

# **STATUTE**

**International WR School  
International Primary School  
in Świlcza**

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## **Chapter 1**

### **General provisions**

#### **§ 1.**

These statutes have been drawn up with particular regard to the provisions of:

- 1) the Act of 14 December 2016 – Education Law;
- 2) the Act of 7 September 1991 on the education system;
- 3) the Act of 26 January 1982 – Teachers' Charter;
- 4) the Regulation of the Minister of Education and Science of 2 September 2022 on the organisation and conduct of classes using distance learning methods and techniques;
- 5) Regulation of the Minister of National Education and Sport of 31 December 2002 on health and safety in public and non-public schools and institutions;
- 6) Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, socially maladjusted and at risk of social maladjustment;
- 7) Regulation of the Minister of National Education of 3 April 2019 on framework curricula for public schools;
- 8) Regulation of the Minister of National Education of 22 February 2019 on the assessment, classification and promotion of pupils and students in public schools;
- 9) Regulation of the Minister of Education and Science of 2 August 2022 on the detailed conditions and manner of conducting the eighth-grade examination;
- 10) Regulation of the Minister of National Education of 25 August 2017 on the manner in which public kindergartens, schools and institutions keep records of the course of teaching, educational and care activities, and the types of such records;
- 11) Regulation of the Minister of National Education of 11 August 2017 on the organisation of the school year;
- 12) Regulation of the Minister of National Education of 27 March 2017 on sports classes and schools and sports championship classes and schools;
- 13) Regulation of the Minister of National Education of 25 August 2017 on pedagogical supervision;
- 14) Regulation of the Minister of National Education of 9 August 2017 on the rules for the organisation and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions.

#### **§ 2.**

Whenever this Statute refers without further specification to:

- 1) School – this should be understood as: a non-public primary school with sports championship classes, sports classes, bilingual classes, international classes and a kindergarten class: International WR School International Primary School in Świlcza;
- 2) Headmaster – this shall be understood to mean: the Headmaster of the School referred to in point 1;
- 3) Operator – this should be understood as: MPCU Sp. z o.o. with its registered office in Świlcza, entered in the Register of Entrepreneurs of the National Court Register under KRS number 0000811414, NIP: 8133825755;
- 4) Superintendent of Education – this should be understood as: the Podkarpackie Superintendent of Education in Rzeszów;
- 5) Act – this shall be understood to mean: the Act of 14 December 2016 – Education Law;
- 6) Statute – this should be understood as: the Statute of the School referred to in point 1;
- 7) Teachers – this should be understood to mean the persons listed in Article 3(1) of the Act of 26 January 1982 – Teachers' Charter.

## **Chapter 2**

### **Name, type and location of the School. Person running the School**

#### **§ 3.**

1. The School is named: International WR School International Primary School in Świlcza.
2. The seat of the School is building no. 146 P in Świlcza, Świlcza 146 P, 36-072 Świlcza.
3. The established name is used in its entirety.
4. The name used on the School's seal is:

**"International WR School  
Międzynarodowa Szkoła Podstawowa  
w Świlczy".**

5. The rules for the School's financial and material management are determined by the Headmaster.
6. The School keeps and stores documentation in accordance with separate regulations.

#### **§ 4.**

1. The School is a non-public eight-year primary school for children and young people, referred to in Article 14(3) of the Education Law, which organises sports championship classes, sports classes, bilingual classes, international classes and a pre-school class.
2. The school is run by MPCU Sp. z o.o. with its registered office in Świlcza, entered in the Register of Entrepreneurs of the National Court Register under KRS number 0000811414, NIP: 8133825755.
3. The body exercising pedagogical supervision over the School is the Podkarpackie Province Superintendent of Education in Rzeszów.
4. The School has a preschool section, hereinafter referred to as the "preschool section", where the compulsory one-year preschool preparation is carried out. The rules of operation of the preschool sections are set out in Chapter 6.
5. The education cycle at the School lasts 8 years and takes place in grades I-VIII, in accordance with the provisions on framework curricula in public schools.
6. The School organises sports championship classes, organised in accordance with the provisions of the Regulation of the Minister of National Education of 27 March 2017 on sports classes and schools and sports championship classes and schools.
7. The school organises international classes, organised in accordance with the provisions of the Cambridge International Education Programme is implemented in grades I-VIII, organised in accordance with the rules set out in Article 25 of the Education Law.
8. The school follows the school year organisation established for public schools.
9. The school provides students at every stage of education with the opportunity to transfer to education implemented in accordance with the curricula established for public schools.
10. All pupils attending Year 8 of the School are required to take the Year 8 examination.

### **Chapter 3**

#### **Objectives and tasks of the School and the Kindergarten**

##### **§ 5**

1. The School and the Kindergarten Department pursue the objectives and tasks specified in the Education Law, the Education System Act and regulations issued on their basis, taking into account the educational and preventive programme adapted to the developmental needs of students and the needs of the environment.
2. The objective of the School and the Kindergarten 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 paragraph 1 is a non-public school which provides:

- 1) the implementation of curricula that take into account the core curriculum for general education, and in sports championship departments – the implementation of training programmes in cooperation with Polish sports associations, sports clubs, associations conducting statutory activities in the field of physical culture, or universities offering studies in the field of physical culture sciences;
- 2) teaching in international classes: teaching is conducted in accordance with the Cambridge International Education curriculum;
- 3) implementation of compulsory educational classes for a period not shorter than and in a volume not lower than the total volume of individual compulsory educational classes specified in the framework curriculum for public primary schools;
- 4) applying the rules for classifying and promoting pupils and conducting examinations referred to in Chapters 3a and 3b of the Act on the Education System;
- 5) keeping the documentation referred to in the provisions of the Regulation of the Minister of National Education of 25 August 2017 on the manner in which public kindergartens, schools and institutions keep documentation on the course of teaching, educational and care activities, and the types of such documentation;

3. The School ensures the fulfilment of compulsory schooling referred to in Article 35(2) of the Education Law.

4. The basic objectives of the School are:

- 1) The aim of the School is to provide the best possible education for Students and prepare them for further education in secondary schools in Poland and abroad. To the same extent, we want to facilitate foreign contacts for young people, including youth exchanges, and improve methods of working in foreign language learning.
- 2) To introduce Students to the world of knowledge, culture and art, to enable them to acquire the skills to use knowledge freely, to develop their interests and abilities, to prepare them to independently choose the direction of their further education and to actively participate in social life.
- 3) Education and upbringing, as an integral process, are carried out in conditions of respect for the dignity of the student and freedom of worldview and religion.
- 4) Our principle is to adapt the content, methodology and organisation of teaching to the psychological and physical abilities of students, also in an individualised manner, taking into account the needs of particularly gifted students and students requiring support classes.
- 5) ensuring that every student has the conditions necessary for their development;
- 6) caring for the comprehensive development of each student.

5. The aim of the School's general education is:

- 1) introducing students to the world of values, including sacrifice, cooperation, solidarity, altruism, patriotism and respect for tradition, pointing out models of behaviour and building social relationships conducive to the safe development of the student;
  - 2) to strengthen the sense of individual, cultural, national, regional and ethnic identity;
  - 3) to develop in students a sense of self-worth and respect for the dignity of others;
  - 4) developing competences such as creativity, innovation and entrepreneurship;
  - 5) developing critical and logical thinking, reasoning, argumentation and inference skills;
  - 6) demonstrating the value of knowledge as the basis for developing skills;
  - 7) stimulating students' intellectual curiosity and motivation to learn;
  - 8) equipping students with the knowledge and skills that allow them to understand the world in a more mature and structured way;
  - 9) supporting students in recognising their own aptitudes and determining their further education path;
  - 10) comprehensive personal development of students by deepening their knowledge and satisfying and stimulating their natural curiosity;
  - 11) shaping an open attitude towards the world and other people, activity in social life and responsibility for the community;
  - 12) encouraging organised and conscious self-education based on the ability to prepare one's own work tools;
  - 13) guiding students towards values.
6. The School's objectives are achieved through the implementation of tasks, including:
- 1) gently introducing children to the world of knowledge, preparing them to perform their duties as pupils and introducing them to self-development;
  - 2) ensuring safe and hygienic conditions for pupils at the School, ensuring safety during classes organised by the School and a friendly atmosphere for learning;
  - 3) developing fluency in English and cultural awareness;
  - 4) raising bilingual children through consistent, uniform and natural learning of English and Polish;
  - 5) enabling pupils to attend sports championship classes and creating opportunities for pupils who do not attend such classes to participate in additional physical education classes;
  - 6) introducing pupils to the world of literature, consolidating their interest in reading and equipping them with the reading skills needed to critically appreciate literary works and other cultural texts;
  - 7) stimulating students' love of reading and undertaking activities that promote increased reading activity among students;

- 8) creating conditions for pupils 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, searching for and using information from various sources;
- 9) creating conditions for pupils to use computers and basic digital devices;
- 10) preparing pupils to make informed and responsible choices when using the resources available on the Internet, critically analysing information and navigating the digital space safely, including establishing and maintaining mutual respect with other network users;
- 11) taking measures to individualise support for the development of each student, according to their needs and abilities;
- 12) adapting teaching to the needs of students with disabilities, including students with mild intellectual disabilities;
- 13) shaping pro-health attitudes in pupils, including introducing them to hygienic behaviours that are safe for their own health and that of others;
- 14) consolidating pupils' knowledge of proper nutrition, the benefits of physical activity, and the use of preventive measures;
- 15) strengthening students' sense of national identity, attachment to national history and traditions, preparing and encouraging them to take action for the school and local community, including involvement in volunteering;
- 16) ensuring that children and young people are brought up in a spirit of acceptance and respect for others;
- 17) shaping in children and young people an attitude of respect for the natural environment, including disseminating knowledge about the principles of sustainable development, motivating actions for environmental protection and developing an interest in ecology;
- 18) preparing pupils to choose their field of study and profession;
- 19) developing students' social skills, including in virtual environments;
- 20) ensuring student participation in team or individual projects and organising and managing projects;
- 21) taking into account the wishes of parents and the State in creating appropriate conditions for education;
- 22) focusing the educational process on values that determine the goals of education and the criteria for its assessment;
- 23) undertaking activities related to places important for national memory, forms of commemorating figures and events from the past, the most important national holidays and state symbols.

#### 7. Objectives of the Kindergarten Department:

- 1) The primary objective of the Kindergarten Department is to support children in developing their talents and shaping their intellectual, social and emotional skills needed in everyday situations and further education
  - 2) The Kindergarten ensures the comprehensive development of the child, promotes independence and discovery of the world in an atmosphere of safety, acceptance and respect, taking into account the principles of inclusion for children with special educational needs.
  - 3) The Kindergarten implements the core curriculum for preschool education with a focus on developing English language skills, preparing children for the Cambridge programme or implementing this programme, depending on the child's age. From an early age, children learn to use Polish and English as tools of communication from an early age.
  - 4) Teaching and educational activities may be conducted in Polish and/or English, in accordance with the specific nature of the bilingual education model.
  - 5) The Kindergarten Department sensitises children to culture and art, supporting their aesthetic and creative development.
  - 6) The Kindergarten provides psychological and pedagogical assistance in accordance with the individual needs of children, including children with special educational needs, with the consent of their parents, whereby specialist classes (e.g. speech therapy, therapeutic classes) may be subject to a fee.
8. With regard to the sports championship departments operating at the School, the School provides:
- 1) The organisation of training camps to improve sports skills and raise the level of training of students;
  - 2) Implementation of individual stages of sports training:
    - a) basic,
    - b) targeted – identifying aptitudes and talents that qualify students for training in a specific sport;
  - 3) Creating conditions at the School that enable students to best combine sports activities with other educational activities by:
    - a) adjusting the sports schedule to the schedule of other classes in the weekly timetable,
    - b) striving to ensure that students master and consolidate the knowledge covered by the curriculum to the greatest extent possible,
    - c) implementing an individual curriculum or course of study for pupils who achieve very good sporting results and participate in national or international competitions,
    - d) organising summer and winter holidays throughout the school year, adjusting their dates to the dates of sports competitions, while maintaining the number of days off from teaching and educational activities.

9. With regard to the international classes operating at the School, the School provides the opportunity to teach in accordance with the Cambridge International Education curriculum in English.

