

Statute

**International WR School
International Primary and Lower Secondary School
in Świlcza**

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Chapter 1 General provisions

§1

This Statute has been developed with particular consideration of the provisions of:

1. the Act of December 14, 2016 – Education Law;
2. the Act of September 7, 1991 on the Education System;
3. the Act of January 26, 1982 – The Teacher's Charter;
4. the Regulation of the Minister of Education and Science of September 2, 2022 on organizing and conducting classes using remote education methods and techniques;
5. the Regulation of the Minister of National Education and Sport of December 31, 2002 on safety and hygiene in public and non-public schools and institutions;
6. the Regulation of the Minister of National Education of August 9, 2017 on the conditions for organizing education, upbringing, and care for children and youth with disabilities, socially maladjusted, and at risk of social maladjustment;
7. the Regulation of the Minister of National Education of April 3, 2019 on the framework teaching plans for public schools;
8. the Regulation of the Minister of National Education of February 22, 2019 on the assessment, classification, and promotion of students and listeners in public schools;
9. the Regulation of the Minister of Education and Science of August 2, 2022 on the detailed conditions and procedure for conducting the eighth-grade exam;
10. the Regulation of the Minister of National Education of August 25, 2017 on the method of conducting documentation of teaching, educational, and caregiving activities in public preschools, schools, and institutions, as well as the types of such documentation;
11. the Regulation of the Minister of National Education of August 11, 2017 on the organization of the school year;
12. the Regulation of the Minister of National Education of March 27, 2017 on sports divisions and schools as well as schools of sports mastery;
13. the Regulation of the Minister of National Education of August 25, 2017 on pedagogical supervision;
14. the Regulation of the Minister of National Education of August 9, 2017 on the principles of organizing and providing psychological and pedagogical assistance in public preschools, schools, and institutions.

§ 2.

Whenever this Statute refers to:

1. **School** – it shall mean the Non-Public Primary School with International Divisions: *International WR School Międzynarodowa Szkoła Podstawowa* in Świlcza;
2. **Director** – it shall mean the Director of the School referred to in point 1;
3. **Managing Authority** – it shall mean MPCU Sp. z o.o., headquartered in Świlcza, entered into the Register of Entrepreneurs of the National Court Register under KRS number 0000811414, NIP: 8133825755;
4. **Superintendent of Education** – it shall mean the Podkarpackie Superintendent of Education in Rzeszów;

5. **Act** – it shall mean the Act of December 14, 2016 – Education Law;
6. **Statute** – it shall mean the Statute of the School referred to in point 1;
7. **Teachers** – it shall mean persons specified in Article 3, point 1 of the Act of January 26, 1982 – The Teacher’s Charter.

Chapter 2

Name, Type, and Seat of the School. Managing Authority of the School

§ 3.

1. The name of the School is: *International WR School Międzynarodowa Szkoła Podstawowa in Świlcza*.
2. The seat of the School is the building number 146P in Świlcza, Świlcza 146P, 36-072 Świlcza.
3. The full name of the School shall be used in all official contexts.
4. The School’s seal bears the following name:

*“International WR School
Międzynarodowa Szkoła Podstawowa w Świlczy”*

5. The principles governing the School's financial and material management are determined by the Managing Authority.
6. The School maintains and stores documentation in accordance with separate regulations.

§ 4.

1. The School is a non-public, eight-year primary school for children and youth, as specified in Article 14, Section 3 of the Education Law, which includes sports mastery divisions and international divisions.
2. The Managing Authority of the School is MPCU Sp. z o.o., headquartered in Świlcza, entered into the Register of Entrepreneurs of the National Court Register under KRS number 0000811414, NIP: 8133825755.
3. The authority exercising pedagogical supervision over the School is the Podkarpackie Superintendent of Education in Rzeszów.
4. The education cycle at the School lasts 8 years and is conducted in grades I–VIII, in accordance with the regulations on framework teaching plans in public schools.
5. The School organizes sports mastery divisions under the rules specified in the Regulation of the Minister of National Education of March 27, 2017, on sports divisions and schools as well as sports mastery divisions and schools.
6. The School organizes international divisions under the rules specified in the provisions of the Cambridge International Education Program, implemented in grades I–VIII, and organized under the rules specified in Article 25 of the Education Law.
7. The School follows the school year organization established for public schools.

8. The School ensures that students at every stage of education have the opportunity to transition to programs aligned with the teaching plans established for public schools.
9. All students attending grade VIII are required to take the eighth-grade exam.

Chapter 3

Goals and Tasks of the School

§ 5.

1. The School fulfills the goals and tasks specified in the Education Law, the Act on the Education System, and the regulations issued on their basis, taking into account an educational and preventive program tailored to the developmental needs of students and the needs of the community.
2. The aim of the School is to create conditions for the harmonious and comprehensive development of students, including the acquisition of skills in modern foreign languages, international content, and sports disciplines.
3. The School referred to in Section 1 is a non-public school that ensures:
 1. the implementation of teaching programs that consider the core curriculum of general education, and in sports mastery divisions, the implementation of training programs in cooperation with Polish sports associations, sports clubs, organizations conducting statutory activities in the field of physical culture, or universities offering programs related to physical culture sciences;
 2. teaching in international divisions according to the Cambridge International Education Program;
 3. the implementation of mandatory educational classes for no less than the duration and scope defined in the framework teaching plan for public primary schools;
 4. the application of rules for student classification, promotion, and examinations as specified in Chapters 3a and 3b of the Act on the Education System;
 5. maintaining documentation as specified in the Regulation of the Minister of National Education of August 25, 2017, on the method of conducting documentation of teaching, educational, and caregiving activities in public preschools, schools, and institutions, and the types of such documentation.
4. The School ensures the fulfillment of the compulsory education obligation, as referred to in Article 35, Section 2 of the Education Law.
5. The primary goals of the School are:
 1. to provide the best possible education for students and prepare them for further learning in secondary schools in Poland and abroad. Equally, the School aims to facilitate international contacts, including youth exchanges, and improve teaching methods for foreign languages;
 2. to introduce students to the world of knowledge, culture, and art, develop their ability to apply knowledge freely, foster their interests and talents, and prepare them to make independent decisions regarding their further education and active participation in social life;
 3. to implement education and upbringing as an integral process carried out with respect for the dignity of students and their freedom of belief and religion;

4. to adapt teaching content, methodology, and organization to the psychophysical abilities of students, including individualized approaches for exceptionally gifted students as well as those requiring additional support;
 5. to provide every student with the conditions necessary for their development;
 6. to ensure the comprehensive development of every student.
6. The aim of the School's general education is to:
1. introduce students to a system of values, including sacrifice, cooperation, solidarity, altruism, patriotism, and respect for tradition, while providing behavioral role models and fostering social relationships conducive to the safe development of students;
 2. strengthen students' sense of individual, cultural, national, regional, and ethnic identity;
 3. cultivate students' sense of personal dignity and respect for the dignity of others;
 4. develop competencies such as creativity, innovation, and entrepreneurship;
 5. foster critical and logical thinking, reasoning, argumentation, and inference skills;
 6. highlight the value of knowledge as a basis for skill development;
 7. stimulate students' curiosity and motivation for learning;
 8. equip students with knowledge and skills that allow for a more mature and organized understanding of the world;
 9. support students in identifying their predispositions and determining their educational path;
 10. ensure comprehensive personal development by deepening knowledge and fostering curiosity;
 11. shape an open attitude towards the world and other people, encourage social activity, and instill a sense of responsibility for the community;
 12. promote organized and deliberate self-education based on the ability to develop one's own learning methods;
 13. guide students toward values.
7. The School's goals are achieved through tasks, including:
1. smoothly introducing children to the world of knowledge, preparing them to fulfill school obligations, and fostering self-development;
 2. ensuring safe and hygienic conditions for students in the School, providing safety during classes organized by the School, and fostering a friendly atmosphere for learning.
 3. fluent proficiency in the English language and the development of cultural awareness;
 4. raising bilingual children through consistent, unified, and natural learning of English and Polish;
 5. the opportunity for students to attend sports championship classes and providing additional physical education activities for students who do not participate in these classes;
 6. introducing students to the world of literature, consolidating their reading interests, and equipping them with reading competencies necessary for the critical reception of literary works and other cultural texts;

7. fostering a love of reading among students and implementing initiatives to increase their reading activity;
8. creating conditions for students to acquire the knowledge and skills needed to solve problems using methods and techniques derived from computer science, including logical and algorithmic thinking, programming, using computer applications, and searching for and utilizing information from various sources;
9. providing students with the ability to use computers and basic digital devices;
10. preparing students to make conscious and responsible choices when using resources available on the Internet, critically analyzing information, and navigating safely in the digital space, including establishing and maintaining respectful relationships with other network users;
11. implementing measures to individualize support for each student's development, in line with their needs and abilities;
12. adapting teaching to the needs of students with disabilities, including those with mild intellectual disabilities;
13. promoting pro-health attitudes among students, including instilling hygienic behaviors that are safe for their own and others' health;
14. consolidating students' knowledge about proper nutrition, the benefits of physical activity, and implementing preventive health measures;
15. strengthening students' sense of national identity, fostering an attachment to history and national traditions, and encouraging them to undertake initiatives for the school and local community, including engaging in volunteer activities;
16. raising children and young people in the spirit of acceptance and respect for others;
17. fostering respect for the natural environment among children and youth, disseminating knowledge about sustainable development principles, motivating actions for environmental protection, and developing interest in ecology
18. preparing students for choosing their future educational paths and professions;
19. developing students' social competencies, including those required in virtual environments;
20. ensuring students' participation in group or individual projects, as well as organizing and managing projects;
21. considering the will of parents and the State in creating appropriate educational conditions;
22. directing the educational process toward values that define educational goals and criteria for evaluation;
23. undertaking activities related to significant sites of national memory, commemorating important historical figures and events, and observing key national holidays and state symbols.

8. In relation to the sports championship classes operating at the School, the School ensures:
1. the organization of training camps to improve students' sports skills and enhance their level of athletic performance;
 2. the implementation of various stages of sports training:
 - a) foundational,
 - b) specialized – identifying students' predispositions and talents qualifying them for training in a particular sport;
 3. creating conditions in the School that allow students to effectively balance sports activities with other educational activities by:
 - a) adjusting the schedule of sports classes to align with the weekly schedule of other classes,
 - b) striving for students to master and consolidate the content of the curriculum to the greatest extent possible,
 - c) implementing an individual education program or curriculum for students achieving excellent sports results and participating in national or international competitions,
 - d) organizing summer and winter breaks throughout the school year, adjusting their timing to sports competition schedules while maintaining the required number of days off from educational and instructional activities.
9. In relation to the international classes operating at the School, the School provides the opportunity to teach according to the Cambridge International Education curriculum in English:
1. creating for students an environment as close as possible to an international setting.

§ 6.

1. The School ensures conditions conducive to achieving the goals and principles defined by the Act through:
 1. conducting educational, upbringing, and care activities by qualified staff;
 2. appropriate infrastructure;
 3. systematic assessment and monitoring of students' progress and behavior;
 4. implementing the School's upbringing and prevention program;
 5. organizing extracurricular activities.
2. The methods for achieving the School's goals and tasks are defined by:
 1. the school's set of teaching programs;
 2. the school's upbringing and prevention program;
 3. the mission and vision of the School.

