

**STATUTE OF  
PRYWATNE LICEUM OGÓLNOKSZTAŁCĄCE NR 32  
IM. JEANA MONNETA IN WARSAW**

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## **MISSION STATEMENT**

**The Joy of Learning – we ensure a friendly, warm and creative environment, which encourages learning and individual development.**

## **OUR PHILOSOPHY**

**The philosophy of Prywatne Liceum Ogólnokształcące nr 32 im. Jeana Monneta strengthens the interdisciplinary approach to educating young people, so they become socially responsible and critically thinking citizens, aware of the world's diversity. The mission of the school is to arouse student curiosity so they can enjoy lifelong education. A well thought out programme allows them to learn respect for other cultures, at the same time supporting their own ideas and opinions.**

**We focus on the development of young people – their social, physical, emotional and cultural aspects, as a form of strengthening their development in education.**

**We define international education as a multi-level, continuous process, which helps students understand new challenges posed by the modern world – and how to react to them.**

**This form of thinking about education is the common feature of programmes created in accordance with international standards and methods of learning.**

**All programmes implemented in our school aim to increase sensitivity for the needs and feelings of others. They also help young people find their place in an international community as well as developing the need to become active members of a global society.**

## CHAPTER I – GENERAL PROVISIONS

### §1

1. Phrases and expressions used in the Statute and written with capital letters, have been given the meaning below:
  - 1) Head of School – highest authorized body at Prywatne Liceum Ogólnokształcące nr 32 im. Jeana Monneta w Warszawie, empowered to represent the School outside;
  - 2) The IB – International Baccalaureate Organization with registered seat in Geneva (Switzerland) implementing three education programmes: Primary Years Programme, Middle Years Programme and Diploma Programme;
  - 3) Superintendent of Education – pedagogical supervisor of the School;
  - 4) MIS - Monnet International School; international school comprising Prywatne Liceum Ogólnokształcące nr 32 w Warszawie and Prywatna Szkoła Podstawowa nr 95 w Warszawie, offering the International Baccalaureate programme on all levels: kindergarten, primary school and secondary school.
  - 5) MEN - Ministerstwo Edukacji Narodowej – Ministry of Education;
  - 6) Teacher – form and subject teacher or other pedagogical team employee of Prywatne Liceum Ogólnokształcące nr 32 w Warszawie;
  - 7) Legal Guardian / Guardian – legal guardian of the Student and persons (entities) exercising foster care over the Student;
  - 8) Person running the School – authority managing the School in the understanding of Art. 3 item 5) of Act dated 7 September 1991 on the education system (Jo. L. 1991 no 95 item 425 as amended),
  - 9) PLO/School - Prywatne Liceum Ogólnokształcące nr 32 w Warszawie, a private secondary school with international classes, registered in the registrar of schools and non-public institutions, managed by the Capital City of Warsaw under number 7 LO, in accordance with certificate No 11/LO/92[7] of 29 January 2019, completion of which entitles the student to obtain a baccalaureate certificate after passing the matriculation exams, whereas in the IBDP passing international baccalaureate final exams – entitles to an IB Diploma.
  - 10) IBDP - International Baccalaureate Diploma Programme – Diploma Programme implemented as part of the teaching programme at Prywatne Liceum Ogólnokształcące nr 32, whose detailed rules of implementation are set out in separate regulations contained in the General Regulations Diploma Programme, published by the IB (International Baccalaureate Organization with registered seat in Geneva (Switzerland));
  - 11) School Office – organizational unit of PLO, responsible for PLO administrative support, particularly including ongoing coordination of the flow of information, documents, correspondence between Students, their Guardians and PLO.

Electronic correspondence intended for the School Office should be sent to the email address - liceum@monnetinternationalschool.pl or liceum@monnet.pl

- 12) Statute – this document along with attachments;
  - 13) PLO Website – <http://www.maturamiedzynarodowa.pl/liceum/>;
  - 14) Student – person receiving education, on behalf of whom the Guardian signed an Agreement for education with Prywatne Liceum Ogólnokształcące nr 32, being part of Monnet International School in Warsaw;
  - 15) UoSO – (Ustawa o systemie Oświaty) Act of 7 September 1991 on the education system (Jo. L 1991 no 95 item 425 as amended);
  - 16) UPrO – (Act on education law) Act of 14 December 2016 Education law (Jo. L 2017 no 59 as amended);
  - 17) Home Room Tutor – teacher, entrusted with the care of one class.
  - 18) EE ( Extended Essay) – essay checked by the IB examiners.
2. The headers contained within the Statute are for reference purposes only and will not affect the interpretation of the Statute, unless the header includes a word or phrase defined above.
  3. Attachments mentioned in the Statute constitute its integral part, unless something else results directly from the content of the Statute. In the event of a conflict between Statute provisions and provisions in the Attachments, the Statute provisions take precedence.

## § 2

1. PLO is a non-public school in the understanding of UPrO regulations.
2. PLO was established in 1992.
3. The headquarters of PLO are located at 6a Belwederska Street in Warsaw (00-762 Warsaw).
4. PLO is part of Monnet International School – including educational institutions, which – apart from executing the core curriculum of general education and framework teaching plans defined in the manner provided for by UoSO and UPrO regulations – also implement the programmes of the International Baccalaureate Organization with registered seat in Geneva (Switzerland): Primary Years Programme, Middle Years Programme, Diploma Programme.
5. In order to implement the international programmes and teaching methods, as well as other educational innovations and sharing experiences of this process, PLO makes use of the „Support” Foundation registered in Warsaw, at 27 Pustuleczki Street, KRS:0000335675, as well as other organizations promoting good educational methods.

## §3

1. The founder and person running the School is Hanna Buśkiewicz - Piskorska.
2. The Mazovian Superintendent of Education is the authority exercising pedagogical supervision over PLO as well as performing other tasks and competences, detailed in UPrO.
3. Apart from the authority defined in art. 2 above, pedagogical supervision over the implementation of the IBDP programme in PLO is exercised by the IB.

## **CHAPTER II – DUTIES AND OBJECTIVES OF PLO**

### §4

1. PLO performs the duties and objectives defined by UPrO regulations and secondary legislation, as well as regulations in force for schools and educational institutions implementing the IBDP, in particular:
  - a) Provides comprehensive education for the Student, taking into account the wellbeing of the Student as well as his/her individual interests, needs and psychophysical abilities;
  - b) Prepares the Student to undertake university studies within the country or abroad, either at private or public universities;
  - c) Facilitates the Student contacts with other countries and cultures, among others, by organising international exchanges, participating in the IBDP, participating in programmes financed by the European Union as well as improving the methods of teaching foreign languages;
  - d) Supports Legal Guardians in their educational function;
  - e) Creates conditions which encourage the respect for cultural and ideological differences;
  - f) Develops a sense of national, ethnic, linguistic and religious identity;
  - g) Respects the religious and ideological beliefs of School employees and the student community;
2. Detailed objectives and duties of PLO, apart from the relevant provisions of UPrO, are specified by the Education and Prevention Programme (*Program Wychowawczo-Profilaktyczny*) constituting attachment no 2 to the Statute.
3. Statutory objectives and duties of PLO are performed by the Head of School, Teachers and non-teaching Staff in cooperation with Students, Legal Guardians, psychological and pedagogical counselling centres, economic, social and cultural organizations and institutions in agreement with the person running the School.

### **CHAPTER III – PLO AUTHORITATIVE BODIES AND THEIR RESPONSIBILITIES**

#### **§5**

1. PLO is a self-governing community of Students, Teachers and Legal Guardians led by its authoritative bodies.
2. The PLO authoritative bodies comprise of:
  - a) The Head of School;
  - b) Teachers' Council;
  - c) Education Quality Manager
  - d) IBDP Coordinator;
  - e) Curriculum Coordinator;
  - f) CAS Coordinator;
  - g) Extended Essay Manager;
  - h) Work Optimization Team;
  - i) Student Council.

#### **§6**

1. The Head of School is the highest authoritative body in the School.
2. The Head of School is the person running the School, mentioned in § 3 of the Statute or a person appointed to the position of Head of School by the person running the School.
3. The Head of School:

- a) Manages the School's activities and represents it outside;
  - b) Exercises pedagogical supervision;
  - c) Cares for Students and creates conditions ensuring harmonious psychophysical development, by actively promoting pro-health activities;
  - d) Implements the resolutions of the Teachers' Council, undertaken within the framework of its competences;
  - e) Has financial resources entrusted to him/her by the person running the School and is liable for the correct use of these funds,
  - f) Ensures the safety of Students and Teachers during classes organised by the School;
  - g) Cooperates with universities in terms of organising teaching internships;
  - h) Is responsible for implementing recommendations resulting from opinions and decisions on the special needs of Students;
  - i) Can delete a Student from the Student List if the conditions set out in the Statute are met;
  - j) Approves curricula;
  - k) Ensures implementation of the general education core curriculum, defined in UoSO and UPrO regulations;
  - l) Ensures proper implementation of the IBDP;
  - m) Has the right to conclude bilateral or tripartite contracts with Students and their Guardians. Contracts refer to specific educational achievements and attendance during the given semester, which the Student must achieve. Fulfilling the contract is a condition for the Student to remain in the School.
4. The Head of School is the executive manager of PLO for all employed Teachers and non-teaching staff.
  5. If the Head of School is not the person running the School, then the Head of School:
    - a) Must present the person running the School with an opinion regarding the employment and dismissal of Teachers and non-teaching staff, subject to the reservation, that the opinion is not binding for the person running the School;
    - b) Awards prizes and imposes penalties for breach of regulations, to Teachers and non-teaching staff, after previously obtaining permission from the person running the School;
    - c) Can assign permanent tasks and duties to Teachers as part of the remuneration provided for in the employment contract, or after obtaining permission from the person running the School, additionally paid didactic, care and educational activities resulting from PLO work organization;
    - d) Presents the person running PLO with any changes to the Statute, that must be approved.
  6. If the Head of School is the person running the School, then the tasks mentioned in par. 5 above, are performed independently by the Head of School.
  7. The Head of School cooperates with School Authoritative Bodies and Students` Guardians in the performance of his/her duties.
  8. If the Head of School is absent, he/she is replaced by the Deputy Head of School and if there is no one assigned to this position – a Teacher, designated by the person running the School.
  9. The Deputy Head takes over the duties of the Head of School, within the scope and on the terms set out by the Head of School in a written authorization, and consistent with the scope of responsibilities signed by the Deputy Head of School.