1) creating an environment for students that is as close to an international one as possible;

## **§ 6.**

1. The School and the Kindergarten provide conditions conducive to the achievement of the objectives and principles set out in the Act by:

- 1) conducting teaching, educational and care activities by qualified staff;
- 2) an appropriate base;
- 3) systematic diagnosis and monitoring of students' progress and behaviour;
- 4) implementation of the School's educational and preventive programme;
- 5) organising extracurricular activities.

2. The methods of achieving the objectives and tasks of the School and the Kindergarten are determined by:

- 1) the school's set of curricula;
- 2) the school's educational and preventive programme;
- 3) the School's mission and vision.

## **Chapter 4** **School authorities and their responsibilities**

## **§ 7.**

1. The School bodies are:

- 1) the School Manager;
- 2) Headmaster;
- 2) the Teaching Council;
- 3) Parents' Council;
- 4) Student Council.

2. Each body has the freedom to act and make decisions within the limits of its powers as defined by law.

## **§ 8.**

1. The Manager's tasks include:

- 1) Managing the school budget, including planning expenditure, monitoring finances and accounting for funds.
- 2) Supervising human resources processes, including recruitment, hiring and dismissal of employees.
- 3) Maintaining personnel records, including contracts, personal files and payrolls.
- 4) Organising and coordinating the school's administrative work, including cooperation with the secretariat and accounting department.
- 5) Cooperating with the school Headmaster, teaching staff, parents and student council on organisational matters.
- 6) Ensuring the proper circulation of financial and administrative documents.
- 7) Monitoring and controlling compliance with personal data protection regulations in the administrative sphere.
- 8) Coordinating the school's purchases and supplies of office materials, equipment and other resources necessary for the functioning of the institution.
- 9) Supervising the maintenance of the school's infrastructure, including the organisation of repairs and maintenance of facilities.
- 10) Preparing financial and administrative reports for supervisory bodies and management.
- 11) Managing the schedule of school events, such as meetings, events and staff training.
- 12) Implementing health and safety procedures in the administrative area.
- 13) Coordinating cooperation with external entities, such as service providers, cleaning companies and catering companies.
- 14) Professional advancement of teachers.
- 15) Applying for funds for school investments and modernisation.
- 16) Organising tenders and negotiating contracts with service and goods suppliers.
- 17) Supervising the proper functioning of IT systems supporting school management.
- 18) Performing other organisational, personnel and financial tasks resulting from legal regulations and the needs of the school.

## 2. The Headmaster's tasks:

- 1) manages the activities of the School and represents it externally;
- 2) plans and organises the work of the School in accordance with the needs of pupils, teachers and other employees and applicable regulations;
- 3) exercises pedagogical supervision;
- 4) takes care of the pupils and creates conditions for their harmonious mental and physical development through active health-promoting activities;
- 5) implements the resolutions of the Teachers' Council, adopted within the scope of their

decision-making powers;

6) assigns work and activities to teachers and non-teaching staff within the framework of the agreed remuneration;

7) performs tasks related to ensuring the safety of students and employees during activities organised by the School;

8) creates conditions for pupils' stay at the School that ensure their safety, health protection, protection against physical and psychological violence, respect for their personal dignity and kind and subjective treatment;

9) in the event of aggressive or demoralising behaviour on the part of students, takes corrective action to eliminate or withdraw difficult behaviour in accordance with applicable regulations and the adopted procedure, in cooperation with teachers, specialists referred to in § 28(2), parents and external institutions;

10) performs other tasks resulting from specific regulations;

11) cooperates with higher education institutions in the organisation of teaching practice;

12) creates conditions for the operation of volunteers, associations and other organisations at the School, in particular scouting organisations whose statutory objective is educational activity or the expansion and enrichment of the School's teaching, educational, care and innovative activities;

13) is responsible for implementing the recommendations resulting from the decision on the need for special education of a student,

14) suspends the implementation of resolutions of the School Teachers' Council, adopted within the scope of its decision-making powers, if the resolutions are inconsistent with the law, and immediately notifies the Headmaster and the School Superintendent thereof;

15) sets the weekly timetable for individual classes and groups;

16) assigns teachers the role of class teacher, mentor and, until 31 August 2027, internship supervisor;

17) performs teaching, educational and care tasks directly with or on behalf of students – in the case of a Headmaster who is a teacher.

2. If the position of Headmaster is assigned to a person who is not a teacher, pedagogical supervision is exercised by the Manager.

3. The Headmaster shall cooperate with the Teaching Council, parents and the Student Council in the performance of their duties.

4. In the absence of the Headmaster, the Manager shall replace him/her.

## § 9.

1. The Headmaster's duties include:

- 1) developing a pedagogical supervision plan for each school year, in accordance with separate regulations;
- 2) observing classes organised by the School's teachers;
- 3) evaluating the work of teachers;
- 4) supervising the professional advancement of teachers;
- 5) presenting the results and conclusions of the pedagogical supervision carried out in the previous school year to the Teachers' Council, in accordance with separate regulations;
- 6) developing a pedagogical supervision plan for each school year and presenting it at a meeting of the Teachers' Council;
- 7) conducting inspections at least once a year to ensure safe conditions for the use of the School's facilities, as well as safe and hygienic conditions, and determining directions for their improvement;
- 8) responsibility for the implementation and observance of regulations concerning the processing of personal data at the School;
- 9) implementing and monitoring the Standards for the Protection of Minors;
- 10) developing the School's organisational chart;
- 11) approving the use of teaching programmes submitted by a teacher or a team of teachers;
- 12) establishing a framework daily schedule at the request of the Teachers' Council, taking into account the principles of health and hygiene in teaching, education and care, the needs, interests and talents of children, the type of disability of children and the expectations of parents;
- 13) organising substitutes for absent teachers;
- 14) maintaining ongoing cooperation with parents, the Headmaster and supervisory and control institutions;
- 15) submitting requests to the Headmaster, after consulting the School's Teaching Council, regarding decorations, awards and other distinctions for teachers and non-teaching staff of the School;
- 16) imposing disciplinary penalties on teachers and non-teaching staff;
- 17) cooperating with trade unions.

2. In the case of a Headmaster who is not a teacher, the provision of § 8(2) shall apply.

§ 10.

The Headmaster is obliged to immediately notify the public prosecutor and the School Superintendent of any serious, fatal or collective accident, and in the event of collective poisoning, the State Sanitary Inspector.

## **§ 10**

The Headmaster shall be obliged to immediately notify the public prosecutor and the Superintendent of Education of any serious, fatal or collective accident, and in the event of collective poisoning, the State Sanitary Inspector.

## **§ 11.**

1. The Headmaster is employed by the School Governing Body for the period specified in the contract concluded between the Governing Body and the Headmaster. When appointing the Headmaster, the Governing Body may consult the Teachers' Council or the Parents' Council.
2. The position of Headmaster may be held by a person who is or is not a teacher. If a person who is not a teacher is employed as Headmaster, the provisions of §8(2) shall apply.
3. The School Governing Body may terminate the employment relationship with the person holding the position of Headmaster before the expiry of the period specified in paragraph 1:
  - 1) by mutual agreement, if one of the parties initiates the termination of the employment relationship;
  - 2) in the event of the School's liquidation;
  - 3) in cases specified in generally applicable law;
  - 4) if the Headmaster submits their resignation with the notice period specified in the contract referred to in paragraph 1;
  - 5) in the event of a negative performance appraisal or a negative assessment of the performance of tasks – applies to the Headmaster who is a teacher;
  - 6) upon submission by the Superintendent of Education of the application referred to in Article 56(3) of the Act;
  - 7) gross violation by the Director of the provisions of the Act or these Statutes.

## § 12.

1. The Teachers' Council is a collegial body of the School in the scope of performing its statutory tasks related to education, upbringing and care.
2. The Teachers' Council shall establish its own rules of procedure.
3. The Teachers' Council shall consist of all teachers employed at the School. Persons invited by its chairperson with the consent or at the request of the Teachers' Council may participate in the Council's meetings in an advisory capacity.
4. The chairperson of the Teachers' Council is the Headmaster.
5. The decision-making powers of the Teachers' Council include:
  - 1) approving the work plans of the School after consultation with the Parents' Council;
  - 2) adopting resolutions on the results of classification and promotion of pupils ;
  - 3) adopting resolutions on removing students from the student register;
  - 4) adopting resolutions on pedagogical experiments at the School , after their drafts have been reviewed by the Parents' Council ;
  - 5) determining the organisation of professional development for teachers of the School ;
  - 6) determining the manner of using the results of pedagogical supervision, including that exercised over the School by the Superintendent of Education, in order to improve the work of the School.
6. The Teachers' Council shall, in particular, give its opinion on:

- 1) the organisation of the School's work, including the weekly schedule of educational classes;
  - 2) the Headmaster's proposals for awarding teachers at decorations, prizes and other distinctions;
  - 3) the Headmaster proposals regarding the assignment of permanent work and classes to teachers as part of their basic salary, as well as additionally paid teaching, educational and care classes.
7. Resolutions of the Teachers' Council are adopted by a simple majority of votes in the presence of at least half of its members.
8. Resolutions of the Teachers' Council on matters related to persons holding managerial positions at the School or on matters related to the evaluation of candidates for such positions, as well as personnel decisions of the Teachers' Council concerning its members, shall be adopted by secret ballot.
9. Minutes shall be taken of the meetings of the Teachers' Council.
10. Persons participating in a meeting of the Teachers' Council are obliged not to disclose matters discussed at the meeting of the Teachers' Council which may violate the personal rights of pupils or their parents, as well as teachers and other employees of the School.

### **§ 13.**

1. Teachers' Council meetings are organised before the start of the school year, at the end of each term (semester) in connection with the classification and promotion of pupils, after the end of the annual teaching and educational activities, and as and when necessary.
2. Teachers' Council meetings may be organised at the request of the Superintendent of Education, at the initiative of the Headmaster, Manager or Governing Body, or at least 1/3 of the members of the Teachers' Council.
3. The Chairperson shall conduct and prepare meetings of the Teachers' Council and shall be responsible for notifying all its members of the date and agenda of the meeting in accordance with the Council's rules of procedure.

### **§ 14.**

1. The School has a Parents' Council. The Parents' Council consists of one representative from each class, elected in a secret ballot by a meeting of parents of pupils of a given class.
2. Elections are held at the first meeting of each school year.
3. The Council parents shall adopt rules of procedure for its activities, specifying 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 on all matters concerning the School to the Headmaster and other bodies of the School , the person running the School and Superintendent.
5. The competences of the Parents' Council include:
  - 1) adopting, in consultation with the Teachers' Council, the educational and preventive programme of the School ;
  - 2) issuing opinions on the programme and schedule for improving the effectiveness of education or upbringing at the School .
6. In order to support the statutory activities of the School , the Parents' Council may collect funds from voluntary contributions from parents and other sources. The rules for spending the funds of the Parents' Council are set out in the regulations.
7. The funds referred to in paragraph 5 may be kept in a separate bank account of the Parents' Council . Persons with written authorisation from the Parents' Council are authorised to open and close this bank account and to dispose of the funds in this account.
8. A parent's membership in the Parents' Council shall cease in the event of:
  - 1) the child's graduation from the School;
  - 2) the child's transfer to another school;
  - 3) the student is removed from the list of students;
  - 4) death;
  - 5) resignation from membership;
  - 6) loss of eligibility;
  - 7) unjustified absence from three consecutive meetings of the Parents' Council.

### **§ 15.**

1. The School has a Student Council, hereinafter referred to as the "Council".
2. The Council is composed of all students of School .
3. The rules for electing and operating the Council bodies are set out in the regulations adopted by all students in an equal, secret and universal vote. The Council bodies are the sole representatives of all students .
4. The Local Government Regulations may not conflict with the School Statutes .
5. The Student Council may submit motions and opinions to the Teachers' Council and the Headmaster on all matters School , in particular those concerning the implementation of the fundamental rights of students , such as:
  - 1) the right to familiarise themselves with the curriculum, its content, objectives and requirements;
  - 2) the right to an open and justified assessment of progress in learning and behaviour;

- 3) the right to organise school life in a way that allows for a proper balance between schoolwork and the opportunity to develop and pursue one's interests;
  - 4) the right to edit and publish a school newspaper;
  - 5) the right to organise cultural, educational, sporting and entertainment activities in accordance with their own needs and organisational capabilities, in consultation with the Headmaster;
  - 6) the right to elect a teacher to act as the supervisor of the Student Council.
6. The Student Council, in consultation with the Headmaster of the School , may undertake voluntary activities.