Chapter 4 School Authorities and Their Scope of Responsibilities

§ 7.

1. The School's authorities are:
 1. School Manager;

2. Director;
 3. Teaching Council;
 4. Parents' Council;
 5. Student Council.
2. Each authority has the right to operate freely and make decisions within its competencies as defined by the applicable legal regulations.

§ 8.

1. The Director of the School:
 1. manages the School's operations and represents it externally;
 2. plans and organizes the work of the School in accordance with the needs of students, teachers, and other staff members, as well as applicable regulations;
 3. exercises pedagogical supervision;
 4. supervises the students and creates conditions for their harmonious psychophysical development through active health-promoting activities;
 5. implements the resolutions of the Teaching Council, taken within its decision-making competencies;
 6. employs and dismisses teachers and non-teaching staff after obtaining the positive opinion of the Managing Entity and performs employment-related duties;
 7. submits requests to the Managing Entity regarding employment and dismissal of teachers and non-teaching staff, including those holding other managerial positions;
 8. assigns tasks and duties to teachers and non-teaching staff within the established remuneration framework;
 9. conducts the process of recruiting students to the School;
 10. ensures the safety of students and staff during activities organized by the School;
 11. provides students with conditions ensuring safety, health protection, protection from physical and psychological violence, respect for personal dignity, and kind and respectful treatment;
 12. in the case of aggressive or demoralizing behavior by students, undertakes corrective actions to mitigate or eliminate challenging behaviors, in cooperation with teachers, specialists referred to in § 28(2), parents, and external institutions, in accordance with applicable regulations and procedures;
 13. performs other duties arising from specific regulations;
 14. cooperates with higher education institutions to organize teaching internships;
 15. creates conditions for the operation of volunteers, associations, and other organizations, particularly scouting organizations whose statutory goals include educational activities or enrichment of the School's teaching, educational, care, and innovative initiatives;
 16. ensures the implementation of recommendations arising from the ruling on the need for special education for a student;
 17. suspends the implementation of Teaching Council resolutions taken within its decision-making competencies if they are inconsistent with legal regulations, immediately informing the Managing Entity and the School Superintendent;
 18. establishes the weekly class schedule for individual classes and divisions;

19. assigns teachers the role of class tutor, mentor, and until August 31, 2027, internship supervisor;
20. directly carries out educational, care, and teaching duties with students or on their behalf if the Director is also a teacher.
2. If the position of Director is entrusted to a person who is not a teacher, pedagogical supervision is exercised by the School Manager.
3. In carrying out their duties, the Director cooperates with the Teaching Council, parents, and the Student Council.
4. In the absence of the Director, the School Manager acts as their substitute.

§ 9.

1. The Director's tasks include:
 1. preparing the annual pedagogical supervision plan in accordance with separate regulations;
 2. observing lessons conducted by the School's teachers;
 3. evaluating teachers' work;
 4. supervising the professional advancement of teachers;
 5. presenting the Teaching Council with results and conclusions from the pedagogical supervision carried out in the previous school year, in accordance with separate regulations;
 6. preparing the annual pedagogical supervision plan and presenting it at a Teaching Council meeting;
 7. conducting at least one annual inspection to ensure the safe use of School facilities and safe and hygienic conditions, as well as defining directions for improvement;
 8. being responsible for implementing and adhering to data processing regulations at the School;
 9. implementing and monitoring child protection standards;
 10. preparing the School's organizational framework;
 11. approving teaching programs submitted by teachers or groups of teachers for School use;
 12. establishing the general daily schedule at the request of the Teaching Council, considering health and safety principles in teaching, upbringing, and care, as well as the needs, interests, and abilities of students, the type of student disabilities, and parental expectations;
 13. organizing replacements for absent teachers' lessons;
 14. maintaining regular cooperation with parents, the Managing Entity, and supervisory and controlling institutions;
 15. submitting requests to the Managing Entity, after consulting the Teaching Council, regarding awards, distinctions, and other recognitions for teachers and non-teaching staff;
 16. imposing disciplinary penalties on teachers and non-teaching staff;
 17. cooperating with trade unions.
2. If the Director is not a teacher, § 8(2) applies.

§ 10.

The Director is obliged to immediately notify the prosecutor and the School Superintendent in the event of a serious, fatal, or collective accident, and in the case of mass poisoning, the State Sanitary Inspector.

§ 11.

1. The Director is employed by the School's Managing Entity for the period specified in the contract concluded between the Managing Entity and the Director. When appointing the Director, the Managing Entity may consult the Teaching Council or the Parents' Council.
2. The position of School Director may be held by a person who is or is not a teacher. If a non-teacher is employed as Director, § 8(2) applies.
3. The Managing Entity may terminate the Director's employment before the expiration of the contract period specified in paragraph 1:
 1. by mutual agreement, if initiated by either party;
 2. in the event of the School's liquidation;
 3. in cases specified by generally applicable laws;
 4. if the Director resigns, respecting the notice period outlined in the contract mentioned in paragraph 1;
 5. in the case of a negative evaluation of work or performance – applicable to Directors who are teachers;
 6. following a request submitted by the School Superintendent as referred to in Article 56(3) of the Act;
 7. in the event of a gross violation of the Act or this Statute by the Director.

§ 12.

1. The Pedagogical Council is a collegial body of the School in the scope of fulfilling its statutory tasks related to education, upbringing, and care.
2. The Pedagogical Council establishes its rules of operation.
3. The Pedagogical Council consists of all teachers employed at the School. Individuals invited by its chairperson, with the consent or upon the request of the Pedagogical Council, may participate in meetings in an advisory capacity.
4. The Chairperson of the Pedagogical Council is the School Principal.
5. The decision-making competencies of the Pedagogical Council include:
 1. approving the School's work plans after consultation with the Parents' Council;
 2. adopting resolutions on the classification and promotion of students;
 3. adopting resolutions on expelling students from the student list;
 4. adopting resolutions on educational experiments at the School, after consulting their projects with the Parents' Council;
 5. determining the organization of professional development for the School's teachers;
 6. determining how to use the results of pedagogical supervision, including supervision conducted over the School by the Education Superintendent, to improve the School's operations.
6. The Pedagogical Council gives opinions on:

1. the organization of the School's work, including the weekly schedule of educational activities;
 2. the Principal's motions for awarding teachers with distinctions, awards, and other recognitions;
 3. the Principal's proposals concerning the assignment of permanent duties and additional paid educational, upbringing, and care-related activities to teachers.
7. Resolutions of the Pedagogical Council are adopted by a simple majority of votes in the presence of at least half of its members.
 8. Resolutions of the Pedagogical Council concerning individuals holding managerial positions at the School, or matters regarding the assessment of candidates for such positions, as well as personnel decisions concerning its members, are adopted through secret voting.
 9. Meetings of the Pedagogical Council are recorded in minutes.
 10. Individuals participating in the Pedagogical Council meetings are obliged not to disclose matters discussed during meetings that could infringe upon the personal rights of students, their parents, teachers, or other School employees.

§ 13.

1. Meetings of the Pedagogical Council are organized before the beginning of the school year, during each semester in connection with the classification and promotion of students, after the completion of annual teaching and educational activities, and as necessary.
2. Meetings of the Pedagogical Council may be organized at the request of the Education Superintendent, at the initiative of the School Principal, Manager, or Governing Authority, or at the request of at least one-third of the Pedagogical Council members.
3. The Chairperson prepares and conducts the meetings of the Pedagogical Council and is responsible for notifying all its members about the date and agenda of the meeting in accordance with the Council's rules.

§ 14.

1. The School has a Parents' Council. The Parents' Council consists of one representative from each class, elected in secret elections by the meeting of parents of that class.
2. Elections are conducted at the first parents' meeting in each school year.
3. The Parents' Council adopts its rules of operation, which specify in particular:
 1. the internal structure and mode of operation of the Council;
 2. the detailed procedure for conducting elections to the Council.
4. The Parents' Council may submit motions and opinions to the Principal and other School bodies, the School Governing Authority, and the Education Superintendent on all School matters.
5. The competencies of the Parents' Council include:
 1. adopting, in agreement with the Pedagogical Council, the School's upbringing and prevention program;
 2. giving opinions on the program and schedule for improving the effectiveness of the School's teaching or upbringing.

6. To support the statutory activities of the School, the Parents' Council may collect funds from voluntary parental contributions and other sources. The principles for using these funds are defined by the Council's rules.
7. The funds referred to in section 6 may be kept in a separate bank account of the Parents' Council. Individuals authorized by the Parents' Council with written authorization have the right to establish, close, and manage this bank account.
8. A parent's membership in the Parents' Council terminates in the event of:
 1. the child completing the School;
 2. the child's transfer to another school;
 3. the child's removal from the student list;
 4. the parent's death;
 5. resignation of membership;
 6. loss of eligibility;
 7. unjustified absence from three consecutive Parents' Council meetings.

§ 15.

1. The School has a Student Council, hereinafter referred to as the "Council."
2. The Council consists of all the students of the School.
3. The principles of election and operation of the Council's bodies are defined by regulations adopted by all students in an equal, secret, and general vote. The Council's bodies are the sole representatives of all students.
4. The Council's regulations cannot conflict with the School's statute.
5. The Council may submit motions and opinions to the Pedagogical Council and the Principal on all School matters, particularly concerning the implementation of students' fundamental rights, such as:
 1. the right to be informed about the curriculum, its content, objectives, and requirements;
 2. the right to transparent and justified assessments of academic progress and behavior;
 3. the right to organize school life to maintain an appropriate balance between schoolwork and opportunities to develop and satisfy individual interests;
 4. the right to edit and publish a school newspaper;
 5. the right to organize cultural, educational, sports, and entertainment activities according to their needs and organizational capabilities in agreement with the Principal;
 6. the right to choose a teacher to serve as the Council's advisor.
6. In agreement with the Principal, the Council may engage in volunteer activities.

§ 16.

1. Each School body has the right to act freely and make decisions within its competencies.
2. The Principal ensures the ongoing exchange of information between School bodies regarding activities and decisions taken or planned.

Chapter 5

School Organization

§ 17.

1. Education at the School lasts 8 years and is divided into two educational stages:
 1. Stage I includes grades I-III of primary school – early childhood education;
 2. Stage II includes grades IV-VIII of primary school.
2. The primary form of the School's work is the class-lesson system.
3. A lesson may last longer or shorter than 45 minutes, but no longer than 60 minutes.
4. Remedial classes for students last 60 minutes.
5. Between lessons, students take breaks lasting from 5 to 30 minutes.
6. The organization of breaks allows students to eat meals on the School premises.
7. During breaks, students are supervised by a designated teacher.
8. Education at the School is conducted exclusively in the daytime system, 5 days a week – from Monday to Friday, except on public holidays.

§ 18.

