



DP Handbook 2025-2026



Diploma
Programme



K.Kutateladze St.#10



European School



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European School Mission Statement

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

Our Values

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

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

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

Our Commitment is to:

- Offer inclusive, diverse and innovative learning communities
- Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture
- Focus on academic excellence and integrity
- Create lifelong learners



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 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.



Purpose of the Student/Parent Handbook

This handbook has been created to guide students and parents through the expectations, structure, and daily life of the IB Diploma Programme (DP) at the European School. The DP is a rigorous, internationally recognized academic program that not only challenges students intellectually, but also encourages personal growth, global awareness, and responsible citizenship. Our goal is to provide clear, accessible information that will help both students and families feel confident and well-informed throughout this two-year journey.

Inside, you will find essential information about how the DP works, what subjects are offered, what the core requirements involve, and what internal policies help shape the learning environment. It also includes practical guidance on assessment, attendance, behavior expectations, communication procedures, and academic integrity. Whether you are new to the IB or already familiar with its values, this handbook serves as a reliable reference to support student success both inside and outside the classroom.

We encourage all students and parents to review this document carefully and refer to it when questions arise. If anything is unclear or additional support is needed, our teachers, coordinators, and school leadership are here to help.



Who to Contact

School Director

Sophio Bazadze

s.bazadze@europeanschool.ge

Principle of International Programs

Brice Bomo

brice.bomo@europeanschool.ge

Head of IB DP/CP

David Kbilashvili

d.kbilashvili@europeanschool.ge

IB DP Coordinator

Ana Chakhnashvili

a.chakhnashvili@europeanschool.ge

Understanding the IB Diploma Programme

What is the IB Diploma Programme?

The International Baccalaureate (IB) Diploma Programme (DP) is a two-year academic programme designed for students aged 16 to 19. It is recognized by leading universities around the world for its challenging curriculum, emphasis on critical thinking, and focus on developing students into well-rounded, globally minded individuals. The DP not only prepares students for academic success at university but also encourages them to explore who they are, how they learn, and how they can contribute meaningfully to the world around them.

Students in the DP take six subjects across different academic disciplines, write an independent research paper (Extended Essay), engage in real-world experiences through Creativity, Activity, Service (CAS), and explore the nature of knowledge through the Theory of Knowledge (TOK) course. Together, these elements provide a balanced and holistic education that values both academic achievement and personal development.

At the European School, the DP is delivered in English and supported by a team of experienced educators committed to student growth. Whether your goals are local or international, the IB Diploma offers a powerful foundation for lifelong learning and future success.

Why Choose the DP at the European School?

The European School has been proudly offering the IB Diploma Programme since 2009, making us one of the most experienced IB World Schools in the region. Over the years, our DP has grown into a well-established, academically rigorous, and student-centered program that consistently supports learners in achieving their full potential - both academically and personally.



Our teaching team includes experienced IB educators, many of whom are also trained IB Examiners. This means our students benefit from deep subject knowledge, expert guidance, and firsthand insight into IB assessment standards. Beyond classroom teaching, our teachers foster critical thinking, academic integrity, and global awareness - core elements of the IB philosophy.

Students at the European School can choose from a rich and diverse range of subjects across all six IB groups, allowing them to tailor their education to their strengths, interests, and future university plans. Complementing this is our strong University and Career Counseling Office, which offers personalized support through every stage of the application process - from choosing the right subjects in Grade 11 to crafting competitive applications in Grade 12. Our graduates go on to attend top universities across the world, equipped with both the academic preparation and confidence to succeed.

Learner Profile & IB Philosophy

At the heart of the IB Diploma Programme is a strong commitment to developing not only knowledgeable students, but also principled, reflective, and caring individuals. The IB philosophy values inquiry, intercultural understanding, and respect—encouraging students to think critically, act ethically, and engage meaningfully with the world around them.

The IB Learner Profile represents 10 key attributes that the programme aims to develop in all students. These traits go beyond academics—they shape who students are as people and guide their growth throughout the DP. Whether in the classroom, in CAS projects, or in everyday interactions, students are encouraged to embody these characteristics as they become active, compassionate members of both local and global communities.