### **§ 16.**

1. Each body of the School has the right to act freely and make decisions within the limits of its competence.
2. The Headmaster shall ensure the ongoing exchange of information between the School bodies on actions taken or planned and decisions made.

## **Chapter 5 Organisation of the School**

### **§ 17.**

1. Education at the School lasts 8 years and is divided into two educational stages:
  - 1) Stage I, covering grades I-III of primary school – early school education;
  - 2) The second stage of education covers grades IV-VIII of primary school.
2. The basic 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 pupils last 60 minutes.
5. Between lessons, pupils have breaks lasting from 5 to 30 minutes.
6. The organisation of breaks between lessons allows pupils to eat meals on the school premises.
7. Students spend breaks between lessons under the supervision of a designated teacher.
8. Education at the School is provided exclusively on a day basis, 5 days a week – from Monday to Friday, except for public holidays.
9. The School and Kindergarten require uniforms purchased by parents, including:

- Formal, everyday and sports attire. Sports attire is mandatory for physical education or other sports activities.
- Change of footwear, compulsory on the premises.

10. Formal attire is required every Monday and during ceremonies (e.g. the beginning and end of the school year), with prior notification to parents.

11. On Fridays, uniforms are not compulsory and pupils may wear any clothing that complies with the rules of aesthetics and safety.

### **§ 18.**

1. The basic organisational unit of the School is the class. Each class is supervised by a form teacher.

2. In order to ensure the continuity and effectiveness of educational work, it is advisable for the form teacher to supervise a given class throughout the entire educational stage referred to in §17(1).

3. The forms of fulfilling the tasks of a form teacher should be adapted to the age of the pupils, their needs and the environmental conditions of the School.

4. The minimum number of pupils in a class is 15, unless the Headmaster decides otherwise.

5. Any changes to the course of teaching and education that go beyond the class-lesson system may only be organised with the consent of the Headmaster, in particular:

- 1) leaving the school building for events, films, exhibitions, etc., only under the supervision of a teacher;
- 2) going on a trip after completing the "Trip Card" and attendance list and the conditions specified in the detailed regulations have been met;
- 3) the organisation of school games, sleigh rides, bonfires, "spring day" and other events on and off the school premises – may only take place under the supervision of teachers appointed by the Headmaster.

### **§ 19.**

1. The pupil is under the care of the School from the moment of entering the School premises or from the moment of handing over the pupil to the teacher on duty at the School until the pupil is picked up by a parent or a person authorised by them in writing.

2. After classes, the teachers conducting the classes shall accompany the pupils to their waiting parents or authorised persons referred to in paragraph 1, or to the common room.

3. Parents may express their wish to collect their child before the end of classes by notifying the School administration of their intention.

## § 20.

1. The School provides education based on the core curriculum specified in Annex 2 to the Regulation of the Minister of National Education of 14 February 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including pupils with moderate or severe intellectual disabilities, general education for first-level vocational schools, general education for special schools preparing for work, and general education for post-secondary schools.
2. In international classes, teaching is based on the Cambridge International Education core curriculum.
3. In sports championship classes, sports training is provided on the basis of training programmes approved by the minister responsible for physical culture.

## § 21.

1. The dates of the beginning and end of teaching and educational activities, holiday breaks, and winter and summer holidays are specified in the regulations on the organisation of the school year, determined by the minister responsible for education and upbringing.
2. The school year begins on 1 September each year and ends on 31 August of the following year.

## § 22.

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

## § 23.

1. At the School, the weekly compulsory number of teaching hours is implemented on the basis of the provisions of Annex 1 to the Regulation of the Minister of National Education of 3 April 2019 on framework curricula for public schools.
2. Taking into account the framework curriculum referred to in paragraph 1, the Headmaster shall determine the weekly schedule for individual classes and groups:
  - 1) compulsory educational classes;
  - 2) form tutor classes;
  - 3) remedial classes for pupils with disabilities;

- 4) career counselling classes;
  - 5) religion or ethics classes, conducted in accordance with the provisions issued on the basis of Article 12(2) of the Act of 7 September 1991 on the education system;
  - 6) family life education classes, conducted in accordance with the provisions issued on the basis of Article 4(3) of the Act of 7 January 1993 on family planning, protection of the human foetus and conditions for the admissibility of abortion;
  - 7) sports classes conducted in sports championship sections, conducted in accordance with the provisions issued pursuant to Article 18(5) of the Education Law;
  - 8) psychological and pedagogical assistance classes conducted in accordance with the provisions issued on the basis of Article 47(1)(5) of the Education Law.
  - 9) classes conducted in international departments in accordance with the Cambridge International Education programme.
3. In accordance with the Cambridge International Education programme, the school organises extended learning in modern foreign languages as part of compulsory educational classes:
- 1) English;
  - 2) a second modern foreign language.
4. English language teaching is conducted from the first grade. Starting from the first grade, a second modern foreign language is introduced, in accordance with the offer presented to the pupils' parents.

#### **§ 24.**

1. The School runs sports championship classes, implementing training programmes in cooperation with Polish sports associations, sports clubs, associations conducting statutory activities in the field of physical culture or universities offering studies in the field of physical culture sciences.
2. The compulsory weekly number of hours of sports classes in the section referred to in paragraph 1 is 16 hours, with the proviso that this number includes compulsory physical education classes provided for in the framework curriculum for primary schools, referred to in the regulations on framework curricula for public schools.
3. The department referred to in paragraph 1 shall provide instruction in selected sports disciplines, as determined by the Headmaster in consultation with the person running the school.

#### **§ 25.**

1. The School runs international classes that follow the Cambridge International Education programme.
2. The educational programme is conducted in accordance with the Polish core curriculum, but extended to include international content.
3. Teaching in international classes is intended for Polish and foreign students who wish to obtain an education with elements of international programmes.
4. The languages of instruction in international classes are both Polish and English, with the exception of Spanish and Polish language classes.

#### **§ 26.**

1. The School may run nursery classes.
2. Preschool classes are an integral part of the School.
3. In the kindergarten classes, the School implements a programme based on the core curriculum for kindergarten education referred to in Article 47(1)(1a) of the Education Law.
4. In the preschool classes, the School implements a programme based on Cambridge International Education.

#### **§ 27.**

Within the scope of its statutory tasks, provides students with the opportunity to use:

- 1) classrooms with the necessary equipment;
- 2) a library;
- 3) a school common room;
- 4) administrative and utility rooms;
- 5) recreational and sports facilities, including a gym;
- 6) a multi-purpose sports field;
- 7) swimming pool;
- 8) cloakroom;
- 9) computer lab;
- 10) dining room;
- 11) equipment necessary for students to participate in classes conducted in the event of classes being suspended and these classes being organised using distance learning methods and techniques of distance learning.

#### **§ 28.**

1. The school provides pupils with psychological and pedagogical assistance consisting in identifying and meeting the individual developmental and educational needs of the pupil and identifying the individual psychophysical abilities of the pupil and environmental factors affecting their functioning in order to support the pupil's developmental potential and create

conditions for their active and full participation in the life of the School and in the social environment.

2. The need to provide a pupil with psychological and pedagogical assistance at school results in particular from:

- 1) disability;
- 2) social maladjustment;
- 3) risk of social maladjustment;
- 4) behavioural or emotional disorders;
- 5) special talents;
- 6) specific learning difficulties;
- 7) competence deficits and language disorders;
- 8) chronic illness;
- 9) crisis or traumatic situations;
- 10) educational failures;
- 11) environmental neglect related to the living conditions of the student and their family, how they spend their free time and their social contacts;
- 12) adaptation difficulties related to cultural differences or a change in the educational environment, including those related to previous education abroad.

3. Psychological and pedagogical assistance provided at the School consists of supporting parents and teachers in solving educational and teaching problems and developing their educational skills in order to increase the effectiveness of the assistance provided to students.

### **§ 29.**

1. Psychological and pedagogical assistance is organised by the Headmaster.

2. Psychological and pedagogical assistance at the School is provided to students by teachers, form tutors and specialists referred to in Article 42d of the Act of 26 January 1982 – Teachers' Charter, performing tasks in the field of psychological and pedagogical assistance at the School, in particular psychologists, pedagogues, special pedagogues, speech therapists and educational therapists.

3. Psychological and pedagogical assistance is organised and provided in cooperation with:

- 1) parents of pupils;
- 2) psychological and pedagogical counselling centres, specialist counselling centres;
- 3) teacher training institutions;
- 4) other schools;
- 5) non-governmental organisations and other institutions and entities working for the benefit of families, children and young people.

### **§ 30.**

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

- 1) the pupil;
- 2) the pupil's parents;
- 3) the Headmaster;
- 4) the School Manager
- 5) the teacher, form teacher or specialist referred to in § 28(2) who teaches the pupil;
- 6) psychological and pedagogical counselling centre;
- 7) teaching assistant;
- 8) social worker;
- 9) family assistant;
- 10) a probation officer;
- 11) a non-governmental organisation, other institution or entity working for the benefit of families, children and young people.

### **§ 31.**

1. At the School, psychological and pedagogical assistance is provided during ongoing work with the pupil and through the integrated activities of teachers and specialists, as well as in the form of:

- 1) classes developing talents;
- 2) classes developing learning skills;
- 3) remedial classes,
- 4) specialist classes: corrective and compensatory, speech therapy, developing emotional and social competences, and other therapeutic classes;
- 5) classes related to the choice of education and career;
- 6) individualised education pathways;
- 7) advice and consultations.

2. At the School, psychological and pedagogical assistance is provided to parents of students and teachers in the form of advice, consultations, workshops and training.

3. The Headmaster organises support consisting of planning and implementing activities aimed at improving the quality of psychological and pedagogical assistance provided.

## **Chapter 6**

### **Organisation of the Kindergarten Section**

#### **§ 32.**

1. The Kindergarten operates from Monday to Friday throughout the year from 7:00 a.m. to 5:00 p.m., except for public holidays, childcare days (8:00 a.m. to 4:00 p.m.), Christmas Eve, New Year's Eve, summer holidays and other days indicated in the Kindergarten calendar.
2. The Kindergarten does not provide medical care. Parents are responsible for medical procedures, including vaccinations.
3. Administering medication to children is prohibited, except for children with chronic illnesses, based on written consent from the doctor and parents, containing detailed information about the medication and dosage. Administering medication by a nurse in emergency situations is permitted after obtaining parental consent and in accordance with medical procedures.
4. Children may only be picked up by their parents or persons authorised in writing in the "Authorisation to pick up a child" form. In emergency situations, it is permissible for an unauthorised person to pick up the child after the parents have personally notified the Nursery.
5. The condition for admission of a child to the Nursery is good health. Parents are required to report any ailments of the child to the teacher and provide comprehensive information on the subject.
6. Teachers are not obliged to provide health services, including administering medication (e.g. painkillers, syrups, vitamins, antibiotics), even at the request of parents.
7. If a child falls ill in the Kindergarten, parents are notified immediately and are required to collect their child and provide medical care.
8. Parents are required to provide: a change of shoes, underwear and clothing, labelled with the child's first and last name.
9. The Nursery is not responsible for the loss, damage or theft of valuable items brought by the child, unless they have been deposited with the teacher.
10. The basic activities of the Kindergarten include:
  - Guided and unguided activities with the whole group.
  - Indoor and outdoor play.
  - Spontaneous activities by children.
  - Simple cleaning tasks.
  - Self-service activities.

- Trips and nursery celebrations.
  - Stimulation activities in small groups.
11. The kindergarten fulfils the obligation of annual preschool preparation, ensuring readiness for starting school in the first grade of primary school.
  12. A daily element of the work is the organisation of outdoor activities, in accordance with safety rules.
  13. The organisation of work is determined by the daily schedule set by the department teacher, taking into account a detailed daily schedule tailored to the needs and interests of children, with time for rest and play.
  14. The duration of classes is adapted to the children's mental and physical abilities and is 30-45 minutes for children aged 5-6.
  15. The Kindergarten organises meals, including:
    - Breakfast;
    - Two-course lunch;
    - Afternoon snack.
  16. The Kindergarten requires uniforms purchased by parents, including:
    - Formal wear, everyday wear and sportswear. Sportswear is compulsory for physical education and other sports activities.
    - A change of shoes is compulsory on the premises.
  17. Formal attire is required every Monday and during ceremonies (e.g. start and end of the school year), with prior notification to parents.
  18. On Fridays, uniforms are not compulsory and pupils may wear any clothing that complies with the rules of aesthetics and safety.
  19. The Kindergarten organises sightseeing trips adapted to the age, interests, health and physical fitness of the children, in accordance with the Regulation of the Minister of National Education of 25 May 2018 on the conditions and manner of organising sightseeing and tourism (Journal of Laws of 2018, item 1055).
  20. The Kindergarten Branch may organise music concerts, theatre performances and meetings with artists and cultural figures.
  21. Children's physical fitness is developed through physical activities, swimming lessons, games and play indoors and outdoors.