1. The basic organizational unit of the School is the class. A homeroom teacher supervises each class.
2. To ensure continuity and effectiveness of educational work, it is advisable for the homeroom teacher to supervise a given class throughout the entire educational stage referred to in § 17 section 1.
3. The homeroom teacher's tasks should be adapted to the students' age, needs, and the School's environmental conditions.
4. The minimum number of students in a class is 15 unless the Governing Authority decides otherwise.
5. Any changes to the educational and upbringing process outside the class-lesson system can only be organized with the Principal's consent, particularly:
 1. class outings to events, movies, exhibitions, etc., under teacher supervision;
 2. trips organized after completing a "Trip Form," attendance list, and fulfilling conditions required by specific regulations;
 3. school parties, sleigh rides, bonfires, "Spring Day," and other events on and off School premises, which may only occur under the supervision of teachers appointed by the Principal.

§ 19.

1. A student is under the care of the School from the moment they enter the School's premises or from the moment the student is handed over to the teacher on duty at the School, until the student is collected by a parent or a person authorized in writing by the parent.
2. After classes have finished, the teachers conducting the lessons accompany students to the waiting parents or authorized persons referred to in paragraph 1 or to the school daycare.

3. A parent may express their wish to collect a student before the end of classes by notifying the School administration of this intention.

§ 20.

1. The School implements education based on the core curriculum specified in Annex No. 2 to the Regulation of the Minister of National Education of February 14, 2017, on the core curriculum for preschool education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for first-level vocational schools, general education for special schools preparing students for work, and general education for post-secondary schools.
2. In international departments, teaching is carried out based on the Cambridge International Education curriculum.
3. In sports championship departments, sports training is conducted based on training programs approved by the minister responsible for physical culture.

§ 21.

1. The dates for the beginning and end of didactic and educational classes, holiday breaks, and winter and summer vacations are determined by regulations on the organization of the school year, issued by the minister responsible for education and upbringing.
2. The school year begins on September 1 of each year and ends on August 31 of the following year.

§ 22.

In grades IV-VIII, physical education classes, depending on their form, may be conducted jointly or separately for girls and boys.

§ 23.

1. In the School, the weekly mandatory hours of educational classes are implemented based on the provisions of Annex No. 1 to the Regulation of the Minister of National Education of April 3, 2019, on the framework teaching plans for public schools.
2. The School Director, taking into account the framework teaching plan referred to in paragraph 1, establishes the weekly schedule for individual classes and departments, which includes:
 1. mandatory educational classes;
 2. homeroom teacher sessions;
 3. revalidation classes for students with disabilities;
 4. career counseling classes;
 5. religion or ethics classes, conducted in accordance with the provisions issued under Article 12, paragraph 2 of the Act of September 7, 1991, on the Education System;
 6. family life education classes, conducted in accordance with the provisions issued under Article 4, paragraph 3 of the Act of January 7, 1993, on Family Planning, the

Protection of the Human Fetus, and the Conditions of Permissibility of Termination of Pregnancy;

7. sports classes conducted in sports championship departments, in accordance with the provisions issued under Article 18, paragraph 5 of the Educational Law;
 8. psychological and pedagogical support classes conducted in accordance with the provisions issued under Article 47, paragraph 1, point 5 of the Educational Law;
 9. classes in international departments in accordance with the Cambridge International Education curriculum.
3. In accordance with the assumptions of the Cambridge International Education program, the School organizes advanced learning in modern foreign languages as part of mandatory educational classes:
 1. English;
 2. a second modern foreign language.
 4. English language instruction begins in the first grade. Starting from the first grade, a second modern foreign language is introduced, according to the offer presented to the students' parents.

§ 24.

1. The School operates sports championship departments that implement training programs in cooperation with Polish sports associations, sports clubs, associations engaged in statutory activities in the field of physical culture, or universities offering studies in fields related to physical culture sciences.
2. The mandatory weekly schedule for sports classes in the departments referred to in paragraph 1 is 16 hours, including mandatory physical education classes provided for in the framework teaching plan for primary schools as defined in the regulations on framework teaching plans for public schools.
3. In the departments referred to in paragraph 1, teaching is conducted in selected sports disciplines specified by the School Director in agreement with the School's Governing Authority.

§ 25.

1. The School operates international departments implementing the Cambridge International Education program.
2. The educational program is conducted in accordance with the Polish core curriculum but extended to include international content.
3. Teaching in international departments is intended for both Polish and foreign students who wish to gain education incorporating international program elements.
4. The language of instruction in international departments is both Polish and English, except for language lessons in Spanish and Polish.

§ 26.

1. The School may operate preschool departments.

2. Preschool departments are an integral part of the School.
3. In preschool departments, the School implements a program based on the core curriculum for preschool education, referred to in Article 47, paragraph 1, point 1a of the Educational Law.
4. In preschool departments, the School implements a program based on the Cambridge International Education curriculum.

§ 27.

In fulfilling its statutory tasks, the School provides students with access to:

1. learning facilities with necessary equipment;
2. a library;
3. a school daycare;
4. administrative and utility rooms;
5. recreational and sports facilities, including a gymnasium;
6. a multifunctional sports field;
7. a swimming pool;
8. changing rooms;
9. a computer lab;
10. a cafeteria;
11. equipment necessary for students to participate in classes in case of suspension of classes and the organization of distance learning using remote methods and techniques.

§ 28.

1. The School provides psychological and pedagogical support aimed at identifying and meeting the individual developmental and educational needs of students, recognizing their psychophysical abilities, and addressing environmental factors affecting their functioning to support their developmental potential and create conditions for active and full participation in School and social life.
2. The need for psychological and pedagogical support at the School arises, in particular, from:
 1. disabilities;
 2. social maladjustment;
 3. risk of social maladjustment;
 4. behavioral or emotional disorders;
 5. special talents;
 6. specific learning difficulties;
 7. language competence deficits and disorders;
 8. chronic illness;
 9. crisis or traumatic situations;
 10. educational failures;
 11. environmental neglect related to the student's living conditions, leisure activities, and social contacts;
 12. adaptation difficulties related to cultural differences or changes in the educational environment, including those related to prior education abroad.

3. Psychological and pedagogical support provided at the School involves assisting parents and teachers in addressing educational and didactic issues and developing their educational skills to enhance the effectiveness of support provided to students.

§ 29.

1. Psychological and pedagogical support is organized by the School Director.
2. Psychological and pedagogical support in the School is provided to students by teachers, homeroom teachers, and specialists referred to in Article 42d of the Act of January 26, 1982 – The Teacher’s Charter, who perform psychological and pedagogical support tasks in the School, including psychologists, pedagogues, special educators, speech therapists, and educational therapists.
3. Psychological and pedagogical support is organized and provided in cooperation with:
 1. students’ parents;
 2. psychological and pedagogical counseling centers, including specialist centers;
 3. teacher training institutions;
 4. other schools;
 5. non-governmental organizations and other institutions and entities working for the benefit of families, children, and youth.

§ 30.

Psychological and pedagogical assistance in the School may be provided on the initiative of:

1. the student;
2. the student's parents;
3. the School Director;
4. the School Manager;
5. the teacher, educator, or specialist mentioned in § 28, para. 2, conducting lessons with the student;
6. the psychological and pedagogical counseling center;
7. the teacher's assistant;
8. the social worker;
9. the family assistant;
10. the probation officer;
11. a non-governmental organization, another institution, or entity working for the benefit of families, children, and youth.

§ 31.

1. In the School, psychological and pedagogical assistance is provided during ongoing work with the student and through integrated actions of teachers and specialists, as well as in the form of:
 1. classes that develop talents;
 2. classes that develop learning skills;

3. remedial classes;
 4. specialist classes: corrective-compensatory, speech therapy, developing emotional-social competencies, and other therapeutic activities;
 5. classes related to career and vocational guidance;
 6. an individualized educational path;
 7. advice and consultations.
2. In the School, psychological and pedagogical assistance is provided to parents and teachers in the form of advice, consultations, workshops, and training.
 3. The School Director organizes support by planning and conducting activities aimed at improving the quality of the psychological and pedagogical assistance provided.

Chapter 6

Detailed conditions and methods of internal school assessment of students

§ 32.

1. The School has its own internal assessment system, referred to hereinafter as IGS (Internal Grading System).
2. The school year is divided into two semesters, with:
 1. the first semester lasting from September 1st to the end of the third week of January,
 2. the second semester lasting from the beginning of the fourth week of January to the end of the school year.
3. Assessment is continuous, and grades are issued systematically in accordance with the internal assessment criteria and the schedule for checking and evaluating the student's achievements, as outlined in the teaching plan.

§ 33.

1. Internal school assessment of the student's educational achievements involves:
 - a) recognizing the level of mastery of knowledge and skills in relation to the requirements set out in the general education curriculum and the Cambridge Primary and Cambridge Lower Secondary curricula,
 - b) observing the student's behavior in relation to the School's Educational and Preventive Program,
 - c) formulating grades in both of the aforementioned areas.
2. Internal school assessment aims to:
 - a) inform the student about the level of their educational achievements and progress in this area;
 - b) inform the student about their behavior and observed changes in this regard;
 - c) motivate the student to continue making progress in learning;
 - d) motivate the student to continue improving their behavior;
 - e) provide parents/legal guardians and teachers with information about the student's progress, abilities, difficulties in learning and behavior;
 - f) allow teachers to improve the organization and methods of educational and pedagogical work;

- g) implement effective self-assessment for the student;
 - h) train teachers and students in the process of achieving the required standards, which determine the end of particular stages of education;
 - i) standardize the assessment rules and criteria applied by individual teachers;
 - j) ensure the systematic implementation of teaching programs.
3. Internal school assessment includes:
- a) formulating the educational requirements necessary to obtain mid-year and annual classification grades for mandatory and additional educational activities and informing students and parents/legal guardians about them;
 - b) the criteria for assessing behavior;
 - c) descriptive ongoing assessment, mid-term classification, and the grading of some educational activities according to the scale and forms adopted in the School;
 - d) determining mid-term and annual classification grades for mandatory educational activities and the annual classification grade for behavior, along with the conditions for improvement;
 - e) conducting qualification exams and promotional and remedial exams;
 - f) conducting qualification hearings for extracurricular competitions and tests.

§ 34.

1. Teachers of each class, at the beginning of each school year and no later than September 30th, inform students and their parents about the criteria for educational requirements arising from the program they are teaching and the methods of assessing the students' educational achievements:
 - a) students in the class team – during educational activities,
 - b) parents – during parent-teacher meetings.
2. Parents of students are additionally informed by the deadline set in para. 1 about:
 1. educational requirements necessary to obtain mid-term (semester) classification grades for mandatory and additional educational activities;
 2. the conditions, methods, and criteria for assessing behavior;
 3. the conditions and procedures for obtaining a higher than expected annual classification grade for behavior and the consequences of assigning a "poor" annual classification grade for behavior;
 4. the conditions and procedures for obtaining a higher than expected annual (semester) classification grade for mandatory and additional educational activities;
 5. the conditions for providing information about current and classification grades.
3. Class tutors, at the beginning of each school year, inform students and their parents about the conditions outlined in para. 2, points 2 and 3.
4. The WSO and the rules for assessing behavior are made available to students and parents by teachers and tutors at the School.
5. By September 30th of each school year, subject teachers enter the appropriate teaching program (the content must comply with the curriculum) for the students in the e-journal.
6. The criteria necessary to obtain specific grades are formulated in the Subject-Specific Assessment Systems developed by subject teams.