## §7

### TEACHERS' COUNCIL

1. The Teachers' Council is a collective body of PLO within the scope of implementing its statutory tasks in education, care and upbringing.
2. The Teachers' Council consists of the Head of School and Teachers. The person running the School may participate in Teachers' Council meetings as an advisor, as well as persons invited by the Chairman, with the permission or on the request of the Teachers' Council, including representatives of associations and organizations, whose statutory goal is educational activity or the expansion and enrichment of the didactic and care activities performed by the School.
3. The Chairman of the Teachers' Council is the Head of School.

## §8

### TEACHERS' COUNCIL - RULES OF OPERATION

1. Teachers' Council meetings are scheduled before the inauguration of the school year, in each interim and annual period due to the classification and promotion of Students, after the completion of annual didactic and educational activities and if the need arises. Meetings may be organized on the request of the authoritative body exercising pedagogical supervision, person running the School, on the initiative of the Head of School or at least 1/3 of Teachers' Council members.
2. The Chairman runs and prepares Teachers' Council meetings and is liable for informing all members about the date and agenda of the meeting.
3. The Head of School presents the Teachers' Council, at least twice a year, with general conclusions from the performed pedagogical supervision and information about School activity.
4. The Teachers' Council establishes its rules of operation.
5. Meetings of the Teachers' Council are recorded pursuant to the Teachers' Council Regulations.
6. Resolutions of the Teachers' Council are undertaken by a majority vote in the presence of at least half of its members and as an open vote, subject to item 7 and 8 of this paragraph.
7. On the request of Teachers' Council members, voting over resolutions may take place in secret. The decision about a secret vote is made by the Chairman of the Teachers' Council on the basis of an open vote, on the terms defined in item 6 above. In the event of a secret vote, a returning committee of 3 (three) persons is appointed. The returning committee draws up a voting protocol, which is attached to the minutes of the Teachers' Council meeting.
8. Votes regarding matters, settlement of which refers to the rights and obligations of designated persons (employee matters), take place in the way of a secret vote.
9. Persons participating in Teachers' Council meetings, are obliged not to reveal matters raised at the Teachers' Council meeting, as this could violate the personal rights of Students and Guardians as well as Teachers and non-teaching staff.

## §9

## TEACHERS' COUNCIL RESPONSIBILITIES

1. Responsibilities of the Teachers' Council include:
  - a) Undertaking resolutions regarding classification results and promotion of Students;
  - b) Undertaking resolutions on innovation and pedagogical experiments within the School;
  - c) Undertaking resolutions regarding deletion from the Student List and expulsion from School;
  - d) Determining the use of pedagogical supervision results to improve PLO operations;
  - e) Preparing a Statute draft or changes therein and presenting them for approval by the person running the School;
  - f) Establishing a school calendar before 1<sup>st</sup> September, taking into consideration among others, exam sessions, winter break, workshops, trips, additional days off mentioned in § 20 of the Statute, Teachers' Council meetings, Parent-Teacher meetings;
  - g) Approving the Education and Prevention Programme.
2. The Teachers' Council evaluates, in particular:
  - a) PLO work organization, including weekly schedules of educational, didactic and extracurricular activities;
  - b) Suggestions of the Head of School in terms of awarding decorations, prizes and other distinctions to Teachers;
  - c) Suggestions of the Head of School in terms of appointing permanent tasks and activities to Teachers within their base salary, as well as additionally paid didactic, educational and care tasks;
  - d) curriculums;
  - e) Statute drafts or changes therein suggested by other PLO bodies;
  - f) Decisions on deletion of Students from the Student List and expulsion from School.

### § 10

#### EDUCATION QUALITY MANAGER

1. The EQM is appointed by the person running the School.
2. The EQM:
  - a. Conducts class observations of lessons and makes notes from these observations.
  - b. Is the mentor for PLO Teachers during their professional development; trains and supports PLO Teachers

### §11

#### IBDP COORDINATOR

1. The IBDP Coordinator is appointed by the person running the School.
2. The IBDP Coordinator coordinates and is liable for the implementation of the IBDP at PLO;
3. A detailed scope of responsibilities and duties of the IBDP Coordinator is defined by the provisions of the "IBDP Regulations in classes offering international baccalaureate", constituting attachment no 3 to the Statute.

### §12

## CURRICULUM COORDINATOR

1. The Curriculum Coordinator is appointed by the person running the School.
2. The Curriculum Coordinator aims to maintain consistency of programme activities at MIS on all levels of education (kindergarten, primary school and secondary school) and is liable for the compliance of programme activities with the IB philosophy, in particular:
  - a) Is responsible for the visualization of the IB learner profile and school mission statement within the school area;
  - b) Cooperates with the school psychologist, Home Room Tutors and teachers within the scope of creating and executing the educational programme, connected with the school mission statement and IB learner profile;
  - c) Conducts observations of lessons, weekly home room meetings in terms of their compliance with the school mission statement and the IB learner profile, makes notes from the aforementioned observations;
  - d) Ensures that all curricular classes and extracurricular activities undertaken by students and teachers are consistent with the philosophy of the IB Programmes;
  - e) Stimulates students to develop and pursue their passions and needs – cultural, social, sport, voluntary, entertainment – within the school community;
  - f) Is responsible for promotional activities and organizing open house days for candidates.

## §13

### CREATIVITY ACTIVITY SERVICE (CAS) COORDINATOR

1. The CAS Coordinator is appointed by the person running the School.
2. The CAS Coordinator is responsible for popularizing ideas, principles and the philosophy of the IB Programme of Creativity - Activity - Service within the school community and the local environment.
3. A detailed scope of responsibilities and duties of the CAS Coordinator is defined by the provisions of the „IBDP Regulations in classes offering international baccalaureate”, constituting attachment no 3 to the Statute.

## §14

### EXTENDED ESSAY (EE) MANAGER

1. The EE Manager is appointed by the person running the School;
2. The Manager supervises the EE process;
3. A detailed scope of responsibilities and duties of the EE Manager is defined by the provisions of the „IBDP Regulations in classes offering international baccalaureate”, constituting attachment no 3 to the Statute.

## §15

### WORK OPTIMIZATION TEAM

1. The team manager is appointed by the person running the School.
2. Team members are assigned by the person running the School.
3. The goal of the team is to optimize learning conditions and organization of the academic year within the Diploma Programme in terms of Student efficiency and their wellbeing.
4. The team watches over the schedule of dates in order to encourage effectiveness of Student's work, their harmonious development, energy and enthusiasm.
5. The team cooperates with the Student Council.

### §16

#### STUDENT COUNCIL

1. The Student Council comprises of all School Students, who choose their representatives for the Student Council Board, through an equal, secret and common vote.
2. The Student Council Board is representative of all Students and manages the activities of the Student Council.
3. The term of office for the Student Council Board is one year.
4. The Student Council Board adopts the regulations of the Council.
5. The Regulations of the Student Council cannot be contradictory to the Statute.
6. The Student Council expresses an opinion in matters concerning the deletion of a Student from the Student List. However, this opinion is not binding for the Head of School.
7. The Student Council can present conclusions and opinions regarding the implementation of Student rights to the Teachers' Council and the Head of School.
8. The Student Council has the right to:
  - a) Select a Teacher to be the mentor for the Student Council;
  - b) Select an Ombudsman from Teachers, whose role will be to represent Students and protect their rights in disputable situations between Students and Teachers or the Head of School;
  - c) Organize, in agreement with the Head of School, cultural, educational, entertainment, voluntary and sport activities in accordance with Student needs and PLO organizational abilities;

### §17

#### RULES OF COOPERATION BETWEEN SCHOOL AUTHORITIES AND METHODS FOR RESOLVING DISPUTES AMONG THEM

1. Freedom of action.

PLO authorities have the possibility of free action within their scope of responsibilities.
2. Cooperation.
  - a) PLO authorities cooperate with one another in order to perform their statutory tasks.
  - b) Each PLO authority is eligible to make requests to other PLO authoritative bodies.
3. Communication.

PLO authorities must inform one another about ongoing and planned activities, particularly activities and decisions that may affect operations of the remaining PLO authoritative bodies.

