By end of September
Reflection/ defining the investigation	By end of October
Investigating the ethical dimensions	By mid-November
The research questions	By end of November
Critical thinking / role of supervisor. Students can start looking and discussing with potential supervisors.	By mid-December
Time and process management	By end of December
CP1- Year 1 Semester 2	
Identify the topic or issue to be explored. Start your RRS on Bulb. Finalize choice of supervisor.	By end of January
Create an initial plan about the format	By Middle of February
Meet with supervisor to discuss progress with issue, dilemma and research question	By end of February
complete first reflection on RPPF	By end of February
Research- creation of system for note-taking	Beg. of March
Sources Identified	March before mid-term break
Source list complete	March after mid-term break
Finalize research question	March after mid-term break
Literature review of sources and adapt plan if needed	By end of April
Meet with supervisor to discuss literature review	By mid of May
re-evaluate plan and create final essay outline	By mid of May
CP2- Year 2 Semester 1	
Activity	**Due**
First draft competed	By end of September
complete checklist before submitting	By end of September
Meet with supervisor to discuss progress	By mid-October
Complete second RPPF	By mid-October
Receive spoken feedback from supervisor on draft	By end of November
CP2- Year 2 Semester 2	
Complete final draft of RP	By end of January
Meet with supervisor	By mid-February

Complete final RPPF	By mid-February
Supervisor confirms its authenticity.	By first week of march
Marking and Moderation of RP by supervisors	By end of March
Submission of RP to IBIS	By 15th of April

Diploma Programme courses

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

IB DP Course offered at ES in 2024-2025 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)			Computer Science (SL/HL)		
		History (SL/HL)	Physics (SL/HL)		
School-supported Self-taught (SL)		Psychology (SL/HL)			
		Environmental Systems and Societies (SL) (HL)	Environmental Systems and Societies (SL)		

Note. *For students for whom English is not their first language, a school support 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 approved qualification tutors are strongly recommended not to choose the option.*

IB CP students' choice of Diploma Programme subjects

In 2024-2025 academic year IB Career-related Programme students have chosen the following subjects

- English B
- Business management
- Economics
- Biology
- Chemistry
- Physics
- Mathematics: Analysis and approaches
- Visual arts
- History

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.

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.

European School offers two career-related subjects for 2023-2025 and 2024-2026 course generations.

Applied science
Hospitality

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

The subjects are part of the Pearson BTEC International curriculum.

European School is the authorized BTEC examination center since 2021.

Grading for units and qualifications
Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D*, or PP to D*D*, or PPP to D*D*D*.

GRADING SYSTEM FOR PSAs and Assessments Grading Criteria

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

6 summative unit grade can be awarded at pass, merit or distinction:

➔ to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
➔ to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
➔ to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
➔ Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

BTEC assignments must be submitted on time as the Lead Internal Verifier can only approve re-submissions on work which has met all the submission criteria.

Students who do not meet the initial deadline will not be allowed to "re-submit" if their work is not of a passing standard

Calculation of qualification grade

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

	Subsidiary Diploma	
	360 GLH	
	Grade	Points threshold
U	U	0
Pass	P	36
Merit	M	52
Distinction	D	74
Distinction*	D*	90

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

Pearson BTEC

Established in 1984, Pearson BTEC (Business Technology and Education Council) are a progressive framework of vocational and skill-based courses, teaching and learning resources that support flexibility of teaching, online and in the classroom.

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages make measurable progress in their lives through learning. We put the learner at the center 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.com.

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 recognized 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 behaviors 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.

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 recognized 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

School Rules and Expectations

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/jackets, 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 with the academic environment.

Information about the dress code is available on the school website:

https://europeanschool.ge/en/school-uniform/

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 school is strongly discouraged

Disciplinary Violations

For more details, please see European School Behaviour Policy.

Role of the Parents

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 the school administration if necessary.

Homeroom Teachers

The homeroom teacher is a key figure in the relationship between parents and the school regarding student disciplinary matters. Homeroom teachers introduce the Disciplinary Policy to students and parents, supervise and correct students' behavior, and keep in constant contact with subject teachers.

Parent Teacher Association

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

- encourage parental involvement in a range of school events

- strengthen the relationships among parents, students, staff, leadership and the board

- facilitate the flow of information between the parents and the European School administration.

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

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

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

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.

Safety at the European School

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 the security of our students we have properly trained security guards who are able to take necessary steps at the 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' 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, and 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, and 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.

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. 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.

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 safe-keeping. Unless items are deposited with the school office, the school is not responsible for the loss or theft of valuables.

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

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4. The CP core. https://www.ibo.org/programmes/career-related-programme/curriculum/the-cp-core/