7. At the beginning of each school year (by September 20th), teachers determine and inform students and their parents/legal guardians via the electronic journal (or in writing) about:
 - a) the educational requirements necessary to obtain mid-term and annual classification grades for mandatory and additional educational activities arising from the program they are teaching,
 - b) the methods for checking educational achievements.

§ 35.

1. The goal of early childhood education is to support the holistic and harmonious development of the child.
2. The subject of school assessment in grades 1–3 includes the student's progress in educational achievements and behavior.
3. The following aspects of student progress are evaluated:



Assessing Student Progress in Grades 1-3

- POLISH LANGUAGE EDUCATION
- MATHEMATICS EDUCATION
- INFORMATION TECHNOLOGY EDUCATION
- SOCIAL EDUCATION
- NATURAL SCIENCES EDUCATION
- ART EDUCATION
- MUSIC EDUCATION
- TECHNICAL EDUCATION
- LANGUAGE EDUCATION



4. The basis for evaluating students' educational achievements are the curriculum requirements (for the appropriate level of early childhood education) of the teaching program implemented by the respective teacher.

5. When assessing the knowledge and skills of students in grades 1-3 in descriptive form, the following areas of activity are taken into account:



When assessing the knowledge and skills of students in grades 1-3 in descriptive form, the following areas of activity are taken into account:

- READING
- SPEAKING
- WRITING
- COUNTING
- MOTOR ACTIVITY
- ARTISTIC ACTIVITY
- NATURAL SCIENCES ACTIVITY
- FOREIGN LANGUAGE
- COMPUTER USE



§ 36.

1. The evaluation of a student's educational achievements in grades I-VIII is a descriptive assessment.
2. The descriptive assessment may include the following terms:



A descriptive assessment may include terms:

EXCEEDING	VERY GOOD	GOOD
In the "exceeding" level, beyond educational requirements, it means that the student possesses knowledge exceeding the full scope outlined by the integrated educational program in the class. The student independently uses various sources of knowledge, actively expands their knowledge, and develops their interests.	In the "very good" level, the student has mastered the full scope of knowledge and skills specified in the integrated educational program in the class. The student moves forward efficiently with the knowledge acquired, solves problems independently, and can apply the knowledge in new situations.	In the "good" level, it means that the student has mastered the full scope of knowledge and skills defined by the integrated educational program in the class. The student properly applies acquired knowledge and solves typical theoretical or practical tasks independently.

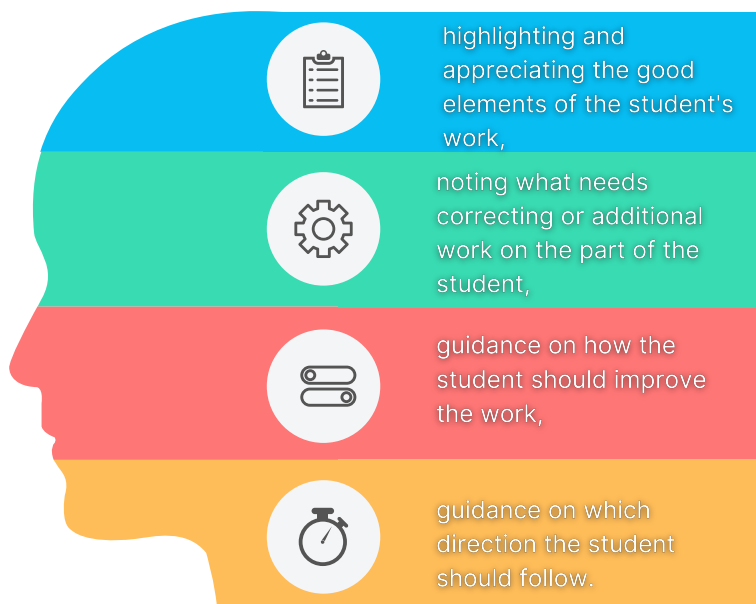
Descriptive semester/annual assessment may include the following terms:

AVERAGE	REQUIRED	INSUFFICIENT
<p>at an "average" level, which means that the student has mastered the knowledge and skills the integrated educational programme in a given class, solves typical theoretical or practical tasks with an average level of difficulty.</p> <p>typical theoretical or practical tasks of an average level of difficulty,</p>	<p>at a "required" level, i.e. the student has deficiencies in mastering the core curriculum, but these deficiencies do not prevent the student from acquiring basic knowledge in the course of further education.</p> <p>solves theoretical and practical tasks with a low degree of difficulty, with the help of a teacher. solves theoretical and practical tasks with a low degree of difficulty with the teacher's help,</p>	<p>"insufficient", which means that the student has deficiencies in mastering the core curriculum and these deficiencies make it impossible for him/her to acquire the basic knowledge in the future. programme and these shortcomings prevent the student from acquiring the basic knowledge in the course of further education. learning.</p>

§ 37.

1. The assessment of educational achievements involves teachers identifying the level and progress of a student's mastery of knowledge and skills in relation to the educational requirements resulting from the curriculum framework and the teaching programs implemented at the school in accordance with this framework.
2. The school uses formative assessment, which involves providing students with information about the lesson's goals, the criteria for requirements (objectives), and obtaining feedback from students about the knowledge and skills they have gained during the lesson.
3. The assessment should include feedback, including:

The assessment should include feedback, including:



4. Ongoing assessment of the student's level of knowledge and skills should be conducted systematically, in various forms, in conditions ensuring objectivity.
5. During the school year, students are assessed through ongoing formative assessments, either verbal or written.
6. The teacher, in cooperation with the student, continuously monitors the student's progress. The student's knowledge and skills can be checked orally or in writing. The form of assessment is determined by the subject teacher in their educational requirements, and students are informed about it. Any changes to the agreed form require mutual agreement and acceptance.

§ 38.

1. Individualization of Work with the Student, Individualization of Assessment:

- a) The teacher is required to individualize work with the student during compulsory and additional educational activities, according to the student's developmental and educational needs as well as their psychophysical capabilities.
- b) The teacher is required to adjust educational requirements to the student's individual developmental and educational needs as well as psychophysical capabilities:
 - For students with a special education needs statement – based on this statement and the provisions in the individual educational-therapeutic program developed for the student according to the regulations on the conditions for organizing education, upbringing, and care for children and youth with disabilities or socially maladjusted individuals in general education or integrative preschools, schools, and departments, or according to regulations on the conditions for organizing education, upbringing, and care for children and youth with disabilities or socially maladjusted individuals in special preschools, schools, and departments, or centers.
- c) For students with an opinion from a psychological and pedagogical counseling center, including a specialist counseling center, about specific learning difficulties or another opinion from the counseling center – based on this opinion and the provisions in the support action plan developed for the student according to legal provisions.
- d) For students who do not have an official opinion or statement, but are receiving psychological-pedagogical assistance in the school – based on the provisions in the support action plan developed by teachers and specialists.
- e) For students with a medical opinion on limitations in performing certain physical exercises during physical education classes – based on this opinion.
- f) In the case of a student with a special education needs statement or individual instruction, the adjustment of educational requirements to the individual psychophysical and educational needs of the student may be based on this statement.

g) Individualization of work with the student includes, among other things:



The individualisation of the student's work involves, among other things:

development of additional tasks, worksheets for gifted students - from the tool bank (maths, spelling, grammar, crosswords, puzzles, sixth-grade tasks) - concerns the testing process,

preparing individual worksheets and differentiating tasks when testing knowledge and skills,

adapting teaching requirements to the individual pace of a weak pupil (with a diagnosis or opinion),

preparation of tasks of varying degrees of difficulty to be used in lessons and for homework.

2. The teacher is required to adjust educational requirements to the individual developmental and educational needs, as well as the psychophysical capabilities of the student:
 - a) who has a certificate indicating the need for special education,
 - b) who has an opinion from a psychological and pedagogical counseling center (or other specialist),
 - c) who does not have an opinion from a psychological and pedagogical counseling center but is receiving psychological and pedagogical support at school.

§ 39.

1. The class teacher informs parents about the student's progress in learning and behavior through:
 - Individual conversation,
 - General parent meeting,
 - Telephone,
 - Information available in the electronic journal (e-journal).
2. The teacher is required to support the efforts of the student and the parents in order to achieve the best educational outcomes by:

Mid-year and annual behavioural grades are determined according to the following scale:

individual discussions with the pupil	ensuring that a student is given the opportunity to improve the grade received under the conditions laid down in the CFR	providing remedial classes where there is a need to follow the curriculum and these deficits prevent the acquisition of basic knowledge in the course of further education
individual discussions with parents		
developing, in cooperation with parents, a plan of individual support for a student with learning difficulties	enabling the student to carry out additional work to enhance knowledge and skills	organising and preparing competitions, projects and other forms of activities in which pupils can demonstrate their acquired knowledge and skills

3. The parent is required to cooperate with the school and support the child in the learning process.

§ 40.

1. Midterm and annual behavior grades are determined according to the following scale:

Mid-year and annual behavioural grades are determined according to the following scale:

EVALUATION NAME	SHORTCUT
EXCELLENT	EX
VERY GOOD	VG
GOOD	GD
CORRECT	CR
REPREHENSIBLE	RP

2. A student's behavior during a lesson cannot be a criterion for evaluating their level of knowledge and skills in a given subject.

3. In grades I-III, behavior is assessed descriptively, in accordance with the regulations.

4. Grades for educational activities do not affect the behavior grade.

5. The behavior grade does not affect:

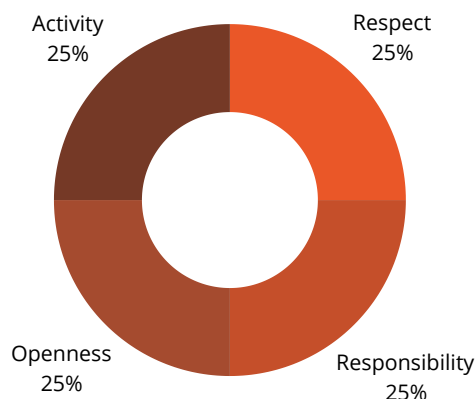
- grades for educational activities;

2. promotion to the next grade or completion of school.

6. The midterm and annual behavior grade takes into account the following key areas:



The interim and annual behaviour grading takes into account the following core areas:



7. When determining the classification grade for a student's behavior, if the student has been found to have disorders or other developmental dysfunctions, the impact of these disorders or dysfunctions on their behavior must be considered. This assessment is based on a certificate of special education needs, a certificate for individual instruction, or an opinion from a psychological-pedagogical counseling center, including a specialist counseling center.

8. The assessment of a student's behavior is conducted within the framework of internal school evaluation according to the applicable grading scale.

9. The starting grade is "Good."

10. Behavior grades are transparent for the student and their parents.

11. The teacher assigns the grade in consultation with the student after gathering feedback from students and teachers. The teacher informs the student and their parent about the assigned grade, providing a justification for the final decision.