4. Resolving disputes.
  - a) Each PLO authority is obliged to undertake activities aiming to resolve conflicts, arising from the statutory operations of PLO, subject to item b) below.
  - b) Conflicts are resolved:
    - i. Between authorities representing Teachers, Guardians and Students – by the Head of School;
    - ii. Between Students in the same class, Students of different classes or between Students and Teachers – by Home Room Tutors of the given class/classes, with the possibility of referring to the school psychologist or Head of School,
    - iii. Between Teachers or non-teaching staff and Student Guardians – by the Head of School,
    - iv. Between Teachers and the Head of School – by the person running the School, if these functions are separate.
  - c) In the event of conflict, the person or authority competent to resolve the dispute, should consider the following issues before making a final decision:
    - i. Arguments of both parties;
    - ii. Information from potential witnesses of the conflict;
    - iii. Causes/roots of the conflict;
    - iv. Current and future effects of the conflict;
    - v. Stage of the conflict;
    - vi. Laws relating to the matter in dispute.
5. Conflicts should be resolved in a suitable area, without the presence of third parties and allowing both sides to express their views and opinions .
6. The decision, mentioned in item c) above, should be duly substantiated, objective and consistent with the Statute and binding regulations.
7. The sides of the conflict may appeal against the decision of the Head of School to the governing body of the School, if these functions are separate.

## **CHAPTER IV – PLO WORK ORGANIZATION**

### §18

1. PLO implements a curriculum preparing Students for the international baccalaureate exams, which enable the Student to obtain an IB Diploma.
2. The IB Diploma, mentioned in par. 1 above, in the understanding of UoSO regulations, confirms a secondary education and the right to apply for a tertiary education within the Republic of Poland and abroad.

### §19

1. The basic organizational unit of PLO is a class.
2. The number of Students within a class varies from 10 (ten) to 30 (thirty) Students, with the reservation, that the number of Students in the IBDP varies from 10 (ten) to 45 (forty five) students.
3. The Head of School can create a class, in which the number of Students is lower than that defined in par. 2 above.

4. Home Room Tutors are in charge of classes and if PLO organization allows, they fulfill their function throughout the entire education stage of the class, in order to ensure continuity and effective education.
5. Classes with less than 10 (ten) Students may have one, common Home Room Tutor.
6. Functions of Home Room Tutors are assigned by the Head of School at a meeting preceding the inauguration of the school year. The IBDP Coordinator fulfils the role of Home Room Tutor in classes following the IBDP and comprising less than 10 (ten) students.

#### §20

1. PLO has a four-year teaching cycle, with the exception of post-Middle School classes, which have a three-year teaching cycle.
2. The school year begins on 1<sup>st</sup> September each calendar year and finishes – on 31<sup>st</sup> August of the following calendar year.
3. The school year is divided into two classification periods (terms). The first classification period (term) ends on 31<sup>st</sup> January. Within the last three weeks before the Teachers' Council meeting, PLO organizes a mock exam session for all Students.

#### §21

1. Subject to par. 2 below, didactic and educational activities begin on the first weekday of September in the given calendar year, and end on the first Friday after 20<sup>th</sup> June of the following calendar year. If the first day of September falls on a Friday or Saturday, didactic and educational activities begin on the first Monday after 1<sup>st</sup> September.
2. The highest IBDP classes end regular lessons on the last Friday of April in the given calendar year.
3. At PLO:
  - a) Christmas break lasts from 23<sup>rd</sup> December to 31<sup>st</sup> December or from 22<sup>nd</sup> December till 31<sup>st</sup> December, if 22<sup>nd</sup> December falls on a Monday;
  - b) Winter break lasts two weeks during the period from mid-January till late February, in accordance with dates announced by the Ministry of Education;
  - c) Easter break begins on Thursday preceding the Easter holiday and ends on the first Tuesday following Easter;
  - d) Summer break begins on the first Saturday after the end of annual regular lessons and finishes on 31<sup>st</sup> August.
4. Regular lessons can take place five days per week. Laboratory classes and classes during workshop trips are the exception.
5. The Head of School decides on the weekly organization of PLO operations after consulting the Teachers' Council.
6. The Head of School may establish up to 10 additional days off without regular lessons, within the given school year.
7. Additional days off without regular lessons, mentioned in par. 6 above, may be established:
  - a) On days when PLO is holding final IB exams;
  - b) On other days, if this is reasoned by PLO operations or the needs of the local community.

8. In particular and legitimate cases, independently of additional days off, free from regular lessons and determined pursuant to par. 7 above, the Head of School may establish other days free of regular lessons, under the condition that these lessons will be held on specific Saturdays, after obtaining an opinion from the Teachers` and Student Councils and permission from the person running the School.

## §22

1. Regular lessons are organized as class lessons.
2. Lessons last 45 minutes.
3. Breaks between lessons last from 5 (five) to 25 (twenty five) minutes.
4. Certain regular lessons may be organized in the form of subject workshops outside of the statutory PLO building, for example museums, libraries, artistic, cultural and educational institutions, and held as teaching sessions, conferences, trips, science camps, „green schools” or „white schools”..
5. PLO implements:
  - a) In classes following the Pre-DP programme, obligatory educational classes from the following subjects:  
Polish language; English language; English language – Academic Writing; French, Spanish or German language – to be chosen as a second language; History; Social Studies; Geography; Biology; Mathematics; Physics; Chemistry; Physical Education; Cultural Studies; Business Studies; Information Technology; Ethics; Safety Education; Research Methods; Family Education;
  - b) In classes following the IBDP – obligatory classes within the IBDP are specified in „Regulations in classes offering the international baccalaurate”, constituting attachment no 3 to the Statute;
  - c) Extra-curricular activities in the form of subject clubs, interest and hobby clubs;
  - d) Remedial classes aiming to fill in gaps within educational achievements of the Student, which make it impossible or difficult to continue their education.
6. Organization of obligatory and extra-curricular regular lessons is specified in the weekly, class time table.

## §23

### FUNCTIONING OF THE SCHOOL DURING REMOTE AND HYBRID LEARNING

#### REMOTE LEARNING

In accordance with the regulation of the Minister of National Education of March 20, 2020 on special solutions during the temporary limitation of the functioning of education system organizations in connection with preventing, counteracting and combating COVID-19, pursuant to Article 30b of the Act of December 14, 2016. - Education law (Journal of Laws of 2019, item 1148, as amended).

#### 1. Functioning of the Teacher’s Council

During the time of limitation for school operation, the Teacher’s Council undertakes all decisions remotely, through three form of electronic communication.

## 2. Conducting lessons

- a) all Teachers work with distance learning methods and techniques, using the Microsoft teams platform.
- b) Teachers verify and, if needed, modify education programmes in terms of adapting them to remote working method, education needs and the psychophysical abilities of Students.
- c) The weekly learning scope in particular classes should take into account:
  - i. An even load of Students on individual days of the week,
  - ii. Various activities each day,
  - iii. Psychophysical abilities of Students,
  - iv. Alternately combining education with and without the use of screen monitors, so that Students do not spend more than 4 hours a day in front of a computer.
- d) In order to ensure an even workload for Students each day, Teachers will:
  - i. Enter a work plan for the following week in Librus; at the latest on Friday 8.000pm – information on the scope of material foreseen for the following week along with how this material will be realized e.g. on-line classes or other forms,
  - ii. Conduct classes within the given week at least twice through direct contact with Students – if the given subject is scheduled 3 times or more within the week, or once – if the given subject is scheduled 1 or 2 times per week.

Detailed instructions are specified in the directive of the Head of School no 2/2020 of 27<sup>th</sup> March 2020.

## 3. Attendance

- a) Students, who participate in on-line classes (have a switched on camera and microphone), conducts designated tasks, will have an “EXEMPT” status entry.
- b) A Student who has a switched off camera or microphone has an “ABSENT” status entered.
- c) Lateness will not be entered as it may result from technical difficulties, if lateness is a frequent occurrence, inform Parents and Home Room Tutors. Detailed instructions are included in the directive of the head of school no 2/2020 of 27<sup>th</sup> March 2020.

## 4. Grading procedures

- 1) The Teacher is obliged to adapt the subject grading system to remote learning.
  - a) current grading – the current system as defined in the School Statute applies through methods, which can be adapted to remotely contact Students; planned tests will be entered into the Librus calendar – in keeping with the rules binding in the School; there can be no more than three per week.
  - b) the summer exam session is hereby suspended.
  - c) setting end of year grades – a month before the classification Teacher’s Council, the Teacher is obligated to inform the Student about the anticipated end of year grade, entering it into Librus. The final grade must be entered a week before the Teacher’s Council.
- 2) Behaviour assessment  
The behaviour assessment grade is set by the Home Room Tutor, taking into consideration positive and negative entries in Librus.

#### 5.Procedure for improving grades

Improving predicted grades take place in accordance with the subject grading system, adapted to remote learning.

#### 6.Communication with parents

The main form of communication with Parents is Librus.

#### 7.Classification and final assessment

Home Room Tutors send assessments generated from Librus to the head of School, two days before the end of year classification Teacher's Council. Home Room Tutors are obliged to confirm entered grades with remaining Teachers. Classification will be confirmed remotely through the Microsoft Teams platform, by particular teams of Teachers.

#### 8.Exams

1) Classification exams are held on the written request of the Student or his Parents (Legal Guardians). The date set for the exam is established with the Student and his Parents. The classification exam is held before an approval board and is conducted by the Teacher of the given subject, in the presence of a Teacher designated by the Head of School and teaching the same or a similar subject.

The exam takes place on the Microsoft Teams platform.

The classification exam is held in written form or in the form of practical exercises in real time (for subjects such as physical education, IT, art). Exam tasks should test knowledge and ability within the scope of material resulting from the education programme, and the established grade should be consistent with the accepted scale and criteria.