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.

Structure of the Programme

The IB Diploma Programme is built around a core philosophy that values both academic depth and personal development. Over two years, students take six subjects—three at Higher Level (HL) and three at Standard Level (SL)—across a broad range of disciplines to ensure both specialization and balance.

These six subjects are chosen from the following groups:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts (or a second subject from Groups 1–4)

In addition to the six subjects, all students complete three core components that are central to the IB philosophy:

- Theory of Knowledge (TOK) – a course that explores how we know what we know.
- Extended Essay (EE) – an independent, 4,000-word research paper on a topic of the student's choice.
- Creativity, Activity, Service (CAS) – a series of experiences and reflections that support personal growth and community engagement.

This well-rounded structure equips students with the academic foundation, research skills, and global mindset needed for success at university and beyond.



DP vs CP vs Course Candidate

At the European School, students in Grades 11 and 12 can follow one of three academic pathways: the IB Diploma Programme (DP), the IB Career-related Programme (CP), or become an IB Course Candidate. Each pathway offers a different structure to meet students' academic needs and future goals.

IB Diploma Programme (DP):

A rigorous, two-year academic programme that includes six subjects (three at HL and three at SL), along with the Core: Theory of Knowledge (TOK), Extended Essay (EE), and CAS. This is the full diploma that leads to the award of the IB Diploma and is highly regarded by universities worldwide.

IB Career-related Programme (CP):

Designed for students interested in career-related learning, the CP combines at least two DP subjects (HL or SL level) with specialized career-related studies (BTEC) and its own CP Core components: Personal and Professional Skills, Reflective Project, Community Engagement, and Language and Cultural Studies. This program is ideal for students aiming to enter specific industries, like hospitality or applied university programs. For more information about IB CP please contact the CP Coordinator at the European School.

IB Course Candidate:

Students may also choose to take individual DP subjects without completing the full diploma or CP framework. This option allows more flexibility and is suitable for students with specific university requirements or personal learning goals. Course candidates receive official IB Certificates for each subject completed.

Each pathway is equally valid, and our counseling team works closely with students and parents to ensure they select the one that best aligns with their academic strengths, career interests, and future university plans.

Subject Options at the European School

At the European School, students can choose from a wide range of IB subjects across all six DP groups, allowing for both academic breadth and individual specialization. Our subject offerings are designed to support diverse interests, university goals, and career pathways. A full list of available subjects can be found below.

Overview of DP Subject Groups

The IB Diploma Programme requires students to choose one subject from each of the following six groups to ensure a well-rounded education. This structure encourages both academic depth and interdisciplinary understanding.

Group 1: Studies in Language and Literature

Focuses on developing strong analytical, critical, and communication skills through the study of literature and language in the student's best language.

Group 2: Language Acquisition

Designed for students learning a new language or continuing the study of a second language to build communication skills and cultural understanding.

Group 3: Individuals and Societies

Explores subjects like history, economics, politics, psychology, etc. to develop an understanding of human behavior, social structures, and global systems.

Group 4: Sciences

Offers courses in biology, chemistry, physics, environmental systems, and more, encouraging scientific inquiry and the application of the scientific method.

Group 5: Mathematics



Provides different levels of mathematics based on a student's interest and ability, from practical math for real-life applications to theoretical math for university studies in science or engineering.

Group 6: The Arts

Allows students to pursue creative expression through visual arts, theatre, or music. Alternatively, students may choose an additional subject from Groups 1–4 instead of an arts course.

List of Subjects Offered at our School

Group 1: Studies in Language and Literature

- Language A: Literature – English
- Language A: Literature – Georgian
- Language A: Literature – Georgian

Group 2: Language Acquisition

- Language B: English
- Language ab Initio: Spanish

Group 3: Individuals and Societies

- History
- Economics
- Business Management
- Psychology
- Global Politics
- Geography
- Environmental Systems and Societies (ESS)*

Group 4: Sciences

- Biology



- Chemistry
- Physics
- Computer Science
- Environmental Systems and Societies (ESS)*

**Environmental Systems and Societies (ESS) is an interdisciplinary subject that can be counted as either a Group 3 or Group 4 subject, but not both.*

Group 5: Mathematics

- Mathematics: Applications and Interpretation (AI)
- Mathematics: Analysis and Approaches (AA)

Group 6: The Arts

- Visual Arts

Instead of a Group 6 subject, students may choose an additional subject from Groups 1, 2, 3, or 4.