### § 33.

The Kindergarten Department provides care for children aged 5 to 6, creating conditions conducive to playing and learning together, in particular by:

- Developing the ability to observe and understand phenomena in the natural, social, cultural and technical environment.

- Stimulating intellectual curiosity, encouraging research activities and the expression of one's own thoughts and experiences.
- Developing aesthetic sensitivity, creating conditions for the development of imagination, fantasy and artistic, musical and physical expression.
- Providing conditions for harmonious physical development, promoting physical activity, games, gymnastics and healthy attitudes.
- Developing speech and logical thinking, including sensitivity to the beauty of the native language.
- Preparing children for school by ensuring their comprehensive development in the emotional, intellectual, motor and cognitive spheres, adapted to individual abilities, including children with special educational needs.
- Providing multisensory developmental stimuli through appropriate educational aids and children's literature.
- Adapting working methods to the individual needs and abilities of the child, taking into account the principles of inclusion.
- Supporting independent learning, utilising the educational potential of the local, natural and social environment.
- Developing independence, creativity and teamwork skills by following the principles of working and playing together, respecting the opinions of others and appreciating the actions taken by children.
- Creating an atmosphere based on trust, support and understanding of the individual needs of children, including those with special educational needs.
- Caring for children's health and safety through proper nutrition, personal hygiene and the promotion of a healthy lifestyle.
- Shaping self-care activities, hygiene and cultural habits, maintaining order and ensuring safe conditions.
- Cooperating with parents, guardians and the local community by organising meetings, open days, adaptation classes and kindergarten community meetings.
- Developing environmental awareness through activities aimed at protecting the environment.

To achieve its goals and objectives, the Kindergarten Branch has at its disposal:

- Rooms for classes, play and rest for groups.
- Bathrooms and toilets adapted for children.
- A designated area for children's cloakroom.

## Chapter 7

### Detailed conditions and methods of internal assessment of pupils

#### § 34

1. The school has its own internal assessment system, hereinafter referred to as: WSO.
2. The school year is divided into two semesters, whereby:
  - 1) the first semester lasts from 1 September to the end of the third week of January,
  - 2) The second semester lasts from the beginning of the fourth week of January until 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 testing and assessing student achievement adopted in the teaching plan.

#### § 35.

1. Internal assessment of a student's educational achievements consists of:
  - a) recognising the level of mastery of knowledge and skills in relation to the requirements of the core curriculum for general education and the Cambridge Primary and Cambridge Lower Secondary core curricula,
  - b) observing their behaviour in relation to the School's Educational and Preventive Programme,
  - c) formulating assessments in both of the above areas.
2. Internal assessment aims to:
  - a) informing the pupil about their level of educational achievement and progress in this regard;
  - b) informing the student about their behaviour and any changes observed in this area;
  - c) motivating the student to make further progress in learning;
  - d) motivating the pupil to further progress in behaviour;
  - e) providing parents/legal guardians and teachers with information about the progress, talents, learning difficulties and behavioural issues;
  - f) enabling teachers to improve the organisation and methods of teaching and educational work,
  - g) implementing effective student self-assessment,
  - h) involving teachers and students in the process of achieving the standards of requirements

required to complete individual stages of education,

- i) standardising the rules and criteria for assessment used by individual teachers,
- j) systematic implementation of teaching programmes.

3. Internal assessment includes:

- a) the formulation by teachers of the educational requirements necessary to obtain individual mid-term and annual classification grades from compulsory and additional educational classes, and informing students and parents/guardians legal guardians,
- b) behaviour assessment criteria;
- c) ongoing descriptive assessment, mid-term classification and passing certain educational classes according to the scale and forms adopted by the School;
- d) determining classification grades, annual grades for compulsory educational classes and the annual classification grade for behaviour, and the conditions for improving them;
- e) conducting interviews and classification, promotion and resit examinations;
- f) conducting qualifying interviews for extracurricular competitions and tests.

### § 36.

1. At the beginning of each school year, no later than 30 September of the given year, teachers of individual classes shall inform pupils and their parents about the educational requirements resulting from the curriculum they implement and the methods of assessing pupils' educational achievements:

- a) pupils in a class group – during educational classes,
- b) parents – during parent-teacher meetings.

2. Parents of pupils shall also be informed, within the time limit specified in paragraph 1, about:

- 1) the educational requirements necessary to obtain individual mid-term (semester) classification grades from the applicable and additional educational classes;
- 2) the conditions, method and criteria for assessing behaviour;
- 3) the conditions and procedure for obtaining a higher than expected annual behaviour grade and the consequences of giving a student a reprehensible annual behaviour grade;
- 4) the conditions and procedure for obtaining a higher than expected annual (semester) classification grade from compulsory and additional educational classes;
- 5) conditions for providing information on current and classification grades.

3. At the beginning of each school year, class teachers inform students and their parents about the conditions specified in section 2, points 2 and 3.

4. The School Internal Regulations and the rules for assessing behaviour shall be made available for inspection by pupils and parents by teachers and form tutors on the School premises.

5. By 30 September of a given school year, subject teachers shall enter into the e-register a curriculum appropriately selected for the pupils of a given class (the content of the curriculum must be consistent with the core curriculum).

6. The criteria necessary to obtain individual grades are formulated in the Subject Assessment Systems developed by subject teams.

7. At the beginning of each school year (by 20 September), teachers determine and inform the electronic register (or in writing) inform pupils and parents/legal guardians about:

a) the educational requirements necessary to obtain individual mid-term and annual classification grades from compulsory and additional educational classes, resulting from the curriculum they implement,

b) methods of assessing educational achievements.

### § 37.

1. The aim of early school education is to support the child in their comprehensive and harmonious development.

2. The subject of school assessment in grades 1-3 is the progress of the pupil's development in terms of educational achievements and behaviour.

3. The pupil's progress will be assessed in the following areas:

#### 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 pupils' educational achievements are the curriculum requirements (for the appropriate level of early school education) implemented by a given teacher in the curriculum.

5. When assessing the knowledge and skills of pupils in grades I-III in a 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



6. The assessment of a pupil's educational achievements in grades I-VIII is a descriptive assessment.

7. A descriptive assessment may include the following terms:



### **A descriptive assessment may include terms:**

EXCEEDING	VERY GOOD	GOOD
<p>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.</p>	<p>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.</p>	<p>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.</p>

## 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.</p> <p>learning.</p>

### §38.

1. The assessment of educational achievements consists in teachers recognising the level and progress of a pupil's mastery of knowledge and skills in relation to the educational requirements educational requirements set out in the core curriculum and the teaching programmes implemented at the school that take this core curriculum into account.
2. The school uses formative assessment, which consists of providing pupils with information about the objectives of the lesson, the criteria for requirements (nacobezu) and obtaining feedback from pupils on the knowledge and skills acquired during the lesson.
3. The assessment should include feedback, including:

**The assessment should include feedback, including:**

Ongoing assessment of the student's level of knowledge and skills should be carried out systematically, in various forms, under conditions that ensure their objectivity.

5. During the school year, pupils are assessed on an ongoing basis using verbal or written formative assessment.

6. The teacher, in cooperation with the student, monitors their progress on an ongoing basis. The student's knowledge and skills can be tested orally or in writing. The form of testing is determined by the subject teacher in their educational requirements and communicated to the students.

7. Any changes to the agreed form require renegotiation and acceptance by both parties.

**§ 39.**

1. Individualisation of work with the student, individualisation of assessment:

a) The teacher is obliged to individualise work with the student in compulsory and additional educational classes, according to the developmental and educational needs and educational needs and the psychophysical abilities of the student.

b) The teacher is obliged to adapt educational requirements to the individual developmental and educational needs and psychophysical abilities of the student:

- who have a certificate of need for special education – on the basis of this certificate and the provisions of the individual educational programme

-therapeutic, developed for the student on the basis of regulations on the conditions

organising education, upbringing and care for children and young people with disabilities and socially maladjusted in kindergartens, schools and classes or inclusive schools, or regulations on the conditions for organising education, upbringing and care for children and young people with disabilities and socially maladjusted in special kindergartens, schools and classes, and centres,

d) having an opinion from a psychological and pedagogical counselling centre, including a specialist counselling centre, on specific learning difficulties or another opinion from a psychological and pedagogical counselling centre, including a specialist counselling centre – on the basis of this opinion

and the findings contained in the support action plan developed for the pupil on the on the basis of legal provisions,

e) without a certificate or opinion, but covered by psychological and pedagogical assistance -pedagogical assistance at school – on the basis of the findings contained in the support action plan,

developed for the pupil by teachers and specialists,

f) having a doctor's opinion on the student's limited ability to perform certain physical exercises in physical education classes – on the basis of this opinion.

g) In the case of a pupil with a certificate of need for special education or individual teaching, the adjustment of educational requirements to the individual psychophysical and educational needs of the pupil may be made on the basis of this certificate.

h) Individualisation of work with a pupil consists, among other things, of:



## 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 obliged to adapt educational requirements to the individual developmental and educational needs and psychophysical abilities of the pupil:

- a) who has a certificate of need for special education,
- b) has an opinion from a psychological and pedagogical counselling centre (or other specialist centre),
- c) does not have an opinion from a psychological and pedagogical counselling centre, but is covered by psychological and pedagogical assistance at school.

#### § 40.

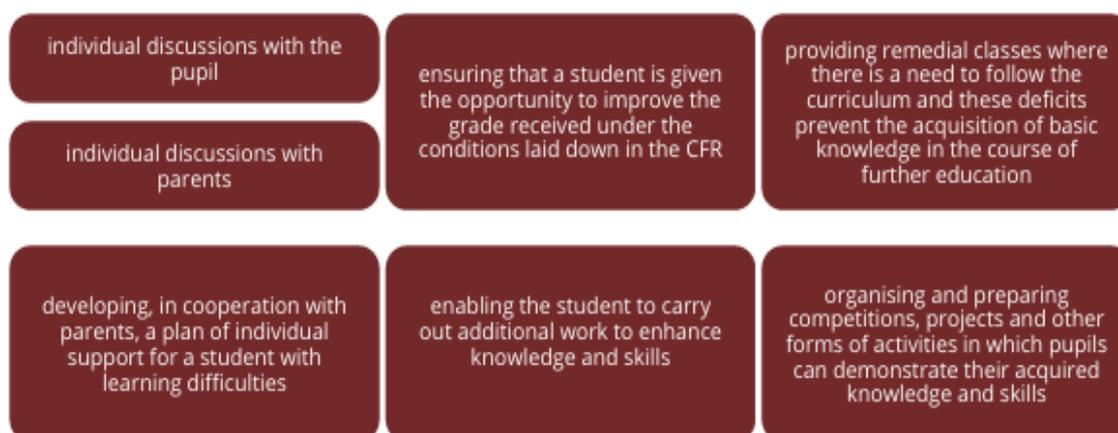
1. The form teacher informs parents about their child's progress in learning and behaviour through:

- individual conversations,
- general parent meetings,
- telephone calls,
- information contained in the e-register.

2. The teacher is obliged to support the efforts of the pupil and parent in order to achieve the best possible educational results through:



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



3. Parents are obliged to cooperate with the school and support their child in the learning process.

§ 41.

1. Mid-term and annual behaviour 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 pupil's behaviour in class cannot be used as a criterion for assessing their knowledge and skills in a given subject.

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

4. Grades for educational classes do not affect the behaviour grade

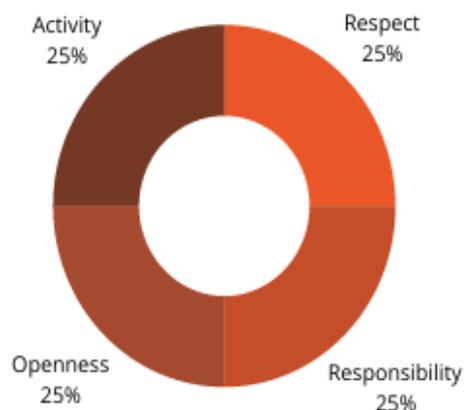
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5. The classification assessment of behaviour does not affect:

- 1) classification grades for educational classes;
- 2) promotion to a higher grade or graduation from school.