2) Re-take exams are held in written or oral form or as practical exercises in real time (for subjects such as physical education, IT, art), through the Microsoft Teams platform.

The re-take exam is held by the Teacher of the given subjects in the presence of a Teacher designated by the Head of School and teaching the same or similar subject. The exam is conducted through the Microsoft Teams platform.

Examiners prepare a protocol and save the Student's work as a pdf file – both documents are then sent to the Head of School.

The re-take exam must be held within the last week of August, the date is set by the Head of School before the end of education classes for the given academic year.

#### 9.Admission and entry exams

1) Applications and documents are to be sent via email.

2) Entry exams will be held through the Microsoft Teams platform.

Detailed instructions are provided for in directive no 3 of the Head of School of 27<sup>th</sup> March 2020.

#### HYBRID LEARNING

The School may introduce hybrid learning based on holding both stationary and on-line classes simultaneously. Classes/groups will participate in classes according to the provided schedule.

§24  
STUDENT SAFETY

1. PLO ensures conditions for safe education, upbringing and care of Students.
2. “Safety regulations for Students during lessons and breaks” are binding at PLO and specifically define the rules for ensuring Student safety.
3. Pre-DP students cannot leave the School premises during lessons.
4. The Head of School organizes supervising shifts conducted by teachers within the School area, in order to ensure Student safety, supervise their behaviour and school property, specifically defined in the “Teaching staff shift regulations”.

§25  
EXCUSING ABSENCES  
DISMISSAL FROM CLASS

1. Every Student absence from planned, weekly classes must be excused by his/her Legal Guardian in writing, via email to the School Office or through the electronic register. Releasing a Student from a lesson or excusing his absence should be provided to the Student’s Home Room Tutor or School Office. A Student absence, longer than 14 days should be excused in writing by the Guardian and submitted to the Head of School.
2. The Student’s Guardian is obliged to excuse any absences within one week from the day the Student returns to School. Excuses for absences after the designated time period will not be considered.
3. The Head of School excuses the Student from performing certain physical education exercises for a designated period of time, based on a Medical Report stating limited possibilities of the Student in performing said exercises.
4. The Head of School excuses the Student from participating in certain physical education classes, computer or IT lessons for a designated period of time, based on a Medical Report stating a lack of possibility of the Student to participate in said lessons.
5. If the exemption period for the Student, aforementioned in par. 4 above, makes it impossible to establish a mid-year or end of year classification grade, in school documentation “exempt” entry appears instead of the classification grade.

§26  
SCHOOL LIBRARY

1. PLO offers Students and Teachers the possibility to use the School library and reading room, in order to perform statutory PLO tasks, particularly implementation of curricula, cultural education and information for Students, as well as professional development of Teachers.
2. The school library stores course books, educational materials, workbooks and other library resources.

3. Tasks, organization and the detailed scope of activities of the school library, as well as the obligations of the Librarian are defined by the School Library Regulations, issued by the Head of School.
4. The School library and reading room are open from Monday to Friday between 8 am – 4 pm, throughout the school year or in other, designated hours, according to information on the library door. School library and reading room opening hours during summer and winter breaks are provided to Students before the end of regular lessons in the given school year. Information about library opening hours is also provided on the School website and information board.

§27  
PSYCHOLOGIST

1. PLO provides Students the opportunity to benefit from specialist psychological support.
2. Use of individual psychological support is voluntary and free of charge.
3. The School Psychologist is responsible for:
  - a) Conducting research and diagnosis of Students, including diagnosis of individual developmental and educational needs as well as psycho-physical abilities of Students, in order to determine the cause of educational failures and support Student's strengths;
  - b) Diagnosing educational situations in the School in order to solve behavioural issues and support the development of Students;
  - c) Providing psychological-pedagogical support in forms suitable to identified needs;
  - d) Undertaking measures within the prevention of addiction and other problems of Students;
  - e) Minimizing the effects of developmental disorders, preventing behavioural disorders and initiating different forms of support, both within the School and non-school environment of Students;
  - f) Initiating and managing mediation and intervention activities in crisis situations;
  - g) Helping Teachers and Guardians recognize and develop individual abilities, predispositions and talents of Students;
  - h) Supporting Teachers, Home Room Tutors, educational groups and other specialists in providing psychological and pedagogical care, particularly by acquainting with and making a decision about actions to be undertaken, based on a given evaluation report from psychological counselling centres.
  - i) Education counselling in consideration of the Student's individual abilities.
4. If such a need arises, PLO makes it possible for Students to benefit from psychological and pedagogical counselling from the psychological counselling centre cooperating with the School.

§28  
CAREER COUNSELLING

1. PLO offers a career counselling service, aiming to support students and prepare them for conscious selection of the next stage of education and the choice of future profession, taking into account their interests, skills and professional abilities as well as information about different educational systems and employment market.

2. Career counselling is implemented during:

- Obligatory educational classes within general education,
- Classes connected with selecting a field of education and profession, held within the scope of psychological and pedagogical support,
- Classes with Home Room Tutors,
- Classes with the Career Advisor.

## §29

### VOLUNTEER WORK

1. PLO initiates and supports volunteer work performed by the school community.
2. Volunteering is a free, conscious and voluntary action, for the benefit of those in need, beyond family ties and friendships.
3. The person responsible for volunteer work is the CAS Coordinator or another Teacher appointed by the Head of School.
4. Detailed, volunteering regulations constitute attachment no 2 to the Statute.

## **CHAPTER V - STUDENT ADMISSIONS TO PLO (EXCERPTS FROM ADMISSION POLICY ATTACHMENT NO 3)**

## §30

### GENERAL PROVISIONS

1. Candidate Students are admitted to PLO after obtaining positive results from the admission process.
2. The admission process takes place on the request of the candidate's Guardian or an adult candidate, after paying the admission fee for the given school year as specified on the school website.
3. The admission fee is a one-off payment for the administrative costs of the recruitment process and is non-refundable.
4. The admission fee is not charged from candidate Students, mentioned in §29 item 3.

## §31

### ADMISSION PROCESS TO PRE-DP CLASS

1. Candidate Students for the first class of secondary school (Pre-DP class) are accepted into the School based on their Primary School Completion Certificate, 8th form exam results, results of

entrance exams from English and Mathematics, their interview with the Head of School and payment of the entrance fee for the given school year as specified on the school website.

2. The interview, aforementioned in item 1 refers to the interests of the candidate, academic results and achievements as well as future plans.
3. The candidate, mentioned in par. 1 above, is exempt from the entrance exam and entrance fee, if he/she obtained a recommendation to class I Pre-DP, while being a student of Prywatna Szkoła Podstawowa im. Jeana Monneta, entered under number 95.
4. Detailed terms and a recruitment schedule for class I Pre-DP in the given school year, is provided by the Head of School, who then provides them to the public by the end of February of the given school year, by publishing them on the PLO website <http://www.maturamiedzynarodowa.pl/liceum/> in the „admission” tab.

### §32

#### ADMISSION PROCESS TO CLASS III IMPLEMENTING THE IBDP- GENERAL PROVISIONS

1. Candidates, fulfilling the below criteria are admitted to class III, implementing the IBDP Programme:
  - a) Have a certificate confirming the completion of class II secondary school within the Republic of Poland or other document confirming an equivalent level of education obtained abroad;
  - b) Have received a positive result from the admission process.
2. The admission process begins in April of the school year preceding the school year, for which the admission process is held.
3. The Head of School can order an additional admission process before the beginning of the given school year, if there are places in the School.
4. The admission process is carried out by the School examination board, appointed by the Head of School from among IBDP Teachers. The Chairman of the School examination board is the Head of School or IBDP Coordinator.
5. The examiners, who are members of the School examination board, prepare tests, grading criteria, check and mark the exams of candidates.
6. There is no possibility to re-take the exam from the selected subject.
7. The Head of School accepts candidates to class III / II\* implementing the IBDP Programme, on the basis of admission process and on the request of the school examination board.
8. In the event that the same number of points is obtained by several candidates, priority is given to PLO students.
9. Detailed terms and a recruitment schedule for class III / II\* implementing the IBDP in the given school year, is provided by the Head of School, who then provides them to the public by the end of February of the given school year, by publishing them on the PLO website <http://www.maturamiedzynarodowa.pl/liceum/> in the „admission” tab.
10. Detailed terms and conditions of the admission process are defined in Attachment No 3.

### §33

## RULES FOR ACCEPTING STUDENTS DURING THE IB-DP PROGRAMME

1. A Student of the IBDP from a different School may apply for admission to the IBDP at PLO.
2. Detailed terms and conditions on admitting a Student during the IBDP are defined in Attachment No 3.