Guides for each of the subjects/assessments can be found in “DP Subject Guides” document.

Language of Instruction

At the European School, the language of instruction for all IB Diploma Programme subjects is English, with the exception of Language A and Language B courses. Language and Literature subjects (Group 1) are taught in English, Georgian, or Russian, depending on the language selected.

All assessments, assignments, and instruction in other subject groups - including sciences, humanities, mathematics, and the arts - are delivered in English. Proficiency in academic English is essential for success in the DP.

Levels of Study (SL and HL)

Each IB Diploma Programme subject is offered at either Standard Level (SL) or Higher Level (HL). Students must choose three subjects at HL and three at SL to fulfill the diploma requirements.

- Higher Level (HL) subjects explore content in greater depth and require more teaching hours (240 hours over two years). These are best suited for subjects a student is passionate about or plans to pursue at university.
- Standard Level (SL) subjects cover the same core content but with fewer hours (150 hours over two years) and slightly reduced assessment requirements.

At the European School, Environmental Systems and Societies (ESS) and Language ab Initio (Spanish) are available only at SL, in accordance with IB regulations. When selecting subjects, students should consider their strengths, interests, and university plans, and make choices in consultation with teachers, coordinators, and our university counseling team.

The IB DP Core Requirements

In addition to their six chosen subjects, all IB Diploma students must complete three core components that are central to the philosophy of the IB. These elements encourage students to think critically, reflect on their learning, engage with real-world issues, and develop a well-rounded perspective. The DP Core includes: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). Together, they form the foundation of the IB learner's personal and academic development.

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a unique course that challenges students to explore how knowledge is constructed, evaluated, and used across different disciplines. Instead of

focusing on what we know, TOK focuses on how we know it—encouraging students to question assumptions, consider multiple perspectives, and develop strong critical thinking skills.

At the European School, TOK is taught for 3 hours per week in Grade 11 and 2 hours per week in Grade 12. The course is assessed through two components:

- TOK Exhibition (completed in Grade 11): A 950-word commentary that explores how TOK concepts manifest in the real world through three selected objects.
- TOK Essay (completed in Grade 12): A 1,600-word formal essay responding to one of six prescribed titles set by the IB.

Both components are externally assessed by the IB and contribute to the student's overall Diploma score. Together with the Extended Essay, TOK can earn students up to 3 additional points toward their final diploma.

Extended Essay (EE)

The Extended Essay (EE) is a 4,000-word independent research paper on a topic chosen by the student and approved by a supervising teacher. It offers students an opportunity to investigate an academic subject of personal interest in depth while developing essential research, writing, and time-management skills.

At the European School, students begin the EE process in Grade 11, with structured workshops and guidance from their assigned supervisors. It is expected that the full draft of the essay is completed by the end of Grade 11, with final revisions submitted in September of Grade 12. This timeline ensures students have adequate feedback and time to polish their work before the official IB deadline.

The EE is externally assessed and, together with Theory of Knowledge (TOK), can contribute up to 3 additional points toward the overall IB Diploma score.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is a core component of the IB Diploma Programme that encourages students to engage in meaningful experiences beyond the classroom. CAS promotes personal growth, collaboration, and a sense of responsibility by challenging students to develop new skills, explore their interests, and make a positive impact on their communities.

All DP students are required to participate in CAS experiences regularly throughout Grades 11 and 12. These experiences must include:

- Creativity – exploring and extending ideas through artistic or imaginative expression.
- Activity – physical exertion contributing to a healthy lifestyle.
- Service – collaborative, unpaid work that addresses a need in the community.

In addition to ongoing experiences, students must complete a CAS Project—a longer-term initiative that integrates at least two strands of CAS and demonstrates initiative, planning, and collaboration.