6. Mid-term and annual classification grades for behaviour take into account the following basic areas:

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



7. When determining the classification assessment of the behaviour of a student who has been diagnosed with disorders or other developmental dysfunctions, the impact of these disorders or dysfunctions on their behaviour should be taken into account, based on a decision on the need for special education or a decision on the need for individual teaching or the opinion of a psychological and pedagogical counselling centre, including a specialist counselling centre.
8. The assessment of a student's behaviour is carried out as part of internal school assessment in accordance with the applicable grading scale.
9. The initial assessment is a good grade.
10. Behaviour assessments are disclosed to the pupil and their parents.
11. The teacher issues the grade in consultation with the student concerned, after obtaining the opinions of students and teachers. The teacher informs the student and parent of the grade issued, justifying the final choice.
12. The form teacher determines the annual behaviour grade, taking into account:
  - 1) the student's self-assessment;
  - 2) the opinion of the pupil expressed by the teachers teaching in the class;
  - 3) the opinion of the class.
13. Formal methods of gathering opinions include praise and comments entered in the register.
14. A student who fulfils their compulsory schooling or compulsory education outside school and takes a classification exam, no behaviour grade is determined.

15. The form teacher shall notify the pupil of the planned assessment at least two weeks before

the classification meeting of the teaching staff.

16. The annual classification assessment of behaviour should take into account the student's attitude throughout the school year.

#### § 42.

1. The annual descriptive assessment is recorded in the assessment sheet and on the school certificate.

2. The mid-year and annual descriptive classification assessment (required by the Regulation of the Ministry of National Education) of educational classes takes into account the scope of requirements specified in the core curriculum for general education 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 assessment may be given in writing,

b) Mid-term and annual assessments, taking into account the level and progress of the pupil's mastery of the required knowledge and skills, shall be made in writing in grades I-III, and in grades IV-VIII in summary form.

#### § 43.

1. Rules for conducting tests and class assignments:

1) One class test (exam) may be held per day.

2) One two-hour class test or two one-hour tests may be held during the week.

. This does not apply if the test or classwork is postponed at the request/application of students.

3) Students should be informed at least one week in advance of the date of a class test or test covering material from the last 4 or more lessons should be announced at least one week in advance.

4) The date of the class test and exam should be recorded by the teacher in the e-lesson register.

5) Each class test and exam must be preceded by at least one hour of revision of the material.

6) The teacher should provide written comments on the written assessment.

7) Class tests should be checked and graded (with appropriate information) and returned to the student within two weeks and discussed in class.

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

3. The test must be retaken within two weeks of receiving the test (unless the teacher agrees to extend the deadline) within the time limit specified by the teacher.
4. Failure to pass the test within the specified time limit results in a final failure to pass the given material.
5. The key skills indicated by the teacher of a given subject require absolute pass under the conditions agreed with the teacher.
6. Class tests are not conducted in the first week after holidays and, unless postponed at the request of the students.
7. The school applies uniform criteria for assessing written work. The grade for the work is determined by the number of points obtained, converted into percentages in accordance with the table below:



**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	96% - 100%
Very Good	86% - 95%
Good	70% - 85%
Sufficient	55% - 69%
Acceptable	40% - 54%
Insufficient	39% i mniej

8. Before the test begins, the teacher is required to inform the students about the points that can be obtained for each task and the scope of material that determines whether the test is passed.
9. The student's checked and assessed written work is kept at the school by subject teachers throughout the school year. On the last day of the school year (31 August), the work is destroyed.
10. The teacher is required to assess students' achievements frequently and systematically. The minimum number of assessments per semester, depending on the weekly number of compulsory hours, is as follows:

**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 on an ongoing basis with written formative assessments.

12. In grades 1-3, the teacher makes the original of the student's checked and assessed written work

makes the original checked and assessed written work available and sends it to the student's home with a request to return the work signed by the parents within the time limit 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 register at the parent's request.

13. In grades 1-3, pupils are subject to ongoing and systematic recording of their educational achievements

14. The pupil is obliged to catch up on any work missed as a result of absence on their own.

15. Students' knowledge and skills are not assessed for up to three days after a week or longer excused absence from school.

16. All arrangements for reporting unpreparedness are determined by the teacher at the beginning of the school year.

17. Teachers limit the amount of homework in favour of active, intensive work in class. They do not assign homework for holidays and days off (so-called long weekends).

18. The grade obtained as a result of the correction is entered into the e-register in such a way that the previous grade is crossed out and the corrected grade appears next to it.

19. Any possibilities for improvement in a form other than a test/classwork are determined by the teacher of the subject in question.

20. In the event of an unexcused one-day or one-hour absence of a student from an announced test, the teacher has the right to conduct it during the next lesson of the given subject.

21. Students participating in a competition/contest on a given day are exempt from classes on that day and from being tested on the following day. This does not apply to announced tests. These should be written within two weeks.

22. Additional homework assigned to students by teachers is set in accordance with the school's "Homework Standards".

#### § 44.

1. Mid-term and end-of-year grading is in accordance with the Ministry of Education Regulation.

During the school year, pupils receive descriptive assessments that take into account the pupil's effort, interest in the subject, contribution and achievements.

2. Only mid-term and end-of-year assessments are expressed as a number.

3. At the end of the semester and the school year, teachers of compulsory subjects and classes issue mid-term and end-of-year grades within the time limit specified in the school's statutes. The exact dates of the grading councils are adjusted to the length of the semesters, which in turn are determined taking into account the school year calendar set by the Ministry of Education (schedule of breaks, holidays, etc.) and communicated to parents and students in September and posted on the e-register.

4. Mid-year classification is carried out two weeks before the start of winter holidays, and the end-of-year assessment is carried out two weeks before the start of the summer holidays and consists of summarising the student's educational achievements in a given school year in educational classes specified in the school curriculum and determining classification grades and behaviour grades, taking into account the knowledge, skills and behaviour from previous periods.

5. Classification grades for educational classes do not affect the classification grade behavioural grade.

6. Mid-term and final classification is carried out in the highest programme class.

7. Mid-term and final classification consists of:

a) mid-term and annual classification grades for educational classes, determined respectively in the highest grade;

b) mid-term and annual classification grades for educational classes completed in lower programme classes, respectively;

c) mid-term and annual behaviour grades determined in the highest grade.

8. Grades and their justification are disclosed to the student and their parents/legal guardians. Information about the student's progress and achievements is provided on an ongoing basis (via an electronic register) and during meetings with parents.

9. When determining the grade for physical education, technical education/technology/technical classes

technical education, art education/art, music education/music, particular consideration is given to the effort made by the student to fulfil their obligations.

The effort made by the student in fulfilling the duties arising from the specific nature of these classes.

10. Mid-term classification consists of a periodic summary of the student's educational achievements in the educational classes specified in the school curriculum and the determination of a mid-term behaviour classification grade.

### § 45.

1. Grades expressed in marks are entered at the end of the winter semester and at the end of the school year and determine the overall level of the student's knowledge and skills provided for in the curriculum for a given school year, as well as their approach to the subject and their involvement during classes.

2. Mid-term and end-of-year classification grades are determined by the teachers conducting the classes

. Before issuing a grade, the teacher talks to each student, justifying their proposed grade.

3. Mid-term and end-of-year classification grades are expressed in grades on a scale of 1 to 6 (according to 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 end-of-year classification grades for educational classes, starting from the fourth grade fourth grade, are determined in grades according to the following scale:

## GRADE 6, refers to a student who:

acquires additional knowledge during various extracurricular and out-of school activities

achieves high results in competitions

independently indicates the causes of phenomena or processes and their significance

independently initiates solutions to specific problems

describes cause-effect relationships

expresses independently, objective attitude to the issues discussed

is able to combine knowledge from several subjects when solving tasks and problems in

new situations

## GRADE 5, refers to a student who:

- has mastered the curriculum material very well
- possesses knowledge enabling independent application in new situations
- efficiently uses various sources of information
- independently solves problems and tasks assigned by the teacher
- solves additional problems and tasks set by the teacher
- is able to reason correctly in cause-and-effect categories
- is able to combine knowledge from multiple subjects when solving typical tasks

## GRADE 4, refers to a student who:

- has not fully mastered knowledge specified in the curriculum for the class
- skillfully uses knowledge, independently solving typical theoretical or practical tasks
- can complete most tasks assigned, sometimes using the teacher's help
- cannot always use acquired knowledge to solve practical and theoretical tasks

## GRADE 3, refers to a student who:

- poorly mastered knowledge and skills specified in the core curriculum for a given class
- solves (performs) typical theoretical or practical tasks with a moderate degree of difficulty
- Independently or with teacher's assistance performs tasks with a small degree of difficulty
- makes many mistakes in his work
- does not keep the subject notebook and exercises exactly

## GRADE 2, refers to a student who:

- mastered the required material at a minimum level of the core curriculum of a given class
- is not able to perform tasks independently, always needs teacher assistance
- has trouble with independent writing
- writes works that are unsightly, poorly, contain a lot of mistakes

## GRADE 1, refers to a student who:

- did not master knowledge and skills defined in the core curriculum of a given class
- who cannot solve (perform) a task with a small degree of difficulty with the help of a teacher
- who does not maintain a subject notebook and exercises, writes untidily,

5. If, as a result of mid-year classification, it is found that the level of a student's educational achievement prevents or hinders them from continuing their education in a higher grade, the school shall, as far as possible, give the student the opportunity to make up for their shortcomings on the basis of a tripartite contract (student - teacher - parent).
6. The annual and mid-year assessment in religion is determined on a numerical scale from 1 to 6, but will not be included in the grade point average.
7. The semester descriptive assessment shall remain in the possession of the class teacher, and a photocopy shall be given to the pupil's parents/legal guardians.
8. The annual descriptive classification assessment for educational classes takes into account the student's level of mastery of knowledge and skills within the scope of the requirements specified  
 in the core curriculum for general education for the first stage of education
9. The annual classification in grades I-III consists of summarising the educational achievements  
 in educational classes and the pupil's behaviour in a given school year and determining a single annual classification assessment for educational classes and an annual classification assessment for behaviour.
10. Pupils in grades I-III of primary school are promoted to the next grade each school year.
11. In exceptional cases, the teaching council may decide to repeat a year for a pupil in grades I-III of primary school at the request of the class teacher and after consulting the pupil's parents/legal guardians, or at the request of the parents after consulting the class teacher.
12. One month before the mid-year/annual classification meeting of the teaching council, the form teacher is required to notify the parents in writing that their child has not mastered the necessary knowledge and skills covered by the curriculum for the given class.
13. At least two weeks before the classification meeting of the teaching staff, the form teacher informs the parents/legal guardians of the expected descriptive assessment during a face-to-face meeting or via the electronic register.

#### § 46.

1. The annual classification of a pupil with a disability in grades I-III consists of a summary of their educational achievements in classes and their behaviour during the school year and adapting to the recommendations of a specialist.
2. Annual classification, starting from the fourth grade, consists of summarising the achievements the pupil's educational achievements in educational classes specified in the school curriculum, and behaviour during a given school year, and to determine annual classification grades for educational classes and an annual classification grade for behaviour, according to the scale set out in this document.
3. One month before the annual/semester meeting of the teaching staff, teachers conducting individual educational classes and the class teacher are required to inform the student and

his/her parents/legal guardians in writing about the expected annual/semester failing grade for educational classes and the expected annual/semester reprehensible behaviour grade.

4. Teachers conducting individual educational classes and the class teacher are obliged to inform the student and his/her parents/legal guardians via the electronic register two weeks before the remaining proposed annual/semester grades for educational classes and behaviour, the teachers conducting individual educational classes and the class teacher are obliged to inform the student and his/her parents/legal guardians via the electronic register two weeks before the annual/semester meeting of the teaching staff. The proposed grades are subject to change.

5. Semester and annual classification assessments for additional educational classes are determined by the teachers conducting the respective additional educational classes. The annual classification assessment for additional educational classes does not affect promotion to a higher grade or graduation from school.

6. A pupil or their parents/legal guardians may submit objections to the Headmaster if they consider that the annual/semester classification assessment for educational classes or the annual classification assessment for behaviour has been determined in contravention of the legal provisions governing the procedure for determining such assessments. Objections may be submitted within 7 days of the end of teaching and educational activities.

