



# **STUDENT PARENT HANDBOOK**

## **PRIMARY SCHOOL**

**2019 - 2020**



## MESSAGE FROM THE PYP COORDINATOR

Dear Parents and Students;

On behalf of the staff of the Primary School I would like to extend the warmest of welcomes to all new students and their families. I would also like to welcome those students who are returning to European School.

I look forward to the opportunity to work closely with all members of the school community, so that together, we can create and sustain a productive and exciting learning environment for all.

This handbook contains information to help you and your child adapt to the school. Please feel free to contact teachers or administrators if you need further clarification. We are always happy to answer your questions and welcome any suggestions regarding the improvement of our school.

Best wishes for a successful year.

Kind Regards.

Dinara Rysmagambetova  
PYP Coordinator

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## SCHOOL MISSION AND VISION

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

### **School Values**

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

They include:

**Leading through innovation**

**Pursuing excellence**

**Growing by learning**

**Global citizenship**

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

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

Offer inclusive, diverse and innovative learning communities.

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

Focus on academic excellence and integrity.

Create lifelong learners.

## **DESCRIPTION OF THE SCHOOL**

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

### **Accreditation**

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

### **Internationalism**

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

### **Our Dedicated Teachers**

Our teachers are known for their professionalism and academic qualifications, but most importantly their dedication to bring out the best in each individual student. All of our IB teachers have undergone several professional development programs. Some of them are IB examiners. Our teachers are always looking to find new and creative ways to motivate students and continually striving to improve the way they teach. Our emphasis on enquiry-based approaches is evident in international programs where students are encouraged to ask questions, explore ideas, and become thinkers.

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

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

## THE INTERNATIONAL BACCALAUREATE

The Mission Statement of the International Baccalaureate

The International Baccalaureate Organization 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 IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

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

### The Learner Profile

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

IB learners strive to be:

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

## ADMISSIONS

### Year Groups

We find that children thrive in their correct class age groups. We always keep children in their correct age band in order to maintain their academic achievements based on the school curriculum. Our differentiated teaching accommodates students who need support.

### IB PYP Program

Grade level	Age	Age by September
PYP I	(6-7)	6
PYP II	(7-8)	7
PYP III	(8-9)	8
PYP IV	(9-10)	9
PYP V	(10-11)	10

### Entry Requirements

Grade 1- Grade 5

Students will have an interview with the psychologist, prospective homeroom teacher, and a representative from the Primary years Programme administration. Admission decisions will be made based on the outcome of these interviews.

## PRIMARY YEARS PROGRAMME ORGANIZATION

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

### Summary of Class Organization

Grade	English Language of Instruction	
Grade 1	1	
Grade 2	2A	2B
Grade 3	3A	3B
Grade 4	4A	4B
Grade 5	5A	5B

### **Class Size**

Classes usually have no more than 20 students however in special circumstances, due to the size of the room some classes will have only 12 to 15 students.

### **Primary Years Programme School Day routines**

#### **Grade 1-2 School day Schedule**

Day starts	9:00
Breakfast	9:35-9:50
Play time	10 to 20 minutes each day
Lunch	14:05 -14:35
Clubs	15:30
End of the day	16:45

#### **Grade 3 to 5 School day Schedule**

Day starts	9:00
Breakfast	10:35-10:50
Play time	10 to 20 minutes each day
Lunch	14:05-14:35
Clubs	15:30
End of the day	16:45

### **Lunch Break & Drinks**

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

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

### **Recreation**

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



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

## **CURRICULUM**

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

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

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

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

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

### **Important features and approaches of the curriculum framework**

#### **Inquiry-based**

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

- explore, wonder and question
- experiment and play with possibilities
- make connections and predictions
- collect data and report findings
- clarify existing ideas and reappraise perceptions
- make and test theories

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- research and search information
- take and defend a position
- solve problems in a variety of ways

### **Concept-driven**

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

### **Differentiation**

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

### **Agency**

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

### **Action**

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

### **Languages**

Language is developed across all curriculum areas. English language is defined as the main language of instruction. Languages A are English, Georgian and Russian. Russian A is provided from Grade 1-4.

Languages B are German, French and Russian starting from Grade 5.

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

### **Mathematics**

Mathematics is a highly effective tool for solving problems – and a global language through which we make sense of the world. Five strands, including data handling, measurement, shape and space, pattern and function, and number are taught by homeroom teachers and subject teachers, separately and within units of inquiry.

## Science and Social Studies

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

## Specialist Subjects

Students attend classes with specialist teachers for Art (2 lessons per week), Music (2), PE (2), Computer Science (2) and Drama (1), Robotics- Grade1-5 (1).

## Curriculum 2019-2020 School Year

### Subject Allocation

Subject	Number of 40-minute lessons for homeroom and 45 minutes for subject teachers				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SSS	7	7	7	7	6
Math	5	5	5	5	5
English A (Reading)	6	6	6	6	5
Georgian A	5	5	5	5	5
Russian A		2	2		-
Georgian B	3	3	3	3	3
Russian B	-	-	-	-	3
French B	-	-	-	-	3
German B	-	-	-	-	3
Art	2	2	2	2	2
Music	2	2	2	2	2
PE	2	2	2	2	2
ICT	1	1	1	1	1
Computer Science	1	1	1	1	1
Robotics	1	1	1	1	1
Drama	1	1	1	1	1

## SUPPORT AND COUNSELLING

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

Psychologists and speech therapists work in the school to support students in their social development and learning. Parents can request this type of support for students.