At the European School, CAS is monitored and supported by the CAS Coordinator. Students document their experiences through reflections and evidence in ManageBac, and they must meet the seven CAS learning outcomes to successfully complete the requirement. CAS is not formally graded, but it is essential for the award of the IB Diploma. Failure to meet CAS requirements results in no diploma being issued, even if all academic components are completed.

Internal Assessment (IA) in Each Subject

Each IB Diploma subject includes an Internal Assessment (IA) - a major piece of coursework completed under teacher supervision. These assessments allow students to demonstrate their understanding through practical, research-based, or analytical work, depending on the subject.

Examples of IAs include science lab reports, oral presentations, historical investigations, mathematical explorations, or psychology experiments. IAs are internally marked by the teacher and then moderated by the IB to ensure consistency across schools.

IAs are an important part of the final IB grade and must be completed according to the official school deadlines. Students are expected to approach them independently, uphold academic integrity, and seek guidance throughout the process.

Graduation Requirements for DP

To graduate from the European School through the IB Diploma Programme, students must meet the IB Diploma requirements as outlined by the International Baccalaureate, along with the school's internal expectations for attendance, academic integrity, and conduct.

To be awarded the full IB Diploma, a student must:

- Complete six subjects, with at least three at Higher Level (HL) and three at Standard Level (SL)
- Complete all three core components:
 - Theory of Knowledge (TOK)
 - Extended Essay (EE)
 - Creativity, Activity, Service (CAS)
- Earn a minimum of 24 points out of a possible 45 across all subjects and core components
- Meet the following IB-specific conditions:
 - No grade 1 in any subject
 - No more than two grades of 2 (HL or SL)
 - A total of at least 12 points in HL subjects
 - A total of at least 9 points in SL subjects
 - Achieve at least a D in both TOK and EE, and no E in either

Students who do not fulfill these requirements are eligible for IB retake examinations in the following November session. These students will be supported by the University and

Career Counseling Office (UCCO) to plan their next steps and ensure a clear path forward for graduation and university applications.

The Importance of Academic Integrity

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

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

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

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

Use of Artificial Intelligence (AI) Tools

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

Failure to acknowledge the use of AI-generated material is considered plagiarism and a form of malpractice. Students must include the name of the tool, the prompt used, and the date the content was generated when referencing AI contributions. The IB does not

consider AI-generated work to be original and will not accept it in place of a student's authentic thinking.

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

Consequences of Academic Misconduct

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

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

Assessment & Reporting

Assessment in the IB Diploma Programme is designed to support learning, measure achievement, and provide meaningful feedback to students and parents. At the European School, we use both formative and summative assessments to track progress, identify areas for growth, and ensure readiness for final IB examinations. Grades and comments are reported regularly through ManageBac and formal report cards, helping students stay informed and take ownership of their learning journey.

IB Assessment Philosophy

The IB believes that assessment should be fair, transparent, and aligned with learning goals, focusing on what students know and can do rather than how they compare to others. All assessments in the IB Diploma Programme are criterion-related, meaning student work is evaluated against clear, subject-specific criteria rather than against the performance of peers.

Assessment is not just about final grades - it is an essential part of the learning process. At the European School, assessment is used to:

- Support student growth through meaningful feedback
- Encourage reflection and improvement
- Measure achievement based on IB standards

By focusing on academic skills, critical thinking, and real-world application, IB assessment helps students become confident, independent learners prepared for university and beyond.

Types of Assessments: Formative vs Summative

At the European School, both formative and summative assessments play a vital role in supporting student learning and measuring progress throughout the IB Diploma Programme.

Formative Assessments are ongoing and informal. They are designed to help students practice skills, receive feedback, and reflect on their learning. These do not count toward final grades but are essential for identifying strengths and areas for improvement.

Examples: in-class quizzes, reflections, drafts, discussions, skill-based tasks.



Summative Assessments are formal tasks that take place at the end of a unit or learning period. These assessments are graded and contribute directly to the student's final subject grade. All summative tasks are aligned with IB subject criteria.

Examples: essays, presentations, research projects, lab reports, unit tests.

Together, these two types of assessments ensure that students are supported in their learning journey while being prepared for the demands of final IB evaluations.