## CHAPTER VI - RIGHTS AND OBLIGATIONS OF PLO STUDENTS. AWARDS AND PENALTIES

### §34

#### RIGHTS AND OBLIGATIONS OF STUDENTS

1. Students have the right to:
  - a) Kind and individual treatment;
  - b) Respect for personal dignity;
  - c) Respectful treatment;
  - d) Freedom of expression and freedom of conscience as well as other rights resulting from the Convention on the Rights of Children and the Human and Citizens' Rights Convention;
  - e) Become familiar with the curriculum, its content, goals and requirements;
  - f) Work in a clean and safe environment, which facilitates learning.
  - g) Explicit and reasoned assessment of progress in learning and behaviour;
  - h) Organization of school life promoting balance between learning and the opportunity to develop own interests and hobbies;
  - i) Participate in Student Council activities;
  - j) Edit and issue a school magazine;
  - k) Organize cultural, educational, sport and entertainment activities in accordance with their own needs and organizational abilities and approved by the Head of School;
  - l) Choose a Teacher to be the mentor for the Student Council;
  - m) Re-take a class (level)– only once throughout the entire education cycle at PLO.
2. Students are obliged to:
  - a) Respect Teachers, non-teaching staff and peers;
  - b) Reliably fulfill the duty to learn and persistently seek to acquire knowledge and develop their own personality;
  - c) Care about the reputation of the School, represent it proudly and treat others with respect;
  - d) Care about School property and that of institutions cooperating with the School. Legal Guardians are responsible for any damage done to School property or that belonging to cooperating institutions.
  - e) Respect other people's property – tangible and intellectual;
  - f) Comply with the school Behaviour Policy, particularly including:

- i. The ban on using mobile phones and other electronic devices during lessons. All electronic equipment including mobile phones must be switched off during lessons. Violation of this rule will cause a warning from the Home Room Tutor, whereas repeated violation will result in a reprimand and/or the Student's Parents or Guardians being called into the School;
  - ii. Attend School in a neat, aesthetic, non-provocative outfit, appropriate to the circumstances;
  - iii. Refrain from succumbing to addictions. At PLO Students are strictly prohibited from smoking, drinking or taking drugs.
3. A detailed scope of rights and obligations, desirable and reprehensible behaviours of Students as well as the rules of conduct for PLO in determining a Student offense, are defined by the "Behaviour Policy", constituting attachment no 4 to the Statute.
  4. If there is a suspicion that a Student is under the influence of alcohol or drugs, PLO demands the Legal Guardian to immediately pick up the Student and do appropriate alcohol or drug blood tests. Guardians are obligated to immediately provide the test results to the Head of School.
  5. If there is a suspicion that Student rights have been violated, the Student and his Guardian may submit a complaint in writing to the Head of School, who is obliged to conduct an investigation and inform all interested parties about its results within thirty (30) days from receiving the complaint.

### §35

#### AWARDS FOR PLO STUDENTS

1. The Head of School may grant the following awards to Students for outstanding academic achievements or behaviour:
  - a) praise;
  - b) diploma of recognition;
  - c) letter of approval;
  - d) book prizes at the end of the school year;
  - e) right to represent PLO in competitions and subject olympics;
2. The person running the School, on the request of the Head of School (if these roles are separate) or the Teachers' Council, may award Students with outstanding achievements in education financially, apart from the awards mentioned in par. 1 item a) – e) above, depending on the financial situation of PLO and in accordance with the "Regulations for granting awards to Students for academic achievements".
3. The financial award for academic achievements, mentioned in par. 2 above, may be awarded to a Student who has achieved an annual average grade of 5,00 at the end of mid-year or end of year classification and his behaviour has been graded as "exemplary". The amount or type of award depends on the average grade from classification periods .

### §36

#### PENALTIES FOR STUDENTS

1. A Student may be penalised by way of:

- a) A warning from the Home Room Tutor;
  - b) A reprimand from the Home Room Tutor;
  - c) A warning from the Head of School;
  - d) A reprimand from the Head of School;
  - e) Deletion from the Student list.
2. The type of imposed penalty depends on the level of the offence committed by the Student, particularly the type and extent of violation of his duties, the type and scale of negative consequences of his actions, the student's current behaviour and attitude as well as behaviour following the offence. Subject to §36 of the Statute, detailed rules for imposing penalties are defined by the „Behaviour Policy”, adopted by the Teachers' Council on the request of the IBDP Coordinator and constituting attachment no 4 to the Statute.
  3. The Home Room Tutor or the Head of School imposing the penalty must immediately inform the Student and his Guardian in written form about the type of penalty.
  4. If the Student questions the validity or type of penalty mentioned in par. 1 item a) - e) above, the Student or his Guardian has the right to an appeal within 7 (seven) days from receiving information about its imposition.
  5. Appeal against the penalty, mentioned in par. 4 above, must be prepared in written form under the rigour of invalidity and must contain justification.
  6. An Appeal Committee appointed by the Head of School and consisting of Home Room Tutors and the School psychologist, is suitable to recognize the aforementioned penalty appeal. The Appeal Committee issues a decision, which either rejects the penalty appeal or waives the penalty and remits the case for consideration by the Teachers' Council. The decision of the Teachers' Council is final.
  7. The Head of School is obliged to provide the Student or his Guardian with a written response to the penalty appeal, within 14 (fourteen) days from the appeal being submitted. The Head of School's response should contain a substantiation.

### §37

#### DELETION FROM THE STUDENT LIST

1. Disciplinary deletion from the Student list is an administrative decision of the Head of School, issued after previously obtaining an opinion from the Teachers' Council and Student Council, if the Student:
  - a) Consumes or distributes drugs;
  - b) Consumes or possesses alcohol within the premises of PLO or in the immediate vicinity, enters the premises of PLO or immediate vicinity after consuming alcohol or consumes alcohol outside of PLO premises but during lessons and activities organized by PLO;
  - c) Smokes cigarettes and/or uses e-cigarettes within the PLO premises or immediate vicinity, possesses and/or smokes or uses e-cigarettes outside of PLO premises but during lessons and activities organized by PLO;
  - d) Behaves in a vulgar, immoral or aggressive manner;
  - e) Destroys School property;
  - f) Acts in a way detrimental to the reputation of the School;
  - g) Received two reprimands from the Head of School within one school year;

- h) Received a reprehensible assessment of behaviour twice at the end of the school year;
  - i) Grossly violates other Student obligations specified in §33 par. 2 of the Statute or “Behaviour Policy” constituting attachment no 4 to the Statute.
2. The aforementioned opinions of the Teachers’ Council and Student Council are not binding for the Head of School.
  3. Deletion from the Student list is an administrative decision of the Head of School and if the Head of School is not the person running the School – after obtaining his decision, if:
    - a) The student’s education agreement was not effectively concluded;
    - b) The entry fee, mentioned in the student’s agreement was no paid;
    - c) There was a delay in the payment of tuition fee instalments, defined in the Student’s education agreement signed by the Legal Guardian,
    - d) The Student’s education agreement was terminated by either party in the manner defined in the agreement.
  4. The decision of the Head of School regarding deletion from the Student List should fulfil the requirements of the administrative decision, pursuant to the provisions of the Administrative Procedure Code. The Head of School’s decision may be appealed against to a higher authority – the Mazovian School Superintendent – within 14 (fourteen) days from being received.

## **CHAPTER VII - RIGHTS AND OBLIGATIONS OF PLO EMPLOYEES**

### §38

#### **RIGHTS OF PLO EMPLOYEES**

1. Teachers and non-teaching staff have the right to:
  - a) respect for personal dignity;
  - a) freedom of speech and conscience and all other rights under the Human and Citizens’ Rights Convention;
  - b) participation in the life of the School and its development;
  - c) an explicit and reasoned appraisal of their work, performed by the Head of School;
  - d) participation in associations and organizations whose statutory goals are connected with educating and upbringing children and teenagers, as well as expanding and enriching forms of didactic, educational and caring activities of the School.

### §39

#### **OBLIGATIONS OF PLO EMPLOYEES**

1. The scope of obligations for non-teaching staff is specified in detail in their employment contracts.
2. Teachers and non-teaching staff are obliged to respect one another, respect Student’s dignity and care for the reputation of PLO.

OBLIGATIONS OF PLO TEACHERS

1. Teachers are obliged to:
  - a) diligently perform their teaching and educational duties towards the Students,
  - b) care for the safety of Students in the School and during extra-curricular activities as well as comply with the following regulations:
    - i. „Safety regulations for Students during classes and breaks”;
    - ii. „Teaching staff duty regulations”;
    - iii. „Employment regulations”;
  - c) Be an example to Students of good manners manifesting itself, among others through caring for the language of communication (non-use of profanity), caring for their own appearance and that of the workplace, reacting to the rude behaviour of Students as well as not using mobile phones during lessons;
  - d) Participate in Teachers’ Council meetings and meetings with Parents and Legal Guardians;
  - e) fairly assess students' academic performance;
  - f) inform Parents and Legal Guardians in an ongoing manner about Student’s academic performance.
2. Duties of Teachers particularly include:
  - a) Implementing the School curriculum;
  - b) Supporting the psycho-physical development of Students;
  - c) Professional development and improvement of teaching and communication skills particularly in relations with Students;
  - d) Systematic and objective assessment of Students` works;
  - e) Eliminating causes of educational failure;
  - f) Systematically managing course curriculum documentation;
  - g) Active participation in the Teachers’ Council, implementing its resolutions and maintaining deadlines specified in the school year calendar, mentioned in §9 item (f) of the Statute;
  - h) Cooperation with Parents and Legal Guardians;
  - i) Preparing the curriculum, educational requirements and subject assessment criteria consistent with the school assessment system, prior to the beginning of each school year.
3. PLO Teachers create teams implementing IBDP.
4. Teachers implementing the IBDP:
  - a) Accept additional responsibilities resulting from the implementation of the programme;
  - b) Use English as the language of instruction, with the exception of Polish and other, foreign language lessons;
  - c) Manage documentation in the electronic register and upload documents to the IBIS electronic system, defined by the IB and the IBDP Coordinator;
  - d) Are subject to an IB evaluation, appraisal by the IBDP Coordinator, Head of School and person running the School in terms of their fulfillment of duties and functions.