12. The annual classification grade for behavior is determined by the class teacher, taking into account:

1. the student's self-assessment;
2. opinions about the student from teachers teaching in the class;
3. the opinion of the class.

13. Formal methods of collecting feedback include, among others, praise and comments recorded in the school journal.

14. Students fulfilling their school obligation or compulsory education outside of school, taking classification exams, are not assigned a behavior grade.

15. The class teacher informs the student about the planned grade no later than two weeks before the classification meeting of the teaching staff.

16. The annual classification grade for behavior should reflect the student's attitude throughout the entire school year.

§ 41.

1. The annual descriptive grade is recorded in the grade report and the school certificate.
2. The midterm and annual descriptive classification grade (required by the Ministry of Education Regulation) for educational activities reflects the scope of requirements outlined in the general education curriculum for the first stage of education and indicates the student's developmental and educational needs related to overcoming learning difficulties or developing talents.
3. Forms of assessment used:
 - a) Ongoing assessments may be provided in written form.
 - b) The midterm and annual assessment, reflecting the level and progress in the student's acquisition of required knowledge and skills, is prepared in written form for grades I-III and as a cumulative assessment for grades IV-VIII.

§ 42.

1. Rules for conducting tests and written assignments:
 - 1) Only one written assignment (test) can take place on a given day.
 - 2) In one week, there can be one two-hour test or two one-hour tests. This does not apply if a test or written assignment is rescheduled at the request of students.
 - 3) Students must be informed of the date of a test or assignment covering material from four or more recent lessons at least one week in advance.
 - 4) The date of the test or written assignment must be recorded by the teacher in the electronic school journal.
 - 5) Each test and written assignment must be preceded by at least one lesson dedicated to material review.
 - 6) Grades for written assignments should include a written comment from the teacher.
 - 7) Written assignments must be graded, commented on, and returned to the student within a period not exceeding two weeks, and the results should be discussed during a lesson.



Rules for the conduct of examinations, tests and class work:

Every student has the right to improve any grade in a test under the conditions agreed with the teacher.

No class work shall be done in the first week after school holidays and Christmas breaks holidays, unless it has been postponed at the request of the pupils.

Tested and assessed written student work is kept at school by the teachers of the throughout the school year. On the last day of the school year (31.08.) the work is destroyed.

In Grades 1 to 3, the original of the student's written work that has been reviewed and assessed by the teacher makes available and gives it to the student to take home with a request to return it signed by the parents within the timeframe set by the teacher, while in grades 4-8 the teacher scans the tests and sends them to the parents for review via the electronic journal at the parent's request.

2. Each student has the right to improve any test grade under conditions agreed upon with the teacher.
3. The test retake must take place within two weeks of receiving the graded test (unless the teacher agrees to extend the deadline) on a date specified by the teacher.
4. Failure to retake the test within the specified deadline will result in a failure to pass the assessed material.
5. Key skills indicated by the subject teacher must be passed unconditionally under conditions set by the teacher.
6. Written tests are not conducted during the first week after holidays or winter/spring breaks unless they have been rescheduled at the request of students.
7. Uniform criteria for grading written assignments apply in the school. The grade for an assignment is determined by the number of points achieved, converted into percentages, according to the following table:



The school has uniform criteria for the assessment of written work. The grade of the work is determined by the number of points obtained converted into percentages according to the table below:

NAME OF DEGREE	PERCENTAGE CRITERIA
Excellent	98 % – 100%
Very Good	90 % – 97%
Good	70 % – 89 %
Sufficient	55 % – 69 %
Acceptable	40 % – 54 %
Insufficient	39 % and less

8. The teacher is obliged to inform students before the start of the test about the marks which can be obtained for the individual tasks and the extent of the material which requires a passing grade.
9. Tested and assessed written student work is kept at school by subject teachers throughout the school year. On the last day of the school year (31.08.) the work is destroyed.
10. The teacher is obliged to assess students' achievements frequently and systematically. The minimum number of assessments per half-year, depending on the size of the compulsory weekly teaching hours, is:

The teacher is obliged to assess students' achievements frequently and systematically. The minimum number of assessments per half-term, depending on the weekly compulsory teaching hours,



11. During the school year, students are assessed with formative written evaluations.
12. In grades 1-3, the original of a student's corrected and graded written work is provided and sent home with the student, with a request for its return signed by the parents within a deadline set by the teacher. In grades 4-8, teachers scan tests and send them to parents for review via the electronic grade book upon the parent's request.
13. In grades 1-3, students' educational achievements are recorded regularly and systematically.
14. Students are required to independently catch up on missed material resulting from absences.
15. Students' knowledge and skills are not assessed within three days of a justified absence lasting a week or longer.
16. Teachers establish rules for reporting unpreparedness at the beginning of the school year.
17. Teachers limit the amount of homework in favor of active and intensive in-class work. Homework is not assigned during holidays or free days (such as long weekends).
18. The grade obtained from a test retake is recorded in the electronic grade book in such a way that the previous grade is crossed out, and the new grade is placed next to it.
19. Possibilities for retaking assessments other than tests/classwork are determined by the subject teacher.
20. In the case of an unexcused single-day or single-lesson absence on a scheduled test day, the teacher may conduct the test during the next lesson of the given subject.
21. Students participating in contests or competitions on a given day are excused from lessons on that day and from oral questioning the following day. This does not apply to scheduled tests, which must be completed within two weeks.
22. Additional homework suggested by teachers is assigned in accordance with the school's "Homework Standards."

§ 43.

1. Mid-year and end-of-year classification is conducted in accordance with the regulations of the Ministry of National Education (MEN). During the school year, students receive descriptive assessments, which take into account the student's effort, interest in the subject, work contribution, and achieved results.
2. Only mid-year and end-of-year grades are expressed in numerical form.
3. Subject teachers issue mid-year and end-of-year grades within deadlines specified in the school's statutes. The exact dates of grading meetings are adjusted to the length of semesters, which are determined in consideration of the school year calendar set by MEN (including holidays, breaks, etc.) and are communicated to parents and students in September and published in the electronic grade book.
4. Mid-year classification is conducted two weeks before the start of winter holidays, and end-of-year classification is conducted two weeks before the start of summer holidays. This process involves summarizing a student's educational achievements in the current school year, as defined in the school's educational plan, and determining the grades for educational activities and behavior, taking into account the student's knowledge, skills, and behavior from previous periods.
5. Grades from educational activities do not influence the behavior grade.
6. Mid-year and final classifications are conducted in the highest program-level class.
7. Mid-year and final classifications include the following:
 - a) Mid-year and final grades in educational activities assessed in the highest program-level class,
 - b) Mid-year and final grades in educational activities completed in lower program-level classes,
 - c) Mid-year and final behavior grades assessed in the highest program-level class.
8. Grades and their justifications are transparent for the student and their parents/legal guardians. Information on the student's progress and achievements is provided continuously (via the electronic grade book) and during parent-teacher meetings.
9. When determining grades for physical education, technical education, art education, and music education, particular consideration is given to the student's effort in fulfilling the specific requirements of these subjects.
10. Mid-year classification involves a periodic summary of the student's educational achievements in activities defined in the school's educational plan and the determination of the mid-year behavior grade.

§ 44.

1. Mid-year and final grades expressed in numerical form are issued at the end of the winter semester and school year. They indicate the overall level of knowledge and skills achieved by the student, as outlined in the teaching program for the school year, as well as the student's approach and engagement during lessons.
2. Mid-year and final grades are determined by the subject teacher. Before issuing a grade, the teacher discusses the proposed grade with the student, providing justification.
3. Mid-year and final grades are expressed on a 1-6 scale (as per the table) and accompanied by a comment.

Mid-year and final year grades are expressed in grades on a scale of 1 to 6 (as shown in the table) and are commented on:

DEGREE NAME	EQUIVALENT EXPRESSED BY NUMBER	Evaluation summary
Excellent	6	EX
Very Good	5	VG
Good	4	GD
Sufficient	3	SF
Acceptable	2	AC
Insufficient	1	ISF

4. Mid-term and annual grades in educational classes, starting from class fourth grade are set in grades according to the following scale:

Sufficient (SF) 4, which means that the student:

- 1 has mastered the core curriculum material well,
- 2 knows the terms typical of the subject,
- 3 is able to use all sources of information learned in class,
- 4 is able to solve typical tasks independently and more difficult ones under teacher guidance
- 5 correctly reason in terms of cause and effect
- 6 understands the most relevant processes and phenomena covered in the curriculum,
- 7 draws conclusions on the basis of observations with the help of the teacher,
- 8 applies the knowledge gained to solve typical tasks or problems,
- 9 solves additional tasks,
- 10 is active during lessons,

5. If mid-year classification reveals that a student's level of educational achievement prevents or hinders further learning in the next grade, the school, if possible, provides an opportunity to make up for the deficiencies through a tripartite contract (student - teacher - parent).

6. Mid-year and annual grades in religion are determined on a numerical scale from 1 to 6 but are not included in the grade average.

7. The semester narrative assessment remains with the class teacher, and a photocopy is provided to the student's parents/guardians.

8. The annual narrative classification grade for educational activities considers the student's level of

knowledge and skills as defined in the core curriculum for general education for the first stage of education.

9. Annual classification for grades I-III involves summarizing the student's achievements in educational activities and behavior during the school year, as well as determining a single annual classification grade for educational activities and behavior.

10. A primary school student in grades I-III is promoted to the next grade each school year.

11. In exceptional cases, the teaching council may decide that a grade I-III student will repeat a grade upon the class teacher's request, after consulting the student's parents/guardians, or at the parents' request after consulting the class teacher.

12. One month before the mid-year or annual classification meeting of the teaching council, the class teacher is required to inform parents in writing if their child has not mastered the essential knowledge and skills outlined in the curriculum for that grade.

13. At least two weeks before the classification meeting of the teaching council, the class teacher informs parents/guardians about the anticipated narrative grade during a direct meeting or via the electronic gradebook.

§ 45.

1. Annual classification for a student with a special needs statement in grades I-III involves summarizing their educational achievements and behavior for the school year while adapting to specialist recommendations.

2. Annual classification, starting from grade IV, summarizes a student's educational achievements in the school curriculum's educational activities and their behavior during the school year, determining annual classification grades in educational activities and behavior according to the scale outlined in this document.

3. One month before the annual/semester teaching council meeting, teachers of individual educational activities and the class teacher must inform the student and their parents/guardians in writing about a proposed failing grade in educational activities or unsatisfactory behavior.

4. Teachers of specific educational activities and the class teacher must inform the student and their parents/guardians of the other proposed annual/semester grades for educational activities and behavior via the electronic gradebook two weeks before the annual/semester teaching council meeting. These proposed grades are subject to change.

5. Semester and annual classification grades for additional educational activities are determined by the teachers of those activities. The annual grade for additional educational activities does not affect promotion to the next grade or graduation.

6. Students or their parents/guardians may appeal to the school principal if they believe that an annual/semester classification grade in educational activities or behavior was determined contrary to legal regulations governing the grading process. Appeals must be submitted within seven days of the end of the teaching term.