How Grades Are Determined

At the European School, student grades in the IB Diploma Programme are based entirely on summative assessments. These assessments are aligned with official IB criteria, and each subject uses a specific criterion-based percentage distribution determined by the teacher to calculate overall achievement.

Formative tasks (such as drafts, quizzes, and classwork) support learning but do not influence the final grade. Only summative work - like essays, projects, tests, and investigations - counts toward the report card grade.

In Grade 11, students receive two report card grades: one in the fall and one in the spring. These two scores are then averaged to produce the final Grade 11 result for each subject, which is used to track progress and guide decisions about predicted grades in Grade 12.

Reporting Schedule & Report Cards

Student progress in the IB Diploma Programme is communicated regularly through ManageBac and formal report cards issued twice a year - in December (Fall Semester) and June (Spring Semester). These report cards reflect the student's achievement based solely on summative assessments, aligned with IB criteria.

Each report includes:

- A 1–7 subject grade, based on cumulative performance in summative tasks
- A written teacher comment, highlighting strengths, areas for improvement, and engagement
- CAS progress report.

At the end of Grade 11, the fall and spring grades are averaged to determine the final Grade 11 score for each subject. This average helps inform the predicted grades submitted to universities in Grade 12. Scores from the first semester of Grade 12 are reported in a similar manner in January of grade 12.

To support ongoing communication, the school organizes four parent-teacher meetings each year - two per semester - where parents can meet with subject teachers to review their child's academic progress and receive feedback.

Predicted Grades & Mock Exams

Predicted Grades are teacher estimates of the final IB scores a student is expected to achieve in each subject. These grades are submitted to the IB in October of Grade 12 and are used by universities as part of the admissions process. At the European School, predicted grades are heavily based on the student's performance in Grade 11, including report card grades and consistency in summative assessments.

Mock Exams are held in February of Grade 12 to simulate the experience of final IB examinations. These exams help students practice exam techniques under real conditions and give teachers additional evidence to support final predictions and internal decisions.

Following the mock exams, a dedicated parent meeting is organized to review student performance and discuss expectations for the May IB final exams, as well as strategies for improvement and academic support in the final months of the programme.

Retake & Missed Assessment Policy

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

To be eligible for a retake:

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

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

Late Submission of Work

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

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

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

Internal School Procedures & Expectations

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

Attendance & Tardiness Policy

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

Attendance Expectations

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

Excused Absences

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



Tardiness

- Students must arrive within the first 10 minutes of each class.
- Arriving after the first 10 minutes will result in the student being marked absent for the lesson.
- Arriving within the first 10 minutes will be marked as late.

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

Homework & Study Expectations

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

Key Expectations:

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

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



Student Code of Conduct

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

General Expectations

Students are expected to:

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

Unacceptable Behavior Includes:

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



Consequences

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

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

Dress Code



IT'S YOUR UNIFORM - WEAR IT WITH PRIDE!

GIRLS

Navy blue uniform branded with the school badge.

Blazer, V-neck sweatshirt, V-neck sweatshirt vest, skirt, trousers, White polo, long-sleeve shirt, cardigan, tie, white or navy blue socks.

BOYS

Navy blue uniform branded with the school badge.

Blazer, V-neck sweatshirt, V-neck sweatshirt vest, trousers, shorts, White polo, long-sleeve shirt, cardigan, tie, white or navy blue socks.



SCHOOL UNIFORM

Grade
I-XII



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

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

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

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

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

Technology & Device Use

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

Key Expectations:

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



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

Access Arrangements & Inclusive Education

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

Support and Accommodations:

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

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

These accommodations are arranged through the DP Coordinator and are applied consistently across both internal assessments and official IB exams.

Important Notes:

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

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

Communication & Parent Involvement

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

How we Communicate:

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

How You Can Stay Involved:

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



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

ManageBac Use for Parents and Students

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

Student Responsibilities:

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

Parent Access:

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

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

Parent-Teacher Conferences & Progress Meetings

The European School organizes four Parent-Teacher Conferences each academic year - two per semester - to provide families with structured opportunities to meet with subject

teachers and discuss student progress. These meetings are a key part of supporting learning and ensuring consistent communication between home and school.