## **CHAPTER VIII - METHODS OF OBTAINING FINANCIAL SUPPORT FOR PLO OPERATIONS**

### §41

1. The School is financed from the following sources:
  - a) Own funds of the person running the School – Hanna Buśkiewicz-Piskorska;
  - b) Tuition fees, entry fees, admission fees, fees related to the provision of additionally paid subjects and remedial classes;
  - c) Donations of legal and physical persons to PLO;
  - d) Subsidies from the local government budgets;
  - e) Other sources of finance.
2. The person running the School manages the financial resources of the School.
3. Tuition fee, entry fees, admission fees and fees related to the provision of additionally paid subjects and remedial classes are set by the person running the School.
4. In classes implementing the IBDP and consisting of less than 5 (five) Students or in pre-DP classes consisting of less than 10 (ten) Students, tuition fee is higher than in the remaining classes, so that it covers the costs of education of Students in the given class
5. Tuition fee may increase if external fees paid by PLO change, particularly rental fees for the building, adapted for the educational services being the subject of education agreements, but not foreseen by the parties during the conclusion of these agreements.

Tuition fees will be subject to an annual indexation based on changes in the consumer price index published by the President of the Central Statistical Office (GUS) as at 1<sup>st</sup> January of the previous calendar year.
6. In class III IBDP there is an examination fee, the amount of which is dependent on the fees set by the IB, exchange rate and the costs of sending Student examination papers. This fee is divided into two parts. The first part – covering the costs of registering the Student for the IB final exams - paid by the Guardian before the 5th October of the given school year. The second part – covering the costs of sending examination papers to examination centers – paid by the Guardian in mid-March of the school year in which the Student takes international baccalaureate exams.
7. The entry fee is binding for all newly admitted PLO Students. It is due within a month from admission into PLO. If the Student is admitted to PLO during the school year, the entry fee is to be paid on the day the Student is admitted into the School.
8. Students admitted into the IBDP (class III IBDP) must pay an entry fee into the programme.
9. The entry fee into the School is a one-off payment. If the Agreement is terminated prior to the end of the period for which it was concluded, the entry fee is returned in the amount proportional to the period remaining to the natural dissolution of the agreement.
10. The person running the School may change the amount of the entry fee at the beginning of each school year.
11. The entry fee is redeemed only if the same Guardians enroll more than one Student in the School. This arrangement is only valid if the next child starts education in the School while the other child is still attending.

12. The Student Guardians, by signing the education agreement at PLO are obliged to regularly pay tuition fees as well as any other fees for the education of the Student, within the deadlines foreseen in the education agreement. If the payment deadline is not met, PLO has the right to charge interests for delays in the amount provided for in the agreement.
13. If PLO is providing an education service for more than one child of the same Guardians, tuition fees for each subsequent child amount to 4/5 of the tuition fee binding in the given school year, in regard to the first child. The arrangement, mentioned in the previous sentence, only applies if the children attend the School together and does not apply to Students in the IBDP.
14. Tuition fees for education services provided by PLO for the children of PLO employees amount to 3/5 of the tuition fee binding in the given school year.
15. Depending on financial abilities, PLO foresees the possibility of reducing tuition fees for Students who are in a difficult financial situation. A decision in this respect is made by the person running the School.

## CHAPTER IX - FINAL PROVISIONS

### §42

1. The person running the School must inform the entire School community, competent authority of pedagogical supervision and municipality in which PLO operates, about the closing of PLO at least 6 (six) months before the closing date.
2. PLO may organize additional activities for children, youth, Guardians and Teachers.
3. The Statute is binding for all members of the school community – employees, Students and their Guardians.
4. Any changes to the Statute must be approved by the person running the School and sent to the appropriate authorities for pedagogical supervision.
5. The following attachments constitute an integral part of the Statute:  
Attachment no 1- Internal Assessment System (*Wewnętrzne Zasady Oceniania*)  
Attachment no 2 – Education and Prevention Programme (*Program Wychowawczo-Profilaktyczny*),  
Attachment no 3 – IBDP Regulations,  
Attachment no 4 – Regulations for Student behaviour in the School (*Zasady Zachowanie Uczniów w Szkole*)
6. Matters not regulated by the Statute are subject to the provisions of UPrO, UoSO.

The Statute comes into effect on 1<sup>st</sup> September 2022

**ATTACHMENT NO 1**

**TO THE STATUTE OF**  
**PRYWATNE LICEUM OGÓLNOKSZTAŁCĄCE NR 32**

**DETAILED INTERNAL ASSESSMENT SYSTEM**  
*(Zasady wewnętrznej oceny)*

REFERS TO THE POLISH CURRICULUM

**CHAPTER 1**  
**ASSESSMENT**

The Internal assessment system is based on the Act on the Education System of 7 September 1991 Journal of Laws of 2004 No 256, item 2572 and the Ordinance of the Minister of National Education of 10 June 2015 regarding detailed conditions and methods of assessing, classifying and promoting pupils and Students in public schools.

**§1** Assessment of a Student's knowledge and skill is aimed at:

- 1) Current and systematic observation of his learning progress;
- 2) Supporting the mental development of the Student, his talents and interests;
- 3) Making the Student aware of the degree of mastering knowledge and skill resulting from the curriculum and – possible deficiencies in this respect;
- 4) Introducing the Student to systematic work, self-control and self-evaluation;
- 5) Providing Parents/Legal guardians with information about Student's progress, difficulties and special talents;
- 6) Evaluating organization as well as didactic and educational work methods of Teachers;
- 7) Ongoing, mid-year and annual summaries of knowledge and skill and determining the level of adapting programme material.

**§2 1.** Teachers working in the Polish curriculum – despite subject and programme differences – apply uniform principles for Student assessment.

2. A percentage assessment system has been approved, which is used for large essays (eg. Cross sectional tests).

PERCENTAGE RANGE	GRADE	
0 – 35 %	1	Very poor
36 – 50 %	2	Poor
51 – 67 %	3	Mediocre
68 – 86 %	4	Satisfactory
87 – 99 %	5	Good
100 %	6	Very good

3. Students and their Parents are familiar with grading criteria and educational requirements resulting from teaching programmes, consistent with the curriculum.
- §3 At the beginning of each school year, Teachers inform Students and their Parents / Legal guardians about educational requirements and methods of assessing educational achievements, Form Teachers inform about the behaviour assessment system by placing the aforementioned on the school website / education platform.
- §4 Teachers are obliged to adapt educational requirements to the individual psychophysical and educational needs of Students who have developmental disorders and deviations, or specific learning difficulties that make it impossible to meet these requirements – based on written opinions of a public psychological and pedagogical counselling centre.
- §5 Grades are open to both Students and their Parents / Legal guardians. The Teacher setting the grade should provide an oral or written justification, checked and graded written control work is made available to Students and their Parents on principles set out by Teachers.
- §6
1. Assessing knowledge and skill of Students should be done systematically, in various forms and conditions ensuring objectivity of assessments.
  2. Oral and / or written statements and other Student essays are assessed, depending on the nature of the subject.
  3. Assessment is conducted:
    - 1) During particular lessons (e.g. oral answers, written tests and quizzes);
    - 2) At the end of the mid-year or annual classification period, during the exam session.
  4. During a week, no more than two cross-sectional tests covering material from more than the last three lessons may be carried out in one class. Limitations on the number of tests do not apply to foreign languages and corrections of class work.
  5. The Teacher is obliged to return checked and graded written work, both homework as well as class assignments, within two weeks of receiving the work. If this deadline is exceeded, the Student can refuse to accept the grade.
  6. The Teacher has the right to refuse acceptance of written homework after the designated time period, and issue a failing grade if the delay is not justified or the justification is insufficient.
  7. Students, who have been proven to use other people's intellectual property or work of a dependent, receive a failing grade without the possibility of correction.
- §7 When setting a grade from physical education, art, IT, safety education, in particular, one should take into account the effort made by the Student to fulfil obligations resulting from the specifics of the subject, and in the case of physical education – systematic participation in classes as well as Student's activity in tasks undertaken by the school in favour of physical culture.
- §8
1. In justified cases, the Student may be exempt from physical education classes for a determined period of time.
  2. The decision on exemption of a Student from physical education classes is made by the Principal of the School, on the basis of a doctor's certificate and application from Parents.  
If a Student is exempt from physical education classes, teaching documentation must have an „exempt” entry instead of a classification grade.
- §9 In all classes, current, mid-year and annual grades are established according to the following scale:

<b>Grade</b>	<b>Digit</b>
Very good	6
Good	5
Satisfactory	4
Mediocre	3
Poor	2
Very poor	1

**§10** The following general grade criteria apply:

- 1) An excellent grade is awarded to a Student showing knowledge that goes beyond the curriculum, knows how to present it, solves many practical, subjective and unusual problems not presented in class, participates in subject competitions, gains a scoring place in national or voivodship finals;
- 2) A very good grade is awarded to a Student, who presents the whole scope of knowledge and skill obtained during class and knows how to make use of them in independent problem-solving, assigned by Teachers, applies gained knowledge to solve tasks in new situations, presents knowledge in a clear and communicative manner, using appropriate language;
- 3) A good grade is awarded to a Student with a level of knowledge and skill allowing him to correctly understand most of the programme content and independently solve typical, theoretical and practical tasks for the given subject, when presenting knowledge makes few language mistakes;
- 4) A satisfactory grade is granted to a Student, who has mastered basic knowledge and skill, useful in everyday life and absolutely necessary to continue education at a higher level, solves tasks of medium difficulty, sometimes with the assistance of a Teacher, makes language mistakes when presenting knowledge;
- 5) A marginal failing grade is awarded to a Student, who works with the assistance of a Teacher, makes use of his comments and advice, the Student does not know part of the material (chapters, concepts), makes many language mistakes, has large deficiencies, which can be made up;
- 6) A failing grade is obtained by a Student who hasn't mastered knowledge or skill to a certain level, making it impossible to gain further knowledge, cannot solve simple tasks, makes large amounts of language mistakes.