7. If it is found that the annual/semester classification grade for educational classes has been determined in violation of the legal provisions governing the procedure for determining this grade, the school principal shall appoint a committee to test the student's knowledge and skills in written and oral form and determine the annual/semester classification grade for the given educational classes.

8. The test referred to above shall be conducted no later than 5 days from the date of notification of objections by the parents/legal guardians. The date of the test shall be agreed with the pupil and his/her parents/legal guardians.

9. The committee shall consist of: the Headmaster or a teacher holding another managerial position at the school

management position at the school – as the chair of the committee, the teacher conducting the educational classes in question, the class teacher or another teacher teaching the same or related educational classes.

10. The annual/semester classification grade for educational classes determined by the committee cannot be lower than the previously determined grade. The grade determined by the committee is final, with the exception of a failing annual/semester classification grade for educational classes, which may be changed as a result of a resit examination subject to the rules set out in this document, which apply to this examination.

11. Starting from the fourth grade of primary school, a pupil is promoted to a higher grade if they have obtained annual classification grades higher than a failing grade in all compulsory educational classes specified in the school curriculum.

12. The school certificate, in the section on special achievements, shall record the pupil's participation in subject competitions and contests (winning a prize and/or being nominated for the next stage of the competition, starting from the district level) as well as special sporting and artistic achievements.

13. The section of the school certificate concerning additional educational activities shall include the subjects completed from the Cambridge Primary and Cambridge Lower Secondary Programmes.

#### **§ 47.**

The school uses the following methods to collect information about pupils:

- 1) ongoing records in the electronic register;
- 2) entries in student notebooks and exercise books;
- 3) pupil tests;
- 4) integrated tests;
- 5) information on academic progress and behaviour for parents after the first semester;
- 6) annual assessment of learning and behaviour taking into account the entire year of work.

#### **§ 48.**

1. The school keeps a class register, assessment sheets and an individual teaching log for each class, in which the achievements and progress of pupils in a given school year in electronic form.

2. If a student qualifies for the provincial stage of a subject competition or a higher stage, in the week preceding the competition (olympiad) and on the first day of school after the competition (olympiad), they shall be exempt from all forms of testing of knowledge and skills.

3. If a student is delegated to represent the School outside the School and does not attend classes on a given day, they are exempt from all forms of testing of knowledge and skills on the following day. At the same time, they are required to make up for any related backlog.

## **Chapter 8**

### **Rights and obligations of School and Kindergarten employees**

#### **§ 49.**

1. The employees of the School are: the School Manager, the Headmaster, teachers and non-teaching staff, hereinafter referred to as "employees".
2. Employees of the School and Kindergarten have the right to:
  - 1) remuneration commensurate with their position;
  - 2) equal treatment in employment;
  - 3) improving their qualifications in accordance with the needs of the School;
  - 4) taking leave in accordance with generally applicable law and the provisions of the employment relationship binding on the parties;
  - 5) protection of personal data,
  - 6) safe and hygienic working conditions.
3. Employees of the School and the Kindergarten Branch have the right to submit requests and opinions to the Headmaster with requests and opinions on all matters concerning the School and the Kindergarten.

#### **§ 50.**

1. The position of School Headmaster shall be created at the School and Kindergarten. The Headmaster of the Primary School and Nursery is responsible for the direct management and supervision of the primary school and nursery, ensuring the effective implementation of the school's educational programmes, policies and initiatives at primary level. The person in this position reports directly to the School Manager. The Headmaster works closely with the Manager on matters relating to the primary school and the Nursery.
2. Responsibilities of the Headmaster of the Primary School and Kindergarten:
  1. Supervising the work of the school counsellor, school psychologist, career advisor, school hygienist and paramedic;
  2. Creating an atmosphere that stimulates innovative attitudes among teachers so that they are motivated to pursue creative pedagogical endeavours;
  3. Supervising the use of teaching aids in the educational process;

4. Inspiring and organising the overall work of class teachers, supervising their class documentation, and providing special care for young teachers;
5. Monitoring teachers' work plans and the implementation of the core curriculum, educational plans, and textbook approval;
6. Supervises the school register;
7. Supervises subject assessment systems;
8. Organises and supervises the work of teaching teams;
9. Monthly accounting of teachers' substitute teaching;
10. Arranging ad hoc and long-term substitutions;
11. Ensuring the proper functioning of the library and school common room and the proper performance of their tasks;
12. Informing teachers in a timely manner about subject competitions and contests, and keeping records of them;
13. Monitoring teachers' compliance with legal regulations concerning teaching, educational and care activities and other statutory activities, and documenting control activities;
14. Implements systems and regulations;
15. Provides care for pupils while they are waiting for: their parents, transport from school, extra-curricular activities;
16. In the absence of the school manager, assumes the manager's powers in accordance with his or her competences;
17. Cooperates with the Manager in strategic planning and decision-making;
18. Cooperates in the development of the school's organisational design;
19. Creates the school's organisational work sheet;
20. Creates the school calendar;

21. Develops and implements an educational and prevention programme at the school and institution;
22. Issuing end-of-year certificates and report cards;
23. School ID cards;
24. Planning timetables, organising examinations and tests;
25. Organising the schedule of teachers' duties during breaks between lessons, before and after lessons in special circumstances, and supervises its implementation;
26. Keeping records and documentation of pupils' compulsory schooling;
27. Monitoring students' progress;
28. Monitoring the implementation of the core curriculum, teaching programmes and the policy of the school and the Kindergarten Department;
29. Responsible for implementing recommendations resulting from a decision on a pupil's need for special education;
30. Supportive, remedial and compensatory classes – identification and determination of needs;
31. Creating conditions for the development and independent work of pupils;
32. Enrolment and removal of pupils from the list of pupils in cases specified in the school's statutes;
33. Enables the implementation of individual teaching programmes for particularly gifted pupils and those with special educational needs;
34. Takes initiatives for the benefit of the local community;
35. Organises various forms of assistance for children/students;
36. Performing tasks related to ensuring the safety of pupils and teachers during their stay at school;
37. Implements a programme for the protection of minors at school and in the institution;

38. Organises meals in accordance with the needs of pupils/students and in accordance the provisions of law;
39. Organises educational activities for parents – ensures the diversity of meetings;
40. Updates data in the Education Information System on an ongoing basis;
41. Ensures the proper conduct of the inventory of school property, supervises the accuracy and reliability of its preparation;
42. Coordinates academies, ceremonies and other educational events;
43. Determines and supervises the performance of duties (consultations with parents) by teachers during breaks and before and after lessons;
44. Acts as a supervisor of the school council;
45. Conducting teaching staff meetings;
46. Implementing resolutions of the school or institution council and the teaching council (implementing tasks in accordance with the resolutions of the teaching council and the school council), chairing the teaching council;
47. Representing the school externally;
48. Disseminates internal school regulations.

#### **§ 51.**

1. The position of Manager is created at the School and Kindergarten.
2. The position of Manager is a managerial position in the School and Kindergarten.
3. The manager is the chief administrator and leader of the school. He or she is responsible for its overall functioning and for creating and implementing educational strategies.  
In this structure, the manager is the overall leader of the school and the nursery school, responsible for setting the vision, strategic direction and supervising all activities.
4. The manager is responsible for:
  1. Organising the work of the school hygienist, pedagogue, psychologist and career counsellor;
  2. Pedagogical innovations;

3. Motivating and supporting teachers in their professional development;
4. Enabling internships for teachers and creating opportunities for employee development;
5. Creating a forward-looking vision for the development of the institution;
6. Creating conditions for innovative activities;
7. Conducts internal evaluations and uses their results to improve the quality of the school or institution's work, and documents the evaluations carried out at the school;
8. Manages human resources;
9. Organises and supervises the activities of the school secretariat in the area of handling employee personal matters, receiving visitors, handling current financial and economic matters, and correspondence;
10. Monitoring the progress of teachers and other non-teaching staff;
11. Conducting and documenting the observation of the work of teachers and other non-teaching staff;
12. Recruiting teaching and non-teaching staff and issuing opinions on the validity of changes to or termination of their contracts;
13. Identifying teachers' professional development needs;
14. Planning professional development in accordance with the needs of the school, the Kindergarten Department and teachers;
15. Plans and implements professional development programmes for teachers;
16. Creates and secures material conditions for the professional development of teachers and the acquisition of additional qualifications by teachers and non-teaching staff in accordance with the needs of the school;
17. Implements systems and regulations;
18. In the absence of the school Headmaster, assumes powers in accordance with his/her competences to create and implement his/her own concept of activity;
19. Plans and organises the work of the school and the Kindergarten Department;
20. Creating strategic activities;
21. Developing a pedagogical supervision plan for each school year;

22. Budgeting and finances;
23. Long-term planning;
24. Analysis and reporting;
25. Monitoring and collecting information on extracurricular and extracurricular activities and assessing how pupils' free time is spent;
26. Organising extracurricular activities and interest groups;
27. Providing supervision for pupils while they wait for: their parents, transport from school, additional activities;
28. Analysing teaching results and implementing corrective measures;
29. Analysing the results of promotions, classification exams, resits, tests and external exams;
30. Ensuring procedures regarding the conduct of teachers and students in cases of danger (civil defence plan, addiction, violence);
31. Collecting data from the Central Register of Disciplinary Decisions, the Register of Sex Offenders and the necessary documents for Employee Files;
32. Systematically reviews the database in terms of health and safety and its modernisation;
33. Organises the school's work in accordance with health and safety regulations;
34. Cooperating with educational and local government authorities;
35. Submitting grant applications, settling grants;
36. Identifies the need for additional equipment for the school and presents it to the Governing Body;
37. Cooperates with universities to organise teaching placements;
38. Manages external projects implemented at the school;
39. Undertaking initiatives for the benefit of the local community;
40. Cooperating with institutions and organisations operating in the community;

41. Promoting and marketing the school and its image in the local community and society. Cooperating with local businesses. Promoting the school through the successes of its pupils, teachers and the school itself;
42. Organises educational activities for parents – ensures diversity of meetings;
43. Signs agreements with parents on the education of students;
44. Ensures the aesthetic appearance of the school and its surroundings;
45. Promotes the school in the local community;
46. Systematically updates the statutes in line with changing legal regulations;
47. Maintains and stores documentation in accordance with applicable legal regulations;

## § 52.

1. Teachers plan and conduct teaching, educational and care work, and are responsible for the quality and conditions of this work and the safety of the pupils entrusted to their care.
2. The scope of teachers' duties includes:
  - Preparing and conducting lessons in accordance with the applicable curriculum.
  - Developing lesson plans, educational materials, tests and exercises.
  - Adapting methods and forms of work to the needs and abilities of students.
  - Regularly assessing and analysing teaching results, preparing reports and certificates.
  - Organising and conducting form periods, meetings with parents, and resolving educational issues.
  - Keeping records of teaching, educational and care activities in the kindergarten's class register, developing work plans and conducting school readiness assessments in the year preceding primary school, in accordance with the Regulation of the Minister of National Education of 28 May 2010 on certificates, diplomas and other school forms (Journal of Laws of 2010, No. 97, item 624), and communicating the results of the assessment to parents.
  - Ensuring safe conditions during classes and breaks, responding to conflict situations.
  - Fostering positive attitudes and values among students, e.g. through educational projects and volunteering.
  - Actively participating in staff meetings, sharing observations and conclusions.
  - Performing duties in accordance with the weekly duty schedule.
  - Regularly informing parents about their children's progress and problems, organising meetings and consultations.
  - Cooperating within subject teams, exchanging experiences and teaching materials.
  - Keeping accurate school records, including class registers, assessment sheets, work plans, and subject assessment systems.

- Performing additional administrative duties, e.g. supervising the computer lab, subject classroom.
- Participation in training, courses, conferences, self-education.
- Implementing new methods and forms of work, experimenting with new technologies and educational tools.
- Creating and co-organising interest groups, educational projects, and school trips.
- Participation in inter-school, international and grant projects.
- Involving students in activities for the local community, cooperation with cultural institutions and non-governmental organisations.
- Ensuring safe learning and working conditions, responding to threats.
- Conducting classes on safety, first aid, and evacuation.
- Substituting for teachers when necessary.
- Working on committees during final examinations, Olympiads, internal school competitions and others.
- Getting involved in the organisation of school celebrations, competitions and special events.
- Deciding on the selection of methods, organisational forms, textbooks and teaching aids for teaching your subject.
- Performing work in accordance with safety regulations and rules and hygiene regulations and rules, and complying with instructions and guidelines issued by superiors in this regard.
- Compliance with the School Statutes, School Regulations and internal school documents.
- Performing school tasks in forms other than those carried out in school conditions, e.g. during trips, group outings, etc.