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PYP Psychological support prioritizes students' personal development. The main goal of our counselling program is to help students and to develop positive experiences through close cooperation with parents and teachers. The guidance and counselling specialist might have an individual working plan. Individualized and group work with students are under the responsibility of the PYP psychologist. The PYP psychologist is not authorized to diagnose and/or treat children. In such cases the counselling service will provide parents with contacts of outside professionals qualified to deal with these concerns.

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

- Orientation programme – for new students
- Yearlong adaptation activities – for all students
- Personal meetings and studying habits; working on in creasing academic success.
- Learning styles inventory
- Counsellors work with each classroom in the PYP
- Individualized Education Programme (IEP)– need based
- As needed, students are directed to outside specialists, in collaboration with their parents.
- The outside of school specialists can consult and communicate with the school in order to support the student.
- Teachers and counsellors at school fill out the forms about the student, which are shared with the school administration and parents.
- Parent can make an appointment and meet with the PYP psychologist whenever they need.
- Parents are called in for an individual meeting whenever necessary.
- Parent seminars are organized throughout the year, according to the needs of the students and parents -either school-wide or for a specific group of parents.

## **ASSESSMENT AND EVALUATION PRINCIPLES**

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

### **Conferences**

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

### **Homework**

Homework is a part of the learning process and may support academic achievement. However, it should be noted that recent research indicates that homework for primary school students (up to approximately grade 4) does not improve their academic achievement. It is recognized that the most

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valuable 'homework' that students can have is discussions with adults and being read to by parents.

We recommend that you spend time speaking with and reading to your children.

Homework may be given for the following purposes:

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

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

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

Homework guidelines:

Estimate of times for school assigned homework:

Grade 1: up to 15 minutes + personal reading.

Grade 2: up to 15 minutes + personal reading.

Grade 3: up to 20 minutes + personal reading.

Grade 4: up to 30 minutes + personal reading.

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

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

### **Attendance**

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

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

### **Tardiness**

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

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

### **Absences**

Parents are expected to notify the homeroom teacher if their child will be absent. The school will call home if not notified. Absence because of illness should be confirmed by a medical certificate.

Frequent absences and subsequent failure to meet the requirements of the programme may result in the student being given extra work to fulfil requirements or being required to repeat a grade.

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**EXTRA CURRICULAR ACTIVITIES**

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

**LIBRARY**

The Primary library access to a variety of resources to ensure that everyone can benefit from book reading, research and information technology.

The Library Media Center is an integral part of the instructional program and a dynamic learning hub for our students' academic life. The library offers an extensive collection of print and electronic resources including books in English, Georgian languages and other languages (fiction, non-fiction, reference).

Students can borrow three books at a time for two weeks. In case of loss or damage of a library book, parents are required to reimburse material damage or the cost of the purchase of a new book.

**ASSEMBLIES**

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

**FIELD TRIPS**

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

**BIRTHDAY PARTIES AT SCHOOL**

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

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

**DRESS CODE**

At the European School a uniform is required. Children are required to come to school in uniforms which consists of white shirts, blue vests, navy blue skirts or trousers and ties with the European School logo. Jeans are not allowed. Students can wear shoes of their choice in which they can move freely and safely. No headwear is allowed to be worn in the school buildings unless for religious

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reasons or other (to be justified). All students will be asked to remove headgear/jewelry should it be necessary for safety or hygiene reasons. Students are encouraged to tie up long hair.

### **PE Clothing**

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

### **CODE OF CONDUCT**

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

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

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

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

### **Expectations from the students**

#### **Students should:**

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

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

- Leave the school campus during the day (from 8. 45 am till 3.30 pm) without approval of the school administration and parents' written permission (or phone call) or the school doctors' approval.
- Leave the classroom without teacher's permission;
- Use mobile phones at inappropriate times;
- Leave garbage in the school;
- Bring expensive things such as players, tape-recorders, etc. to school;
- Leave personal possessions unsupervised;
- Run in the corridors, speak loudly, or shout.

### ***ROLE OF PARENTS AND SCHOOL STAFF MEMBERS***

#### ***PARENTS***

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Parents play an important role in ensuring their child's adherence to the disciplinary policy.

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

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

Parents may contact to the school administration if necessary.

### ***HOMEROOM TEACHER AND EDUCATORS***

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

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

### ***SUBJECT TEACHERS***

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

### **PYP SCHOOL VIOLATIONS**

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

A teacher or educator corrects minor breaches of behavior rules.

Working with a child

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

**The following are considered as violations:**

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



### **Step 1**

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

### **Step 2**

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

### **Step 3**

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

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

## **COMMUNICATION**

### **Communication Pathway**

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

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

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

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

The IB PYP Coordinator, Ms. Dinara Rysmagambetova, is responsible for curriculum matters throughout PYP.