- §11**
1. Mid-year classification (annual) is a summary of the Student's educational achievements within the given classification period (school year) from subjects defined in the school curriculum, by establishing classification grades within the scale of 1-6.
  2. The classification grade is not an arithmetic average of current grades but the sum of the Student's achievements within the given classification period (school year), defining increased knowledge and skill.
  3. Classification grades are established by Teachers conducting lessons, whereas the behaviour assessment – by the Form Teacher following consultations with Students, Teachers teaching in the given class, the Head of School and Owner of the School.
  4. If a mid-year or annual grade is established from a subject, for which an exam is planned during the exam session, then the grade obtained from the exam constitutes 1/3 of the mid-year / annual grade.

5. A failing grade established by a Teacher as a final, annual classification grade may be changed as a result of a testing exam (*egzamin sprawdzający*) or re-take exam (*egzamin poprawkowy*).
  6. The behaviour assessment cannot influence the grades from education classes.
  7. The behaviour assessment cannot influence the promotion of a Student to a higher grade or the completion of school.
- §12** 1. The mid-year and annual behaviour assessment is established according to the following scale:
- 1) very good,
  - 2) good,
  - 3) satisfactory,
  - 4) mediocre,
  - 5) poor,
  - 6) very poor.
2. The Form Teacher issues a behaviour assessment, which must be in accordance with accepted criteria, takes into consideration opinions of the class team, Teachers, Head of School and Owner of the school.
3. Detailed criteria for the behaviour assessment are defined in chapter 4.
- §13** In order to reduce lateness to classes, the following rule is established:  
If the Student is late to class more than 10 times, his Parents are called upon to visit the Head of School. After 15 such incidents, the Principal hands the Student a warning letter. After 25 – another warning letter and after 35 – a reprimand.
- §14** 1. Acclaims and complaints regarding the Student are entered into the electronic register (Librus).
2. The Form Teacher may introduce a separate acclaims and complaints register.
3. Every Teacher, who decides that a Student has excelled in something and deserves an acclaim or his negative behaviour deserves a complaint, should make an entry in the paper or electronic register with a short justification.
4. Depending on the amount and rank of merit, the following awards are foreseen:
- 1) Verbal acknowledgement at the School assembly, may be awarded to any Student, even if he/she has a lowered grade from behaviour;
  - 2) Letter of approval, diploma, material prize, may be achieved by a Student who has at least a good (4) grade from behaviour.
5. The consequences for complaints (offences) have been addressed in the detailed internal assessment system in the chapter “Behaviour assessment system”.
6. When assessing behaviour, the Form Teacher considers entries in the acclaims and complaints register as well as the electronic register Librus.
- §15** At least a month before the annual / mid-year classification and Teachers’ Council meeting, Teachers are obliged to inform Students about their anticipated, failing classification grades. Providing this information must be appropriately documented as a lesson subject in the lesson register.
- §16** At least a month before the annual / mid-year classification and Teachers’ Council meeting, Teachers are obliged to inform Parents of the Students about their anticipated, failing classification grades. This information should be provided during a Parent-Teacher meeting and the electronic register.
- §17** Teachers of particular subjects are obliged to inform Students and their Parents about the classification grade, the Form Teacher – about the behaviour assessment. This information should be provided during a Parent-Teacher meeting

and in the electronic register. Teachers and Form Teachers conduct this in the way of a lesson subject entry. If, as a result of mid-year classification, it has been decided that the level of the Student's educational achievements makes it difficult or impossible to continue study, the School should provide him with the possibility to make up for any deficiencies, if possible. If these deficiencies result from the Student's negligence, any additional, remedial classes are organized by the School at an extra cost.

**§18** The Student may not be classified from one, several or all educational classes, if there are no grounds for determining the classification grade due to the Student's absence from educational classes, exceeding half the time allocated to these classes in the school curriculum.

**§19** 1. Classification exams are attempted by Students, who are:

- 1) unclassified due to excused absences;
  - 2) unclassified due to an unexcused absence – at their own request or that of their Parents (Legal guardians), after obtaining permission from the Teachers' Council and Head of School;
  - 3) meeting the school obligation or the obligation to study outside of school;
  - 4) pursuing an individual course of study.
2. Classification exams are held on the written request of a Student or his/her Parents (or Legal guardians). The date of the exam is established with the Student and his/her Parents. The classification exam is held no later than the day preceding the last day of regular lessons for the school year.
  3. A Student, who did not attempt classification exams within the designated time period and due to a justified reason, may attempt the exam within an additional time period defined by the Head of School.
  4. The classification exam is conducted by the Teacher of the given subject, in the presence of a Teacher of the same or similar subject, and appointed by the Head of School.
  5. The classification exam for a Student conducting his school obligation or compulsory education outside the School, comprises of:
    - 1) The Head of School or Teacher designated by the Principal as the chair of the exam committee;
    - 2) A Teacher or Teachers of compulsory education classes, from which the exam is taking place.
  6. The classification exam is held in written and verbal form or as practical exercises (in the event of subjects like physical education, information technology, art). Exam tasks should check knowledge and abilities within the scope of material resulting from the education programme, and the established grade should be consistent with the accepted scale and criteria.
  7. The classification exam is documented by a protocol, which is attached to the Student's grade sheet.
  8. In the event of a Student conducting his school obligation or compulsory education outside the School, classification exams are held from all compulsory subjects in the curriculum, with the exception of physical education, art and extra-curricular subjects. There is also no set behaviour assessment.
  9. During the classification exam, Parents / Legal guardians may be present as observers.
  10. A failing grade from the classification exam may be changed as a result of a re-take exam.

**11.** On the request of the Student or his/her Parents, documentation regarding the classification exam can be available for review in the School office, after previously arranging such a meeting.

**§20** The Student or his/her Parents/Legal guardians can submit reservations to the Head of School if they decide, that the annual/mid-year classification grade from educational classes or annual behaviour assessment were established in violation of regulations setting out the manner in which such grades should be determined. Reservations may be submitted from the day of establishing the grade, however not later than 2 working days after the conclusion of regular lessons.

**§21 1.** If annual/mid-year classification grade from educational classes or annual behaviour assessment were established in violation of regulations setting out the manner in which such grades should be determined, the Head of School appoints a committee, which:

- 1) In the event of an annual/mid-year classification grade from educational classes – conducts an exam of the Student's knowledge and skills, in written and verbal form, and determines the annual / mid-year classification grade from given educational activities;
- 2) In the event of an annual behaviour assessment – establishes an annual behaviour grade by way of a simple majority vote and in the event of an even number, the chair of the committee has the casting vote.

**2.** The date of the exam and vote mentioned above, is held not later than within 5 days from submitting the reservation. The date of the test is established with the Student and his/her Parents/Legal guardians.

**3.** The committee comprises of:

- 1) In the event of the annual/mid-year classification grade from educational classes:
  - a) The Head of School or Teacher appointed by the Head of School – as the chair of the committee,
  - b) The Teacher managing the given educational classes and in the event of a request for his release, another Teacher managing the same subject. Appointing a Teacher employed in a different school is possible in the way of an agreement with the other school's Principal,
  - c) A Teacher managing the same or similar subject.
- 2) In the event of an annual behaviour assessment:
  - a) The Head of School or Teacher appointed by the Head of School – as the chair of the committee,
  - b) Form Teacher,
  - c) Teacher managing educational activities in the given class and designated by the Head of School,
  - d) psychologist,
  - e) representative of the Student Council.

**4.** The annual/mid-year classification grade from educational classes or annual behaviour assessment established by the committee, cannot be lower than that established previously. The grade set by the committee is final, with the exception of a failing annual/mid-year grade from educational classes, which can be changed as a result of a re-take exam.