3. The tasks referred to in paragraphs 1 and 2 may be performed on the premises of the School and the Kindergarten Department and outside the premises on the basis of separate regulations. When performing these tasks, teachers are required to pay particular attention to ensuring the safety of pupils by complying with the safety rules set out in separate regulations and the rules and procedures in force at the School and the Kindergarten.

4. The scope of teachers' duties also includes:

- a) conducting other classes specified in the Statutes of the School and Kindergarten;
- b) cooperating with other teachers, including within teams appointed by the Headmaster and with other employees of the School and the Kindergarten Department;
- c) cooperating with volunteers conducting classes at the School and Kindergarten Department and other institutions;
- d) cooperating with parents of pupils;
- e) improving one's own teaching skills;
- f) keeping records in accordance with separate regulations;
- g) performing tasks specified in separate regulations.

### § 53.

1. Teachers perform their mandatory tasks in the following forms:
  - a) compulsory and additional classes conducted directly with or for pupils;
  - b) classes conducted as part of psychological and pedagogical assistance, including assistance in choosing a field of study and profession;
  - c) classes developing pupils' interests and talents;
  - d) other classes specified in the School Statutes;
  - e) keeping records, in particular concerning the course of teaching and providing psychological and pedagogical assistance to students.
2. Form teachers entrusted with the care of a given class perform the tasks referred to in § 65, and in addition:
  - a) the form teacher is responsible for creating and implementing the class education plan, which should be consistent with the general assumptions of the school's educational programme.
  - b) The form teacher performs a supervisory function, monitoring the emotional, social and educational development of the pupils in their class.
  - c) The form teacher is obliged to maintain regular contact with the pupils' parents/legal guardians, informing them about the child's progress and problems.
  - d) The form teacher organises regular meetings with parents (class meetings) as well as individual meetings if necessary.
  - e) The form teacher is responsible for organising and supervising class life, including trips, integration events and class celebrations.
  - f) The form teacher is obliged to resolve conflicts and educational problems in the class, supporting pupils in resolving interpersonal difficulties.
  - g) In the event of emotional problems or learning difficulties, the form teacher should cooperate with the school counsellor, school psychologist and other teachers.
  - h) The form teacher is obliged to keep educational records, including entries in the class register, keeping observation cards and preparing reports. semester reports on educational work.
3. Form teachers plan and implement their educational activities by:
  - a) creating an annual educational work plan, taking into account the specific needs and problems of the students in their class.
  - b) conducting educational lessons on topics such as the development of social and ethical competences and the promotion of values such as responsibility, empathy and cooperation.
  - c) creating educational plans that should take into account prevention and health promotion, as well as safety rules at school and outside of it.
4. The form teacher cooperates with other teachers, parents and specialists (e.g. psychologists, pedagogues) in order to best carry out their educational tasks.

5. The form teacher is obliged to regularly inform parents about the student's progress, both in terms of education and behaviour.
6. The form teacher should provide parents with advice and guidance on supporting their child's development.
7. In the event of educational problems, the form teacher should organise individual meetings with parents and cooperate with them to resolve the issues.
8. The form teacher is responsible for organising class meetings with parents at least twice a school year and whenever necessary.
9. The form teacher organises class integration events, trips and meetings aimed at developing bonds within the class and building positive relationships between pupils.
10. The form teacher is responsible for maintaining a classroom atmosphere that promotes cooperation, mutual respect and responsibility for joint activities.
11. The form teacher promotes the principles of camaraderie, mutual assistance and respect for diversity.
12. The form teacher monitors students' progress in learning and responds to absences, tardiness and other discipline-related issues.
13. In the event of violations of school rules or disciplinary problems, the form teacher takes appropriate measures, including talking to the student, contacting their parents and, if necessary, referring the matter to the school counsellor or Headmaster.
14. The form teacher is responsible for supporting students in complying with school rules and standards and promoting behaviour consistent with the school's values.

#### **§ 54.**

1. Teachers conducting classes in a given class form a class team. The work of the class team is managed by the class teacher.
2. The teams referred to in paragraph 1 and other teams are appointed by the Headmaster by way of an order in accordance with separate regulations.

#### **§ 55.**

1. The School employs a special educator and a psychologist.
2. The tasks of the special educator include, in particular:
  - 1) cooperating with teachers or other specialists, parents and pupils in:
    - a) recommending to the Headmaster measures to ensure the active and full participation of pupils in the life of the School and the Kindergarten Department and accessibility, as referred to in the Act of 19 July 2019 on ensuring accessibility for persons with special needs,
    - b) conducting research and diagnostic activities related to the identification of individual developmental and educational needs and the

psychophysical abilities of students in order to determine their strengths, aptitudes, interests and talents, as well as the causes of educational failures or difficulties in functioning, including barriers and limitations hindering the student's functioning and participation in the life of the School and the Kindergarten Department,

c) solving students' teaching and educational problems,

d) determining the conditions, specialist equipment and teaching aids, including those using information and communication technologies, appropriate to the individual developmental and educational needs and psychophysical abilities of the student;

2) cooperating with the team referred to in the provisions issued on the basis of Article 127(19)(2) of the Act in the development and implementation of an individual educational and therapeutic programme for a pupil with a special educational needs certificate, including providing him/her with psychological and pedagogical assistance;

3) supporting teachers and other specialists in:

a) identifying the causes of pupils' educational failures or difficulties in their functioning, including barriers and limitations hindering the pupil's functioning and participation in the life of the School and Kindergarten;

b) providing psychological and pedagogical assistance in direct work with the pupil,

c) adapting working methods and techniques to the individual developmental and educational needs of the pupil and their psychophysical abilities,

d) selecting methods, forms of education and teaching aids to suit the needs of students;

4) providing psychological and pedagogical assistance to pupils, their parents and teachers;

5) cooperating, as needed, with other entities;

6) submitting proposals to the Teachers' Council regarding the professional development of teachers at the School and Kindergarten in the areas specified in points 1-5.

3. The psychologist's tasks include, in particular:

1) conducting research and diagnostic activities on pupils, including diagnosing individual developmental and educational needs and psychophysical abilities of pupils in order to identify their strengths, predispositions, interests and talents of pupils, as well as the causes of educational failures or difficulties in the functioning of pupils, including barriers and limitations hindering the functioning of the pupil and his or her participation in the life of the School and the Kindergarten;

- 2) diagnosing educational situations at the School and Kindergarten in order to solve educational problems that constitute a barrier and limiting the student's active and full participation in the life of the School and Kindergarten;
- 3) providing pupils with psychological and pedagogical assistance in forms appropriate to their identified needs;
- 4) undertaking activities in the field of addiction prevention and other problems affecting children and young people;
- 5) minimising the effects of developmental disorders, preventing behavioural disorders and initiating various forms of assistance in the school environment of pupils;
- 6) initiating and conducting mediation and intervention activities in crisis situations;
- 7) assisting parents and teachers in recognising and developing the individual abilities, aptitudes and talents of students;
- 8) supporting teachers, form tutors and other specialists in:
  - a) recognising the individual developmental and educational needs and psychophysical abilities of students in order to identify their strengths, predispositions, interests and talents, as well as the causes of educational failures or difficulties in functioning, including barriers and limitations that hinder the student's functioning and participation in the life of the School and Kindergarten;
  - b) providing psychological and pedagogical assistance.

## **§ 56.**

1. The School employs non-teaching staff.
2. The employees referred to in paragraph 1 provide administrative services for the School and the Kindergarten Department and support teachers in performing their teaching, educational and care functions, with particular emphasis on ensuring the safety of students by providing appropriate conditions for the operation of the School and the Kindergarten Department.
3. Non-teaching staff cooperate with pupils' parents in the performance of their duties.
4. The detailed scope of duties for non-teaching staff employed at the School and Kindergarten is drawn up by the Manager. This document is attached to the employment contract.

## **Chapter 9**

### **Rights and obligations of pupils of the School and the Kindergarten**

#### **§ 57.**

Students have the right to:

- 1) a properly organised educational process, in accordance with the principles of mental hygiene;
- 2) educational care and conditions at the School and Kindergarten that ensure safety and respect for their dignity;
- 3) kind and subjective treatment in the teaching and educational process;
- 4) freedom to express their thoughts and beliefs concerning the life of the School and the Kindergarten, as well as their worldview and religious beliefs;
- 5) development of interests and talents;
- 6) fair, objective and transparent assessment and established methods of monitoring progress in learning;
- 7) access to psychological and pedagogical counselling;
- 8) assistance in case of learning difficulties;
- 9) use of school premises, equipment and teaching aids;
- 10) influencing school life through student council activities;
- 11) access to emergency assistance, in accordance with separate regulations.

#### **§ 58.**

1. Students are required to comply with the provisions of the Statutes, and in particular:

- 1) to participate regularly and actively in lessons;
- 2) caring for the common good, order and tidiness in the School and in the Kindergarten Department;
- 3) change their footwear in the cloakroom;
- 4) take care of their own health and that of others;
- 5) repairing any material damage caused, observing the rules of coexistence with regard to classmates, teachers and other School employees;
- 6) caring for the honour and tradition of the School;
- 7) complying with the recommendations and orders of the Headmaster, the Teaching Council and the decisions of the Student Council.

2. Students are required to provide their class teacher with a written excuse for absence from compulsory classes organised by the School and the Kindergarten Department, written by a parent within 2 days of the end of the absence, unless the parent has sent the excuse from their

account in the electronic register within the same time frame. The form teacher or Headmaster may excuse a student from classes at the written request of their parents.

3. Students are required to maintain a neat appearance. On the first and last days of the school year and on important school occasions, formal attire is required.
4. The use of mobile phones is strictly prohibited on the premises of the School and the Kindergarten (phones should be turned off and hidden).
5. Recording sound and images with a mobile phone is prohibited on the premises of the School and Kindergarten.
6. The Headmaster, teachers and staff of the School and Kindergarten are not responsible for mobile phones and other electronic devices carried by pupils. Pupils may only carry them with the consent and responsibility of their parents.
7. Violation by a student of the rules for using mobile phones on the premises of the School and Kindergarten will result in the phone being taken into "custody". The phone will be collected by the student's parent.
8. In exceptional cases, the teacher may give permission for a pupil to use to use the phone to contact their parents.

#### § 59.

1. Students of the School and Kindergarten may receive awards and distinctions for:
  - 1) diligent learning and work for the benefit of the School and Kindergarten;
  - 2) exemplary behaviour;
  - 3) outstanding achievements in learning, language competitions and sports competitions;
  - 4) 100% attendance at classes;
  - 5) sporting achievements.
2. A request for an award for a student or class team may be submitted by the class teacher, school teacher, Student Council, or Headmaster.
3. The following types of awards for students are established:
  - 1) commendation from the form teacher and supervisor of student organisations;
  - 2) praise from the Headmaster in front of the entire school community;
  - 3) book awards and diplomas;
  - 4) material awards;
  - 5) congratulatory letter.
4. The awards are financed from the School's budget and by the Parents' Council.

### **§ 60.**

1. In the event of objections to the award granted, the student, his/her parents or the School body referred to in § 7(1)(2-4) may submit a reasoned written request to the Headmaster; in the case of a prize awarded by the Headmaster, to the person running the School.
2. Any objection to the award granted shall be considered by the Headmaster or the person running the School and Kindergarten immediately, within 3 days of the date of submission of the objection by the entitled entity.
3. The Headmaster or Person in charge of the School and Kindergarten shall consider the request and take steps to revoke the wrongfully awarded prize or reject the request, justifying it with the findings made.

### **§ 61.**

1. A pupil of the School and Kindergarten may be punished for failing to comply with the School Statutes, School Rules, Kindergarten Rules or Student Council Rules.
2. Types of penalties:
  - 1) a warning from the class teacher;
  - 2) verbal warning or reprimand from the Headmaster;
  - 3) suspension of the right to participate in extracurricular activities, representing the School outside the School,
  - 4) removal from the list of students on the terms specified in § 75.
3. The decision on the punishment is communicated to the parent in writing, together with information on the possibility of appeal.
4. The appeal shall be submitted to the Headmaster within 7 days of the date of receipt of the decision on the punishment.
5. The appeal shall be considered by the Headmaster in consultation with the Teaching Council and the Student Council.