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

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

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

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

### **Class Dojo**

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

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

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

### **Parent-Teacher Association**

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

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

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

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

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

### **Guest Visits to School**

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

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

## **SAFETY AND SECURITY**

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

### **Security cards**

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

### **Dangerous Items**

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

### **Afternoon Dismissal**

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

### **Fire Drills**

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

### **Buses**

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

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**SCHOOL MEDICAL SERVICES**

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

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

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

#### **Illness**

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

#### **Head Lice**

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

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

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

#### **VALUABLES 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.

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

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

**CONTACT DETAILS****Administrative staff**

ES Academic Director/Georgian Program Director	Sophio Bazadze	<a href="mailto:s.bazadze@europeanschool.ge">s.bazadze@europeanschool.ge</a>
Lower School Principal	Marian Chelidze	<a href="mailto:marina.chelidze@europeanschool.ge">marina.chelidze@europeanschool.ge</a>
PYP Program Coordinator	Dinara Rysmagambetova	<a href="mailto:dinara.rysmagambetova@europeanschool.ge">dinara.rysmagambetova@europeanschool.ge</a>

**Academic Staff**

Grade 1	Teona Gokadze	<a href="mailto:teona.gokadze@europeanschool.ge">teona.gokadze@europeanschool.ge</a>
Grade 2A	Marika Akhvlediani	<a href="mailto:marika.akhvlediani@europeanschool.ge">marika.akhvlediani@europeanschool.ge</a>
Grade 2B	Salome Bechvaia	<a href="mailto:s.betchvaia@europeanschool.ge">s.betchvaia@europeanschool.ge</a>
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Grade 5B	Tinatini Gugushvili	<a href="mailto:tina.gugushvili@europeanschool.ge">tina.gugushvili@europeanschool.ge</a>
ICT & Computer Science	Ani Bezhuashvili	<a href="mailto:ani.bezhuashvili@europeanschool.ge">ani.bezhuashvili@europeanschool.ge</a>
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Art	Bacho Gogolashvili	<a href="mailto:b.gogolashvili@europeanschool.ge">b.gogolashvili@europeanschool.ge</a>
Music	Nino Chalisuri	<a href="mailto:n.chalisuri@europeanschool.ge">n.chalisuri@europeanschool.ge</a>
PE	Brian Iedow	
Robotics	Irma Marghania	<a href="mailto:irma.marghania@europeanschool.ge">irma.marghania@europeanschool.ge</a>
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English Drama	Mzia Chkonia	<a href="mailto:mzia.chkonia@europeanschool.ge">mzia.chkonia@europeanschool.ge</a>
Robotics	Guranda Gogaladze	<a href="mailto:guranda.gogaladze@europeanschool.ge">guranda.gogaladze@europeanschool.ge</a>
PYP Counselor	Mariam Khabeishvili	<a href="mailto:mariam.khabeishvili@europeanschool.ge">mariam.khabeishvili@europeanschool.ge</a>
Eng. Support	Marina Bulashvili	<a href="mailto:Marina.bulashvili@europeanschool.ge">Marina.bulashvili@europeanschool.ge</a>
Speech Therapist	Izolda Trapaidze	<a href="mailto:Izolda.Trapaidze@europeanschool.ge">Izolda.Trapaidze@europeanschool.ge</a>

**SCHOOL CALENDAR**

2019- 2020 School Year

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
<b>September</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	14	15	
	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	21	22	
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	28	29	
	<b>30</b>							
<b>October</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	5	6	
	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	12	13	
	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	19	20	14-October
	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	26	27	
	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>				
<b>November</b>					<b>1</b>	2	3	
	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	9	10	
	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	16	17	
	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	24	23-St.Georgi's, Day
	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	30		
<b>December</b>							1	
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	7	8	
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	14	15	
	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	21	22	
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	28	29	
	<b>30</b>	<b>31</b>						
<b>January</b>			<b>1</b>	<b>2</b>	<b>3</b>	4	5	1-2- New Year
	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	11	12	
	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	18	<b>19</b>	19- January
	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	25	26	
	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			
<b>February</b>						1	2	
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	8	9	
	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	15	16	
	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	22	23	
	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	29		
<b>March</b>							1	
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	7	<b>8</b>	3-Mother's Day,8- Women's day
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	14	15	
	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	21	22	
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	28	29	
	<b>30</b>	<b>31</b>						

European School, Tbilisi

			1	2	3	4	5		
<i>April</i>		6	7	8	9	10	11	12	9-April
		13	14	15	16	17	18	19	19- Easter
		20	21	22	23	24	25	26	
		27	28	29	30				
<i>May</i>					1	2	3		
		4	5	6	7	8	9	10	9 - May,
		11	12	13	14	15	16	17	12-May
		18	19	20	21	22	23	24	
		25	26	27	28	29	30	31	26 - May
<i>June</i>		1	2	3	4	5	6	7	
		8	9	10	11	12	13	14	
		15	16	17	18	19	20	21	
		22	23	24	25	26	27	28	
		29	30						


Holidays  
 Day Offs  
 Teaching Days