7. If it is determined that an annual/semester classification grade in educational activities was set contrary to regulations, the school principal appoints a commission to conduct a test of the student's knowledge and skills (written and oral) and determine the grade.

8. The test mentioned above must be conducted within five days of the parents'/guardians' appeal. The test date is agreed upon with the student and their parents/guardians.

9. The commission includes: the school principal or another administrative teacher as the chair, the teacher of the given subject, and the class teacher or another teacher of the same or a related subject.

10. The grade determined by the commission cannot be lower than the originally assigned grade. This grade is final, except in cases of a failing annual/semester grade, which may be changed following a remedial exam under the rules specified in this document.
11. Starting from grade IV, a primary school student is promoted to the next grade if they receive annual classification grades higher than a failing grade in all mandatory subjects listed in the school curriculum.
12. The school transcript records special achievements, including participation in subject Olympiads or competitions (achieving laureate status and/or advancing to higher levels starting from the district level), as well as notable sports and artistic achievements.
13. The school transcript records completed subjects from the Cambridge Primary and Cambridge Lower Secondary programs in the section on additional educational activities.

§ 46.

The school employs the following methods to collect information about students:

1. Ongoing entries in the electronic gradebook.
2. Notes in student notebooks and exercise books.
3. Student assessments.
4. Integrated tests.
5. Mid-year progress and behavior reports for parents.
6. Annual grades in learning and behavior reflecting the entire year's work.

§ 47.

1. The school maintains an electronic register, assessment sheets, and individual teaching records for each class to document students' achievements and progress during the academic year.
2. If a student qualifies for the provincial level of a subject competition or higher, they are exempt from all forms of knowledge and skill assessments during the week prior to the competition and the first day of school after the event.
3. If a student represents the school in an external event and misses classes, they are exempt from all forms of knowledge and skill assessments on the following day. However, they are obligated to make up any missed work.

Chapter 7 Rights and Responsibilities of School Employees

§ 48.

1. Employees of the School are: the School Manager, the Principal, teachers, and non-teaching staff, hereinafter referred to as "employees."
2. School employees have the right to:
 1. receive compensation according to the position held;
 2. equal treatment in employment;
 3. improve their qualifications in accordance with the needs of the School;

4. take time off in accordance with applicable laws and provisions arising from the binding employment relationship;
 5. personal data protection;
 6. work in safe and hygienic conditions.
3. School employees have the right to submit requests and opinions to the Principal on all matters concerning the School.

§ 49.

1. The position of Principal is established in the School.
The Principal of the Primary School is responsible for direct management and supervision of the primary school division, ensuring effective implementation of the school's educational programs, policies, and initiatives at the primary level. The person in this position reports directly to the School Manager and works closely with them on matters concerning the primary school.
2. Duties of the Principal of the Primary School:
 1. Supervise the work of the school counselor, school psychologist, career counselor, school nurse, and medical rescuer;
 2. Foster an atmosphere that stimulates innovative approaches among teachers, motivating them to engage in creative educational searches;
 3. Monitor the use of teaching aids in the educational process;
 4. Inspire and organize the overall work of class tutors, supervise the maintenance of class documentation, and provide special care for young tutors;
 5. Monitor teachers' work plans and the implementation of the curriculum, educational plans, and approval of textbooks;
 6. Supervise the school register;
 7. Supervise subject-specific grading systems;
 8. Organize and oversee the work of teaching teams;
 9. Manage monthly reports of teachers on replacement duties;
 10. Prepare short-term and long-term substitute schedules;
 11. Oversee the proper functioning of the library and the school day-care center, ensuring the proper implementation of their tasks;
 12. Timely inform teachers about subject-related competitions and contests, and maintain relevant documentation;
 13. Monitor teachers' compliance with laws related to educational, caregiving, and other statutory activities, documenting the supervisory actions;
 14. Implement systems and regulations;
 15. Ensure students are cared for while waiting for their parents, school transportation, or extracurricular activities;
 16. Assume the authority of the School Manager during their absence in accordance with their competencies;
 17. Collaborate with the School Manager in strategic planning and decision-making;
 18. Assist in the development of the school's organizational project;
 19. Create the school's organizational chart;
 20. Develop the school calendar;

21. Develop and implement the school's educational and preventive programs;
22. Issue end-of-year certificates and report cards;
23. Manage student ID cards;
24. Plan class schedules, organize exams and tests;
25. Organize teacher duty schedules during breaks, before and after lessons, and in special situations, ensuring proper implementation;
26. Maintain a register and documentation for students fulfilling their compulsory schooling duties;
27. Monitor student progress;
28. Monitor the implementation of the curriculum, teaching programs, and school policies;
29. Ensure the implementation of recommendations resulting from special education needs assessments for students;
30. Organize support lessons, language courses, corrective and compensatory classes, and assess needs;
31. Create conditions for the development and independent work of students;
32. Enroll or remove students from the list as specified in the school's statute;
33. Enable students, particularly those gifted or with special educational needs, to follow an individual learning path;
34. Initiate community-based actions;
35. Organize various forms of assistance for children/students;
36. Ensure student and teacher safety during their time at school;
37. Implement the juvenile protection program in the school;
38. Organize student meals according to needs and in compliance with the law;
39. Organize parent education programs and ensure variety in meetings;
40. Regularly update data in the Education Information System;
41. Ensure proper inventory management of school assets, monitoring the accuracy and reliability of inventories;
42. Coordinate school assemblies, events, and other educational activities;
43. Supervise teacher duty schedules (parent consultations) during breaks, and before and after lessons;
44. Serve as the guardian of the student council;
45. Organize pedagogical meetings;
46. Implement decisions made by the school or educational institution board, and the pedagogical council (implement tasks in line with the council's resolutions), chair the pedagogical council;
47. Represent the school externally;
48. Disseminate internal legal regulations within the school.

§ 50.

1. The position of School Manager is established.
2. The position of Manager is an executive role within the School.
3. The School Manager is the main administrator and leader of the school. They are responsible for the overall functioning of the school and for creating and implementing the educational strategy. In this structure, the Manager is the overall leader of the school, responsible for setting the vision, strategic direction, and overseeing all activities.

4. The School Manager is responsible for:

1. Organizing the functions of the school nurse, counselor, psychologist, and career advisor;
2. Implementing educational innovations;
3. Motivating and supporting teachers in their professional development;
4. Facilitating teacher internships and providing opportunities for staff development;
5. Developing a forward-looking vision for the school's growth;
6. Creating conditions for innovative actions;
7. Conducting internal evaluations and using the results to improve the quality of the school's work, and documenting the evaluation process;
8. Managing human resources;
9. Organizing and overseeing the school's secretarial activities, handling personnel matters, receiving visitors, managing financial and business tasks, and correspondence;
10. Monitoring the progress of teachers and non-teaching staff;
11. Conducting and documenting observations of the work of teachers and non-teaching staff;
12. Recruiting teaching and non-teaching staff and reviewing the justification for changes or termination of contracts with them;
13. Identifying the professional development needs of teachers;
14. Planning professional development in accordance with the needs of the school and its teachers;
15. Planning and implementing professional development programs for teachers;
16. Creating and securing resources for professional development and additional qualifications for teachers and non-teaching staff as needed by the school;
17. Implementing systems and regulations;
18. Taking on the duties of the school principal during their absence, including creating and implementing the school's concept of operations;
19. Planning and organizing school operations;
20. Developing strategic initiatives;
21. Preparing a pedagogical supervision plan for each school year;
22. Budgeting and finance management;
23. Long-term planning;
24. Analyzing and reporting;
25. Collecting and controlling information on extracurricular and out-of-school activities and evaluating how students spend their free time;
26. Organizing extracurricular activities and interest clubs;
27. Ensuring student care while waiting for parents, school transportation, or extracurricular activities;
28. Analyzing teaching results and implementing corrective actions;
29. Analyzing results of promotions, classification exams, make-up exams, tests, and external exams;
30. Ensuring procedures for teachers and students in case of threats (civil defense plan, addiction, violence);
31. Gathering data from the Central Register of Disciplinary Decisions, the Register of Sexual Offenders, and other necessary documentation for employee records;
32. Regularly reviewing the school's safety conditions and modernization efforts;
33. Organizing school operations in accordance with health and safety regulations;

34. Collaborating with educational and local government authorities;
35. Applying for grants, managing grant funds;
36. Identifying needs for additional school resources and presenting these to the governing body;
37. Collaborating with higher education institutions to organize teacher internships;
38. Managing external projects carried out at the school;
39. Initiating community-oriented actions;
40. Collaborating with local institutions and organizations;
41. Promoting the school's image and marketing within the local community, collaborating with local businesses, and showcasing student, teacher, and school successes;
42. Organizing parent education programs and ensuring diversity in meetings;
43. Signing agreements with parents regarding students' education;
44. Ensuring the aesthetic appearance of the school and its surroundings;
45. Promoting the school within the local community;
46. Regularly updating statutory records in accordance with changing laws;
47. Maintaining and storing documentation in compliance with applicable legal regulations.

§ 51.

1. The teacher plans and conducts educational, upbringing, and care work, being responsible for the quality and conditions of this work, as well as the safety of the students entrusted to their care.
2. The tasks of teachers include:
 1. Preparing and conducting lessons in accordance with the applicable curriculum.
 2. Developing lesson plans, educational materials, tests, and exercises.
 3. Adapting teaching methods and forms to the needs and abilities of the students.
 4. Regularly assessing and analyzing learning outcomes, preparing reports and certificates.
 5. Organizing and conducting tutor hours, meetings with parents, and addressing upbringing issues.
 6. Ensuring safe conditions during classes and breaks, responding to conflict situations.
 7. Shaping positive attitudes and values among students, e.g., through educational projects, volunteering.
 8. Actively participating in pedagogical council meetings, sharing observations and conclusions.
 9. Supervising according to the weekly duty schedule.
 10. Regularly informing parents about the progress and issues of the children, organizing meetings and consultations.
 11. Collaborating within subject teams, sharing experiences and educational materials.
 12. Diligently maintaining school documentation, including lesson registers, grade cards, work plans, and subject-specific grading systems.
 13. Performing additional administrative duties, e.g., overseeing the computer lab, subject classrooms.
 14. Participating in training, courses, conferences, and self-education.
 15. Implementing new methods and forms of work, experimenting with new technologies and educational tools.

16. Creating, co-organizing clubs, educational projects, and school trips.
 17. Participating in inter-school, international, and grant projects.
 18. Engaging students in activities for the local community, collaborating with cultural institutions and non-governmental organizations.
 19. Ensuring safe learning and working conditions, responding to threats.
 20. Conducting classes on safety, first aid, and evacuation.
 21. Conducting substitute lessons when necessary.
 22. Working in committees during final exams, olympiads, internal school competitions, and others.
 23. Engaging in the organization of school events, competitions, and celebrations.
 24. Deciding on the choice of methods, organizational forms, textbooks, and educational resources for teaching their subject.
 25. Performing work in accordance with safety and hygiene regulations and complying with the instructions and guidelines issued by superiors in this regard.
 26. Observing the School Statute, School Regulations, and internal school documents.
 27. Carrying out school tasks in forms other than those carried out within the school, e.g., during trips, group outings, etc.
3. The tasks referred to in paragraphs 1 and 2 may be performed both within the School and outside the School based on separate regulations. When performing these tasks, teachers are required to ensure the safety of students by adhering to safety rules specified in separate regulations and the School's rules and procedures.
 4. The tasks of teachers also include:
 - a) Carrying out other activities specified in the School Statute;
 - b) Collaborating with other teachers, including within teams appointed by the School Principal, and with other school employees;
 - c) Collaborating with volunteers conducting activities in the School and with other institutions;
 - d) Collaborating with students' parents;
 - e) Improving their own work methods;
 - f) Keeping documentation in accordance with separate regulations; g) Carrying out tasks specified in separate regulations.