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

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

Parent Involvement & the PTA

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

The PTA helps:

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

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

University and Career Preparation

The University and Career Counseling Office (UCCO) at the European School plays a central role in guiding students through their academic journey toward higher education and career planning. From supporting subject selection in Grade 10 to navigating university



applications in Grade 12, UCCO offers personalized, structured, and systemic guidance rooted in the philosophy of finding the “right fit.”

The Office provides:

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

As part of this process, Grade 11 students are required to attend mandatory group writing workshops, which are essential for developing application essays and building readiness for their final year. Participation in these workshops is a necessary step in receiving one-on-one guidance from the UCCO team during Grade 12.

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

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

Calendar & Key Dates

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

While the IB publishes official submission deadlines for components like the Extended Essay, Internal Assessments, and TOK Essay, students at the European School are expected to follow internal school deadlines, which are set earlier than the IB upload dates. These internal deadlines are designed to ensure students have time for feedback, revision, and



balanced workload management across subjects. Students should not rely on IB deadlines they may find online, as these are meant for schools - not individual candidates. All official submissions must go through the school's internal process and timeline, communicated clearly by subject teachers and the DP Coordinator.

For the 2025–2026 school year:

- Classes begin in early September 2025 and run through June 2026, following a two-semester structure.
- Fall Semester runs from September to December, concluding with report cards and a parent-teacher conference.
- Spring Semester runs from January to June, including mock exams in February (Grade 12), final internal deadlines, and IB exams.

Key Academic Events Include:

- DP Orientation Week: September 9–13, 2025
- Mock Exams (Grade 12): February 2026
- Final IB Exams (Grade 12): May 2026
- Final Exams (Grade 11): June 2026
- Final Reports & Closure: June 2026

Public holidays and vacation periods are incorporated throughout the year.

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

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

Health, Safety & Wellbeing

At the European School, the health, safety, and emotional wellbeing of our students are top priorities. We are committed to creating a safe and supportive environment where



students can thrive academically, socially, and personally. This section outlines the key policies and support systems in place to promote physical safety, mental health, and overall student wellbeing throughout the IB Diploma Programme.

Child Protection & Safeguarding Information

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

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

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

Anti-Bullying & Cyberbullying Prevention

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

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

Emotional Support & Counseling

Our Student Wellbeing Team, including school psychologists and counselors, provides ongoing support for any student experiencing academic, emotional, or social challenges.

Confidential counseling is available upon request and assemblies will be used proactively to promote wellbeing and build resilience.

Glossary of IB Terms

The IB Diploma Programme comes with its own set of terms and abbreviations. Here are some of the most commonly used ones you'll encounter at the European School:

DP – Diploma Programme: The final two-year IB programme for students aged 16–19.

HL / SL – Higher Level / Standard Level: Subjects are taken at either level. HL involves more depth and teaching hours.

IA – Internal Assessment: Coursework completed in each subject, assessed by teachers and moderated by the IB.

EE – Extended Essay: A 4,000-word independent research paper on a topic chosen by the student.

TOK – Theory of Knowledge: A core subject focused on critical thinking and exploring how we know what we know.

CAS – Creativity, Activity, Service: A core component requiring students to participate in experiences that develop personal and social responsibility.

CAS Project – A collaborative, long-term experience that is required as part of CAS, often involving teamwork and community engagement.

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

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



Predicted Grades – Teacher estimates of final IB grades used in university applications (issued in Grade 12).

Mock Exams – Practice exams in Grade 12 that simulate final IB exams and help with preparation and predicted grades.

Final IB Exams – Official assessments held in May of Grade 12 and scored externally by IB examiners.

1-7 scale – IB subjects are graded from 7 (highest) to 1 (lowest). A minimum of 24 points is required for the full diploma (with other conditions).

IBIS – IB Information System: The IB's official platform for schools to upload coursework, register students, and access exam-related data (used by coordinators and teachers, not students directly).

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

Subject Briefs – Official IB documents summarizing each subject's content, assessment, and aims (usually shared during subject selection).