### **§ 62.**

1. A student may be removed from the list of students if:
  - 1) they possessed, used or distributed drugs or other psychoactive substances;
  - 2) they have consumed alcoholic beverages;
  - 3) they have exceeded 50 hours of unexcused absences during the school year;
  - 4) they have violated the Statutes or other internal regulations of the School and Kindergarten in a particularly gross manner.
2. The removal of a student from the list of students in the form of an administrative decision is made by the Headmaster on the basis of a resolution of the Teachers' Council, after consulting the Student Council.

3. In the event of removal from the list of pupils of the School and Kindergarten, the parent or legal guardian has the right to appeal to the School Superintendent through the Headmaster within 14 days.

4. The Headmaster may request the Superintendent of Education to transfer a pupil to another school

in particularly justified cases, including if the student's behaviour threatens the safety of students and employees of the School and Kindergarten, and despite the disciplinary measures taken, the student does not improve their behaviour.

### **§ 63.**

1. If a student believes that their rights have been violated, they shall submit a complaint in writing or orally to:

1) the class teacher, if their rights have been violated by persons other than the class teacher;

2) the Headmaster, if their rights have been violated by the form teacher.

2. If a student believes that their rights have been violated by the Headmaster, they shall submit a complaint to the Teachers' Council, which shall consider it within 14 working days of the date of submission.

3. If the manner in which the complaint is handled by the persons or bodies referred to in paragraphs 1-2 is not satisfactory to the student or his/her parents, they shall refer the complaint to the School Head or the School Superintendent.

4. If a complaint is made orally to a person referred to in paragraph 1, that person shall be required to draw up a memo, which shall remain in the records of the class teacher or Headmaster until the end of the school year.

## **Chapter 10**

### **Detailed organisation of classes using distance learning methods and techniques**

### **§ 64.**

1. The rules for the organisation of classes using distance learning methods and techniques are introduced in order to enable the implementation of the core curriculum and to monitor the educational progress of students during a period when it is impossible to continue with the traditional form of teaching.

2. The rules for teaching using distance learning methods and techniques shall apply in the event of a suspension of classes referred to in Article 125a of the Education Law.

**§ 65.**

1. The source of communication between the School, the subject teacher, the parent and the student, during the period of conducting classes using distance learning methods and techniques shall be the electronic register "Librus" or "Vulcan", e-mail, telephone or traditional mail.
2. The implementation of distance learning is equivalent to the fulfilment of compulsory schooling.
3. The student is obliged to participate in classes, receive materials sent by the teacher and complete the assigned work on time.
4. During remote learning, the teacher is required to inform parents about the results of their children's work or about their failure to complete it.
5. Parents are required to log into the electronic register regularly and receive messages from teachers. In case of problems with logging in, communication by telephone or traditional mail is possible.
6. If a pupil does not have the conditions to complete the tasks assigned by the teacher, the parent should inform the form teacher, who, together with the Headmaster, will determine how to provide the pupil with the necessary materials. The parent is obliged to return the completed material by the pupil in the manner and within the time limit agreed with the Headmaster.
7. During the period of suspension of classes, teachers shall post the material for the classes:
  - 1) in the form of a text description of the task to be completed;
  - 2) in the form of a link to interactive educational platforms using forms of learning;
  - 3) in the form of an attachment containing text materials and graphics;
  - 4) in the form of a link to materials on a network drive.
8. Integrated education teachers and teachers conducting classes in individual subjects in grades IV-VIII, when preparing educational materials for teaching using distance learning methods and techniques, shall review the curriculum used to date in order to adapt it to the selected distance learning method.
9. Teachers are required to inform parents about the available materials and the possible ways for their child or pupil to use them at home – in the case of children in early school education and pupils with moderate or severe intellectual disabilities with moderate or severe disabilities or multiple disabilities.
10. The teacher documents the completed classes, including topics, attendance, method of implementation, and contact with parents, in the electronic register "Librus" or "Vulcan".
11. The teacher, in consultation with the form teacher of the class concerned and after consulting the parents, sets a deadline for pupils to return the completed exercise or online assignment using the Classroom platform or the electronic register by a specified time on the

same or the following day, taking into account the individual psychophysical abilities of the pupils and the technological capabilities of their electronic devices.

12. If a teacher or student does not have the appropriate equipment (computer, laptop, tablet with Internet connection) that they could use at home, or does not have the conditions to carry out such teaching, they shall immediately inform the Headmaster of this fact. In such a situation, the Headmaster shall (as far as possible) provide official equipment available on the School premises or oblige the teacher to use an alternative form of teaching the core curriculum.

### **§ 66.**

1. Depending on the specific nature of the educational activities, the assessment of pupils' achievements in the case of classes conducted using distance learning methods and techniques shall take place in the form of:

- 1) oral (online connection with the teacher, active participation of students in classes);
- 2) written (tests, quizzes, additional written assignments completed in the manner and at a time determined by the teacher);
- 3) practical (worksheets, art and technical work, preparation of teaching aids, research work, e.g. conducting experiments and other tasks assigned by the teacher).

2. The results of the work are submitted in the form and at the time determined by the teacher.

3. The student has the right to improve their online assessment in the manner and form agreed with the subject teacher.

4. Parents are kept informed of the student's achievements and progress on an ongoing basis via the electronic register.

### **§ 67.**

1. During the period of teaching using distance learning methods and techniques, the following aspects in particular are subject to assessment: regularity, activity, and correctness of the assigned learning tasks.

2. The basic forms of monitoring the student's work during the period specified in paragraph 1 provide for confirmation of the completion of the assigned work by sending the teacher the answers to the tasks, photos of these answers or another file containing the solution to the task or other forms of work completed.

3. If a task is not submitted by the deadline, the teacher has the right to mark the student as unprepared in the register. If a task is not sent back twice, the student receives a failing grade. the student as unprepared in the register. If the task is not sent back twice, the student receives a failing grade.

4. In the event of temporary technical, organisational or health problems, the parent should notify the teacher that the student is unable to complete the assignment within the set deadline. In such a situation, the deadline for completing the assignment may be extended after consultation with the teacher.
5. If a pupil has doubts about how to complete the task or is unable to complete it, they should ask the teacher for help using the communication options available via the Librus electronic register, Classroom, e-mail, telephone or traditional post.
6. When working with students with different educational needs, adjustments to educational requirements are made to take into account the individual developmental and educational needs and psychophysical abilities of the student, as set out in the recommendations of the opinion or decision issued by the psychological and pedagogical counselling centre.
7. All information regarding the students' performance of the tasks assigned to them and comments on their functioning during the period of teaching using distance learning methods and techniques is recorded by the teacher in the Librus register. Selected works may be subject to assessment.
8. The requirements for individual grades remain consistent with the provisions of the Internal Assessment System.
9. During the period of teaching using distance learning methods and techniques, the teacher assesses the student's behaviour, taking into account their commitment to fulfilling their class responsibilities, timely submission of assignments, systematic work, safe and polite use of internet tools, and remote assistance to classmates in their studies. This information is a component of the mid-year and end-of-year behaviour assessment.

#### **§ 68.**

1. A student who confirms their presence in person in real time during the class on the Classroom platform.
2. If a teacher notices that a student is frequently absent from class, they shall report this to the class teacher. The class teacher shall attempt to clarify the situation. If, despite their efforts, they are unable to contact the parents/student, they shall report this to the Headmaster.

## **Chapter 11**

### **Rules for admitting students to the School**

#### **§ 69.**

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. Each candidate wishing to join the sports championship section is required to pass fitness tests and provide the necessary documents listed in the Recruitment Regulations.
4. Each candidate wishing to join the international section is required to pass language tests and provide the necessary documents listed in the Recruitment Regulations.

#### **§ 70.**

1. Children aged 6 to 12 are admitted to the School.
2. Payment of the registration fee guarantees a place in a given department.
3. The registration fee is published each year on the school's website and is available directly from the Secretariat.

#### **§ 71.**

1. Priority during enrolment is given to children whose siblings attend the School and children attending the nursery class.
2. Admission of a child to Year 1, as well as to other classes with available places, is determined by the order of applications and successful completion of the Recruitment Stage.
3. Admission to Year 1 of candidates who have completed a year of preschool preparation at other institutions is based on the School Readiness Certificate submitted by their parents.
4. Admission of candidates to grades II-VIII is based on the submission of a certificate of completion of the previous grade.

#### **§ 72.**

Recruitment stages:

1. Submission of the application.

2. Preliminary assessment and consultation stage (school readiness assessment, interviews with parents, review of the child's documentation, assessment of language skills).
3. Acceptance and confirmation stage (payment of the registration fee and decision on the child's admission).
4. The final confirmation of the child's enrolment in the school is the payment of the registration fee and the signing of the contract for the provision of educational services by the child's parents.

### **§ 73.**

If the number of children applying exceeds the number of places available, a reserve list of candidates for individual classes for a given school year is created.

1. The reserve list is created throughout the school year based on the order of candidate applications.
2. If a place becomes available in a given class, the School Secretariat shall notify the parents of the candidate at the top of the reserve list.

## **Chapter 12**

### **Method of obtaining funds for the operation of the School and the Kindergarten**

### **§ 74.**

1. The School obtains funds from a subsidy provided by the Świlcza Municipality on the terms specified in the provisions of the Act of 27 October 2017 on the financing of educational tasks.
2. The School and Kindergarten charge an enrolment fee, a fee for using the School and Kindergarten (tuition), a meal fee and a fee for extracurricular activities.
3. The School and the Kindergarten may receive funds from the budget of the Operating Entity, from donations and bequests, and from other sources in accordance with the provisions of generally applicable law.

### § 75.

1. Parents of children admitted to the School and Kindergarten shall pay an admission fee to the School and Kindergarten. The admission fee is a non-refundable, one-time payment made by parents to the School and Kindergarten upon the child's admission to the School and Kindergarten.
2. The amount of the registration fee is determined annually by the Headmaster and is published on the School's website.
3. The registration fee is non-refundable in the event of:
  - 1) the parents' resignation from the School and Kindergarten during the school year and termination of the contract before the start of the school year;
  - 2) removal of a student from the list of students, in accordance with the provisions of the School Statutes.

### § 76.

1. The fee for using the School and the Kindergarten (tuition) is paid by the Parents each month in the amount specified in the agreement concluded between the parent and the Person running the School and the Kindergarten.
2. If, during the holiday period, the child attends classes and care organised on the premises of the School and Kindergarten, the parent shall pay the fee in accordance with the terms and conditions specified in the agreement referred to in paragraph 1.
3. The child's absence from the School and Kindergarten does not exempt the Parents from the obligation to pay the tuition fee.
4. Tuition fees may be increased during the school year in accordance with the terms and conditions specified in the agreement referred to in paragraph 1.
5. If a parent fails to pay tuition fees for two consecutive months, the Operator may, after a written request for payment, terminate the agreement referred to in paragraph 1 without notice, which is tantamount to removing the student from the School's list of students. The provision of § 90 shall apply.

### § 77.

1. The amount of the meal fee depends on the daily rate and the number of meals served.
2. The calculation of the daily meal rate is determined by current market prices.
3. Detailed rules for deducting the meal rate during a pupil's absence from the School and Kindergarten are specified in the contract. Deductions from the meal rate are calculated for parents in the following month.

**§ 78.**

Additional fees may be charged by the School and Kindergarten in the case of organising extracurricular and after-school activities, depending on the needs and interests of the pupils, in particular to finance the costs of organising additional foreign language classes, school trips, sports competitions or school events. The detailed rules for paying these fees are specified in the agreement.

**§ 79.**

1. Regardless of the reasons for removal from the list of students specified in these Statutes, the Headmaster shall decide to remove a student from the list of students (after consulting the Teachers' Council, Parents' Council, and the person running the School and Kindergarten) also in the event of the parents' failure to comply with the agreement, after a written request for its proper performance.
2. In the event of a pupil being removed from the list of pupils, the parents shall be notified in writing of the Headmaster's decision.
3. Parents have the right to appeal to the School Superintendent against the decision to remove a pupil from the list of pupils.

**Chapter 13**  
**Final provisions**

**§ 80.**

1. The School Statutes may be amended in whole or in part.
2. Amendments to the Statutes shall be made in accordance with the procedure applicable to their adoption, with the obligation to notify the registration authority referred to in Article 168(13) of the Education Law, with the proviso that the Headmaster is obliged to publish the consolidated text of the Statutes after each amendment.
3. Matters not covered by these Statutes shall be decided by the Headmaster, taking into account the generally applicable provisions.