§ 52.

1. Teachers fulfill mandatory tasks in the following forms:
 - a) Mandatory and additional classes conducted directly with students or for their benefit;
 - b) Classes conducted within the framework of psychological and pedagogical support, including assistance in choosing an educational path and profession;
 - c) Classes developing students' interests and talents;
 - d) Other activities specified in the School Statute;
 - e) Maintaining documentation, especially regarding the progress of education, providing psychological and pedagogical support to students.
2. Teacher-tutors, who are responsible for a particular class, carry out the tasks referred to in § 65, and additionally:

- a) The tutor is responsible for creating and implementing the class's educational plan, which should align with the general assumptions of the school's educational program.
 - b) The tutor performs a caregiving role, monitoring the emotional, social, and educational development of their students.
 - c) The tutor is required to maintain constant contact with the parents/legal guardians of students, informing them about their child's progress and problems.
 - d) The tutor organizes regular meetings with parents (class meetings) and individual conversations if needed.
 - e) The tutor is responsible for organizing and overseeing class life, including trips, integration events, and class ceremonies.
 - f) The tutor is obligated to resolve conflicts and educational issues in the class, supporting students in resolving interpersonal difficulties.
 - g) In case of emotional problems or learning difficulties of a student, the tutor should cooperate with the school counselor, psychologist, and other teachers.
 - h) The tutor is required to maintain educational documentation, including entries in the lesson register, observation cards, and preparing semester reports on educational work.
3. Tutors plan and implement their educational actions by:
 - a) Creating an annual educational work plan, considering the specific needs and problems of their class.
 - b) Conducting educational lessons focusing on social, ethical competencies and promoting values such as responsibility, empathy, and cooperation.
 - c) Creating educational plans that should address health promotion, safety principles in school and outside of it.
 4. The tutor collaborates with other teachers, parents, and specialists (e.g., psychologists, counselors) to best implement educational tasks.
 5. The tutor is required to regularly inform parents about the student's progress, both in education and behavior.
 6. The tutor should provide parents with advice and guidelines on supporting the child's development.
 7. In case of educational problems, the tutor should organize individual meetings with parents and cooperate with them to solve the issues.
 8. The tutor is responsible for organizing class meetings with parents at least twice during the school year and when necessary.
 9. The tutor organizes integration events, class trips, and meetings aimed at developing bonds within the class and fostering positive relationships among students.
 10. The tutor is required to ensure a supportive atmosphere in the class, fostering cooperation, mutual respect, and responsibility for collective actions.
 11. The tutor promotes principles of friendship, mutual assistance, and respect for diversity among students.
 12. The tutor monitors students' academic progress and responds to absences, delays, and other discipline-related issues.
 13. In case of school rule violations or disciplinary problems, the tutor takes appropriate actions, including talks with the student, contact with parents, and if necessary, referring the matter to the school counselor or principal.
 14. The tutor is responsible for supporting students in adhering to school rules and promoting behaviors consistent with the school's values.

§ 53.

1. Teachers conducting classes in a given class form a class team. The class team is led by the class tutor.
2. Teams referred to in paragraph 1, as well as other teams, are appointed by the School Principal through a decree in accordance with separate regulations.

§ 54.

1. The School employs a special education teacher and a psychologist.
2. The tasks of the special education teacher include, in particular:
 1. cooperation with teachers or other specialists, parents, and students in:
 - a) recommending to the Headmaster actions to ensure active and full participation of students in school life and accessibility, as mentioned in the Act of July 19, 2019, on ensuring accessibility for people with special needs,
 - b) conducting research and diagnostic activities related to identifying the individual developmental and educational needs, as well as psychophysical abilities of students, in order to determine their strengths, predispositions, interests, and talents, and the causes of educational failures or difficulties in students' functioning, including barriers and limitations hindering the student's functioning and participation in school life,
 - c) solving educational and behavioral problems of students,
 - d) determining the necessary learning conditions, specialized equipment, and teaching materials, including those utilizing information and communication technologies, appropriate due to the individual developmental and educational needs and psychophysical abilities of the student;
 2. cooperation with the team referred to in the regulations issued pursuant to Article 127(19)(2) of the Act, regarding the development and implementation of an individual educational-therapeutic program for a student with a special educational needs statement, including providing psychological-pedagogical support;
 3. supporting teachers and other specialists in:
 - a) identifying the causes of students' educational failures or difficulties in their functioning, including barriers and limitations hindering the student's functioning and participation in school life,
 - b) providing psychological-pedagogical support in direct work with the student,
 - c) adapting working methods and techniques to the individual developmental and educational needs of the student and their psychophysical abilities,
 - d) selecting methods, forms of education, and teaching materials to meet students' needs;
 4. providing psychological-pedagogical support to students, parents, and teachers;
 5. cooperation, depending on the needs, with other entities;
 6. presenting proposals to the Teaching Council on professional development for school teachers in relation to the tasks specified in points 1-5.
3. The tasks of the psychologist include, in particular:
 1. conducting research and diagnostic activities for students, including diagnosing their individual developmental and educational needs, as well as psychophysical abilities, in order to determine their strengths, predispositions, interests, and talents, and the causes of

- educational failures or difficulties in students' functioning, including barriers and limitations hindering the student's functioning and participation in school life;
2. diagnosing educational situations at the School to resolve behavioral problems that constitute barriers to and limitations on students' active and full participation in school life;
 3. providing psychological-pedagogical support to students in forms appropriate to the identified needs;
 4. taking actions in the area of addiction prevention and other issues related to children and adolescents;
 5. minimizing the effects of developmental disorders, preventing behavioral disorders, and initiating various forms of support in the school environment for students;
 6. initiating and conducting mediation and intervention activities in crisis situations;
 7. assisting parents and teachers in recognizing and developing students' individual abilities, predispositions, and talents;
 8. supporting teachers, class supervisors, and other specialists in:
 - a) identifying the individual developmental and educational needs and psychophysical abilities of students in order to determine their strengths, predispositions, interests, and talents, and the causes of educational failures or difficulties in students' functioning, including barriers and limitations hindering the student's functioning and participation in school life;
 - b) providing psychological-pedagogical support.

§ 55.

1. The School employs non-teaching staff.
2. The non-teaching staff, as referred to in paragraph 1, provide administrative support to the School and assist teachers in performing their educational, supervisory, and care functions, with particular emphasis on ensuring student safety by providing appropriate conditions for the functioning of the School.
3. Non-teaching staff collaborate with students' parents in the execution of their tasks.
4. The detailed scope of duties for non-teaching staff employed at the School is prepared by the Manager. This document constitutes an annex to the employment contract.

Chapter 8 Rights and Duties of the Students of the School

§ 56.

Students have the right to:

1. properly organized education, in accordance with the principles of mental work hygiene;
2. care and conditions during their stay at the School that ensure safety and respect for their dignity;
3. being treated kindly and as individuals in the educational and upbringing process;
4. freedom of expressing thoughts and beliefs concerning school life, worldview, and religion;

5. developing interests and talents;
6. fair, objective, and transparent evaluation, and established methods for monitoring academic progress;
7. access to psychological-pedagogical counseling;
8. assistance in case of learning difficulties;
9. use of school facilities, equipment, and teaching materials;
10. influence on school life through student government activities;
11. access to emergency assistance, in accordance with separate regulations.

§ 57.

1. A student is required to adhere to the provisions in the School Statute, particularly:
 1. systematic and active participation in lessons;
 2. care for the common good, order, and cleanliness at the School;
 3. changing shoes in the cloakroom;
 4. taking care of their own health and the health of others;
 5. repairing any material damage caused, respecting the principles of mutual culture in relations with classmates, teachers, and other school staff;
 6. taking care of the honor and tradition of the School;
 7. complying with the recommendations and directives of the School Headmaster, the Teaching Council, and the Student Council.
2. Students must provide a written justification for absences from compulsory classes organized by the School to their class teacher, which must be submitted by the parent within 2 days after the absence ends, unless the parent has sent the justification from their account in the electronic journal within the same period. A student's exemption from classes upon written request from the parents is granted by the class teacher or the Headmaster.
3. Students are required to maintain a neat appearance. On the first and last days of the school year, as well as during important school events, formal attire is required.
4. The use of mobile phones on the school premises is strictly prohibited (phones should be turned off and stored).
5. Recording sound and images using a phone is prohibited on the School premises.
6. The Headmaster, teachers, and school staff are not responsible for mobile phones or other electronic devices carried by students. Students bring them solely with the consent and responsibility of their parents.
7. Violating the rules on mobile phone use on the School premises results in the phone being confiscated to the "deposit." The device will be returned to the student's parent.
8. In exceptional cases, a teacher may allow a student to use their phone to contact their parents.

§ 58.

1. A student may receive rewards and distinctions for:
 - 1) diligent learning and work for the benefit of the School;
 - 2) exemplary behavior;
 - 3) outstanding achievements in academics, language competitions, and sports events;

- 4) 100% attendance;
 - 5) sports achievements.
2. A proposal for a student's reward or a class group's reward may be submitted by the class teacher, any teacher of the school, the Student Council, or the School Headmaster.
 3. The following types of rewards are established for students:
 - 1) praise from the class teacher and the supervisor of student organizations;
 - 2) praise from the Headmaster to the entire school community;
 - 3) book prizes and certificates;
 - 4) material rewards;
 - 5) a congratulatory letter.
 4. Rewards are financed from the School's budget and by the Parents' Council.

§ 59.

1. In case of objections to an awarded prize, the student, their parents, or the school body referred to in § 7(1)(2-4) may submit a reasoned written complaint to the School Headmaster; in the case of a prize awarded by the Headmaster, it should be addressed to the person leading the School.
2. The Headmaster or the person leading the School will review the complaint immediately, within 3 days from the submission of the complaint by the authorized party.
3. The Headmaster or the person leading the School will consider the complaint and take steps to revoke an unjustly awarded prize or reject the complaint, justifying the decision based on the findings.

§ 60.

1. A student may be punished for not complying with the School's Statute, the School's regulations, or the Student Council's regulations.
2. Types of punishments:
 1. a warning from the class teacher;
 2. a verbal warning or reprimand from the School Headmaster;
 3. suspension of the right to participate in extracurricular activities or represent the School externally;
 4. removal from the student list based on the provisions of § 75.
3. The decision to impose a punishment is communicated to the parent in writing, along with information on the possibility of an appeal.
4. The appeal must be submitted to the Headmaster within 7 days of receiving the punishment decision. The Headmaster will consider the appeal in consultation with the Teaching Council and the Student Council.

§ 61.

1. A student may be removed from the student list if:
 1. they possessed, used, or distributed drugs or other psychoactive substances;

2. they consumed alcoholic beverages;
 3. they exceeded 50 hours of unexcused absences during the school year;
 4. they violated the Statute or other internal regulations of the School in an especially egregious manner.
2. The decision to remove a student from the student list is made by the Headmaster, based on a resolution from the Teaching Council and after obtaining the opinion of the Student Council.
 3. In the case of removal from the student list, the parent or legal guardian has the right to appeal to the Education Superintendent through the Headmaster within 14 days.
 4. The Headmaster may request the Education Superintendent to transfer the student to another school in particularly justified cases, including when the student's behavior endangers the safety of other students and staff, and despite disciplinary measures, the student's behavior does not improve.

§ 62.

1. If a student believes their rights have been violated, they should submit a complaint in writing or orally to:
 1. the class teacher, if their rights have been violated by someone other than the class teacher;
 2. the School Headmaster, if their rights have been violated by the class teacher.
2. If a student believes their rights have been violated by the School Headmaster, they should submit a complaint to the Teaching Council, which will review it within 14 working days from the date of submission.
3. If the way the complaint is handled by the individuals or bodies mentioned in paragraphs 1-2 is not satisfactory for the student or their parents, they may forward the complaint to the person leading the School or the Education Superintendent.
4. If a complaint is made orally to any of the individuals mentioned in paragraph 1, they are required to prepare a formal note that remains in the class teacher's or Headmaster's records until the end of the school year.

Chapter 9

Detailed Organization of Distance Learning Activities

§ 63.

1. The rules for organizing classes using distance learning methods and techniques are introduced to enable the implementation of the curriculum and to monitor students' educational progress during periods when traditional forms of education are not possible.
2. These rules apply when classes are suspended, as mentioned in Article 125a of the Education Law Act.

§ 64.

1. The primary communication channel between the School, subject teachers, parents, and students during distance learning is the electronic journal "Librus" or "Vulcan", email, phone, or traditional mail.
2. Distance learning is considered equivalent to fulfilling the school obligation.
3. The student is required to participate in classes, receive materials sent by the teacher, and complete assigned tasks on time.
4. The teacher is required to notify parents of the results of students' work or the lack of work during remote learning.
5. Parents are obligated to log into the electronic journal regularly and read messages from teachers. If there are problems with logging in, communication via phone or traditional mail is possible.
6. If a student lacks the necessary conditions to complete the assigned tasks, the parent should inform the homeroom teacher, who, together with the Principal, will arrange for the necessary materials to be provided to the student. The parent is required to send back the completed materials by the deadline set with the Principal.
7. During the suspension of classes, teachers will post materials for students to complete:
 1. As a written description of the tasks to be done;
 2. As a link to interactive educational platforms;
 3. As an attachment containing text materials, graphics;
 4. As a link to materials on a network drive.
8. Teachers of integrated education and subject teachers in classes IV-VIII, when preparing educational materials for distance learning, will verify the current teaching program to adjust it to the chosen method of distance education.
9. The teacher is obligated to inform parents about available materials and possible ways for children or students to complete tasks at home, especially for early education children and students with moderate or severe intellectual disabilities or combined disabilities.
10. Teachers document completed classes, including topics, attendance, methods of implementation, and contacts with parents, in the electronic journal "Librus" or "Vulcan".
11. In consultation with the homeroom teacher, after consulting with the parents, the teacher will set a deadline for submitting completed exercises or assignments online via the Classroom platform or electronic journal, considering students' individual psychophysical capabilities and the technological conditions of their devices.
12. If the teacher or student lacks the proper equipment (computer, laptop, tablet with internet access) or is unable to implement distance learning, they must immediately inform the Principal. In such a case, the Principal will, if possible, provide school equipment or require the teacher to use alternative methods of implementing the curriculum.

§ 65.

1. Depending on the nature of the educational activities, students' achievements during distance learning will be evaluated in the following forms:
 1. Oral (online meetings with the teacher, active participation in classes);
 2. Written (tests, quizzes, assignments to be completed within a set time and in the method determined by the teacher);

3. Practical (worksheets, art and technical projects, educational aids, research work such as conducting experiments, and other tasks assigned by the teacher).
2. The work results will be submitted in the form and within the time set by the teacher.
3. The student has the right to improve their grade for online work in a manner and format agreed upon with the subject teacher.
4. Parents will be regularly informed of the student's achievements and progress through the electronic journal.

§ 66.

1. During distance learning, the student's work will be evaluated based on: regularity, activity, and the accuracy of completing assigned tasks.
2. The main forms of monitoring the student's work during the period mentioned in paragraph 1 include confirming the completion of tasks by sending answers to assignments, photos of the answers, or other files containing the completed tasks or other forms of work.
3. If the student fails to submit an assignment within the set deadline, the teacher has the right to mark them as unprepared in the electronic journal. If the student fails to submit the task twice, they will receive an unsatisfactory grade.
4. If there are temporary technical, organizational, or health problems, the parent should inform the teacher that the student will not be able to complete the task on time. In such cases, the deadline for the task may be extended after agreement with the teacher.
5. If the student is unsure how to complete a task or cannot do it, they should ask the teacher for help through communication channels such as the electronic journal, Classroom, email, phone, or traditional mail.
6. For students with different educational needs, adjustments will be made to the educational requirements to accommodate the student's developmental and educational needs, as well as psychophysical capabilities, as indicated in recommendations or diagnoses from a psychological-pedagogical counseling center.
7. All information regarding students' completion of tasks and notes about their functioning during distance learning will be recorded by the teacher in the Librus journal. Selected works may be evaluated.
8. The requirements for grades remain consistent with the internal grading system.
9. During distance learning, the teacher will evaluate the student's behavior based on their engagement in completing tasks, timely submission of assignments, regular work, safe and polite use of online tools, and assisting peers in learning. This information will be part of the mid-term and end-of-year behavior assessment.

§ 67.

1. A student is considered present in class if they confirm their attendance in real-time during the class session on the Classroom platform.
2. If the teacher notices that a student frequently misses classes, they will report this to the homeroom teacher. The homeroom teacher will attempt to clarify the situation. If contact cannot be established with the parents or student despite efforts, the homeroom teacher will report the issue to the Principal.

Chapter 10

Principles for Admitting Students to the School

§ 68.

1. The School conducts recruitment based on the principle of full accessibility.
2. Students with a disability certificate may be admitted to the School.
3. Every candidate wishing to join the sports excellence department is required to undergo physical fitness tests and submit the necessary documents listed in the Recruitment Regulations.
4. Every candidate wishing to join the international department is required to undergo language tests and submit the necessary documents listed in the Recruitment Regulations.

§ 69.

1. Children aged 6 to 12 are admitted to the School.
2. Payment of the enrollment fee guarantees a reserved place in the selected class.
3. The enrollment fee is announced annually on the school's website and directly at the School's Secretary's Office.

§ 70.

1. Priority during recruitment is given to children whose siblings attend the School and children attending the preschool department.
2. Admission to Grade 1 and other classes with available spots is decided based on the order of applications and successful completion of the Recruitment Stage.
3. Admission to Grade 1 for candidates who have completed a one-year preschool preparation in other institutions is based on the School Readiness Report provided by the parents.
4. Admission to Grades 2-8 is based on the submission of a certificate confirming the completion of the previous grade.

§ 71.

Recruitment Stages:

1. Submission of the application.
2. Initial assessment and consultation stage (School Readiness testing, discussions with parents, review of the child's documentation, assessment of language skills).
3. Acceptance and confirmation stage (payment of the enrollment fee and decision regarding the child's admission).
4. The final confirmation of the child's enrollment is the payment of the enrollment fee and the signing of an educational services agreement by the parents.

§ 72.

In case of more applications than available spots, a reserve list is created for each department for the given school year.

1. The reserve list is created throughout the school year based on the order of applications.

2. In case of a vacancy in a given department, the School Secretary notifies the parents of the candidate at the top of the reserve list.

Chapter 11

Methods of Obtaining Financial Resources for the School's Activities

§ 73.

1. The School obtains financial resources from a subsidy provided by the Municipality of Świlcza according to the rules specified in the Act of October 27, 2017 on the Financing of Educational Tasks.
2. The School collects an enrollment fee, a fee for using the School's services (tuition), a fee for meals, and a fee for extracurricular activities.
3. The School may receive financial resources from the budget of the entity running the School, donations, bequests, and other sources according to the regulations of applicable law.

§ 74.

1. Parents of a child admitted to the School pay the enrollment fee. The enrollment fee is a non-refundable, one-time payment made by the parents upon the child's admission to the School.
2. The amount of the enrollment fee is determined annually by the entity running the School and is publicly announced on the School's website.
3. The enrollment fee is non-refundable in the following cases:
 1. if parents withdraw the child from the School during the school year or cancel the contract before the start of the school year;
 2. if the student is removed from the list of students in accordance with the School's Statute.

§ 75.

1. The tuition fee is paid monthly by the parents in the amount specified in the agreement between the parent and the entity running the School.
2. If the child participates in activities and care organized during the summer holidays at the School, the parent pays the fee based on the agreement mentioned in paragraph 1.
3. The child's absence from school does not exempt the parents from the obligation to pay the tuition fee.
4. The tuition fee may be increased during the school year according to the terms specified in the agreement mentioned in paragraph 1.
5. If the parent does not pay the tuition fee for two consecutive months, the entity running the School may, after sending a written payment reminder, terminate the agreement without notice, which will result in the student being removed from the School's list of students. § 90 applies.

§ 76.

1. The meal fee is based on the daily rate and the number of meals provided.
2. The calculation of the daily meal rate is determined by current market prices.
3. The detailed rules for refunding the meal fee in case of the student's absence are specified in the agreement. Refunds for the meal fee are calculated for the next month.

§ 77.

Additional fees may be charged by the School for extracurricular and out-of-school activities, depending on the needs and interests of the students, particularly for the organization of additional foreign language classes, school trips, sports competitions, or school events. The detailed rules for paying these fees are specified in the agreement.

§ 78.

1. Regardless of the reasons for removing a student from the list of students as specified in this Statute, the School Director makes the decision to remove the student from the list of students (after consulting with the Pedagogical Council, the Parents' Council, and the entity running the School) also in case of parents failing to fulfill the contract, after a written reminder to perform it correctly.
2. In case of removing a student from the list of students, the parents will be notified in writing about the Director's decision.
3. Parents have the right to appeal the decision to the Education Superintendent.

**Chapter 12
Final Provisions**

§ 79.

1. The School Statute may be amended in whole or in part.
2. The Statute change takes place in the manner prescribed for its adoption, with the obligation to notify the relevant registration authority referred to in Article 168, paragraph 13 of the Act – Education Law, and the School Director is required to publish a consolidated version of the Statute after each amendment.
3. In matters not regulated by this Statute, the entity running the School decides, in accordance with the provisions of commonly applicable law.