**5.** Actions undertaken by the committee and the test of knowledge and abilities are documented by protocols, containing:

- 1) In the event of an annual/mid-year classification grade from educational classes:

- a) Name of educational classes from which the test was carried out,
  - b) Members of the committee,
  - c) Date of the test,
  - d) Name and surname of Student,
  - e) Exam tasks,
  - f) Established classification grade,
- 2) In the event of the annual behaviour assessment:
- a) Members of the committee,
  - b) Date of committee meeting,
  - c) Name and surname of Student,
  - d) Result of the vote,
  - e) Established behaviour assessment along with a justification.
- 3) Protocols constitute attachments to the Student's grading sheet, and are supplemented by written work of the Student and concise information regarding his/her verbal answers.
6. A Student, who did not attempt the exam within the designated deadline for justified reasons, may attempt the exam within an additional time period, specified by the Head of School.
- §22** Regulations contained in §21 apply respectively to annual/mid-year classification grades from educational classes obtained by way of a re-take exam - any reservations must be submitted within 5 days of conducting the re-take exam. In this case the grade established by the committee is final.
- §23** Promotion to a higher education class takes place when a Student receives final grades higher than fail, from all educational activities specified in the school curriculum. A Student who received a failing grade from one or two compulsory subjects in the annual classification, may attempt re-take exams.
- §24** If a Student attended ethics and religion classes, the average grade includes the grade set as the average of annual classifications obtained from these classes. If the score thus determined is not an integer, that grade should be rounded up to a whole number.
- §25**
1. The re-take exam consists of a written and verbal section, conducted in the form of practical exercises (physical education, art, information technology).
  2. It must be held in the last week of August, the exact date is determined by the Head of School before the last day of regular lessons.
  3. The exam is conducted by a committee appointed by the Head of School. The committee comprises of:
    - 1) The Head of School or Teacher designated by the Head of School – as the chair of the committee,
    - 2) Teacher managing the given subject,
    - 3) Teacher managing the same or similar subject.
  4. A Teacher who gave a failing grade from a given subject, may be exempt – at his own request – from participating in the committee. In this case, another Teacher of the same subject is appointed as an examiner. Appointing a Teacher employed at a different school, occurs in the way of an agreement with the principal of the given school.
  5. A protocol is prepared from the conducted re-take exam, supplemented by written work of the Student and concise information regarding his/her verbal answers. The protocol is attached to the Student's grading sheet.

6. Exam tasks should check knowledge and abilities within the scope of material resulting from the curriculum and the set grade should be consistent with the accepted scale and criteria.
7. A Student, who did not attempt the re-take exam within the designated deadline due to random events, may attempt the exam within an additional time period specified by the Head of School, however no later than 30<sup>th</sup> September.
- §26 1. A Student who did not pass the re-take exam does not receive a promotion to a higher education class, and must repeat the last class.
2. Considering the educational abilities of the Student, the Teachers' Council can promote a Student once, even if he/she did not pass the re-take exam from one, compulsory subject, under the condition that this subject is offered in the curriculum of the higher class.
- §27 A Student who obtained an average of at least 4,75 in the annual classification of educational activities and at least an above average grade from behaviour, receives a promotion with honours to a higher education class.

## **CHAPTER 2**

### **EXAM SESSION**

- §28 The school year is divided into two classification periods: mid-year and annual.
- §29 1. An exam session for all Students is held two weeks before the classification meeting of the Teachers' Council in Secondary School.
2. During the exam session all educational activities are cancelled.
- §30 Exam subjects, the form and dates of session exams are set by the Head of School at the beginning of the school year and entered into the school year calendar, which is published on the school website and made available to Parents during the first Parent-Teacher meeting. Exams may have a written or verbal form.
- §31 The examination committee for the verbal exam and list of exam candidates are announced by the Head of School two weeks before the beginning of the exam session.
- §32 The examination committee for the verbal exam comprises of at least two Teachers of the same or similar subject, if possible. The committee prepares a protocol. A marginal failing grade should be justified in the protocol.
- §33 Results of the verbal exam are announced by the exam committee on the same day.
- §34 Grading a session exam:
- 1) Written exams are graded according to the percentage scale provided for in the detailed internal assessment system,
  - 2) The session exam grade constitutes 1/3 of the mid-year/annual grade,
  - 3) Students who did not participate in the exam session within the designated time frame, receive a marginal failing grade,
  - 4) In specific, documented and confirmed cases (random accidents, illness making it impossible to attend the exam) it is possible to set a second exam date.
- §35 1. Tickets with verbal exam topics – in two copies – are submitted by Teachers to the Head of School, at least two weeks before the session.
2. Each set contains three topics formulated according to task and problem.

3. The candidate draws an examination ticket. It is inadmissible to exchange the set of topics or to leave the room before completion of the exam from the given subject.
  4. The Student has 15 minutes to prepare himself to answer and 15 minutes for the answer itself.
- §36 1. The exam grade is the arithmetic average of grades suggested by particular examiners.
2. A marginal failing grade should be justified in the protocol.
- §37 Written exams should have the form of an IB exam and should cover material from the mid-year and annual classification periods. Examination papers should be submitted by Teachers in the school office at least a week before the exam session.

### **CHAPTER 3**

#### **PROCEDURES FOR ISSUING AND CORRECTING GRADES**

- §38 Procedures for issuing and correcting grades are as follows:
- 1) Students are informed about their projected grades two weeks before the session,
  - 2) For subjects covered during the session, it is possible to correct a grade through the session exam. The final grade is set by the Teacher,
  - 3) For subjects not covered during the session, the Teacher is obliged to enable the Student to correct his/her grade during the session, in accordance with procedures announced in September and along with the assessment system previously presented to the Head of School,
  - 4) Within two days of issuing a marginal failing grade and after exhausting procedures contained in the subject-specific grading system (*przedmiotowe zasady oceniania*), a Student who does not accept his grade, has the right to submit a request for a committee testing exam, along with a justification to the Head of School, who then designates a date for the exam prior to the Teachers' Council meeting,
  - 5) Annual testing exams covering material from the entire school year, have written form and are held between the end of the session and the approving Teachers' Council,
  - 6) Annual grades in the IB graduation class are issued two days before the Teachers' Council, and marginal failing grades a week before this date,
  - 7) The testing exam is conducted by a committee comprising of a Teacher managing the given subject and second Teacher managing the same or similar subject, if this is not possible – the exam is conducted by one Teacher.

### **CHAPTER 4**

#### **BEHAVIOUR ASSESSMENT SYSTEM** (*SYSTEM OCENIANIA ZACHOWANIA*)

- §39 Behaviour assessment considers, in particular:
- 1) **Fulfilment of Student obligations** – things to consider include lateness, unexcused hours, punctuality, preparation for lessons – having textbooks and appropriate school materials, caring about the aesthetics of written work and complying with formal requirements;

- 2) **Acting in accordance with the best interests of the school community** - things to consider should include whether the Student provides help and support to other Students, whether he/she takes care of school property or property belonging to others;
- 3) **Caring for the honour and traditions of the School** – it should be considered whether the Student willingly represents the School, participates in School ceremonies and helps with their organization;
- 4) **Caring for the beauty of the mother tongue** – things to consider include whether the Student cares for linguistic correctness, aesthetics of speech in each subject and language culture and does not use profanities;
- 5) **Caring for their individual health and safety as well as that of others** – things to consider should include whether the Student complies with classroom regulations, health and safety regulations as well as if he/she cares for their own health and that of others – by not drinking alcohol or smoking cigarettes etc.;
- 6) **Dignified and cultural behaviour in the School and outside** – things to consider is the Student’s behaviour during lessons and classes occurring outside of the School building – trips, visits, workshops etc.;
- 7) **Respect towards others;**
- 8) **Attitude towards Teachers and peers** - it should be considered whether the Student is honest, doesn’t lie, plagiarise or hand in other people’s work as his own;

§40 The behaviour assessment is a grade point average, issued by:

- 1) **Teachers of particular subjects** - every Teacher enters a grade next to the Student’s surname, which is an average of current grades issued according to the a.m. criteria / subparagraphs 1 to 8 /, if it is impossible to assess the Student in certain categories – this point is not included in the average;
- 2) **Students of the given class**
- 3) **The Student** – Students assess themselves and other Students according to the a.m. criteria / subparagraphs from 1 to 8 /, the Teacher decides whether the grades will be set by way of an open discussion or anonymous questionnaire. Following the assessment the Teacher enters the average, calculated from the Student’s self-assessment and grades assigned by fellow peers.
- 4) **Form Teacher** – the Form Teacher makes his own assessment according to the a.m. categories § 40 / subparagraphs from 1 to 8 /, the grade assigned by the Form Teacher has a so-called weight – it is multiplied by 2, the Form Teacher calculates the overall average.

#### §41 Grading scale

- Excellent – 6
- Above average – 5
- Good – 4
- Satisfactory – 3
- Marginal fail – 2
- Fail – 1

§42 1. **Calculating the grade point average for behaviour.** The initial grade for behaviour assessment is a satisfactory grade.

2. The behaviour grade point average is the sum of grades issued by the Form Teacher, Teachers, class and self-assessment of the Student, divided by 5. The grade issued by the Form Teacher is multiplied by 2.
3. A behaviour assessment issued in this manner may be changed by one grade

**1) In „+”, if:**

- a) The Student received an appraisal or distinction from the Head of School;
- b) The Student carries out social work for e.g. in charity organizations, received the title of winner or finalist in subject Olympics;
- c) On the request of the Teachers' Council, if a significantly positive event occurred with the participation of the Student or if the Student positively values his own work.

**2) In „-” if:**

- a) The Student received a warning or reprimand from the Form Teacher or Head of School;
- b) Does not comply with the a.m. criteria in a blatant manner, including - § 40 point 1), if the Student has more than 30 unexcused hours during the mid-year or annual classification period or more than 50 lateness incidents during the given classification period;
- c) On the request of the Teachers' Council, if a significantly negative event occurred.

**§43** The annual behaviour assessment is the grade point average of two grades from both classification periods. Mid-year and annual grades are established in accordance with the a.m. criteria. It is possible to achieve a good (4) grade or higher in class pre-DP, only after fulfilling the requirements of CAS.

**§44** If the Student received a reprimand from the Head of School he/she cannot have a mid-year or annual grade higher than a marginal fail (2).

Warsaw, 1<sup>st</sup> September 2022

**ATTACHMENT NO 2  
TO THE STATUTE OF**

**PRYWATNE LICEUM OGÓLNOKSZTAŁCĄCE  
NR 32**

**EDUCATION AND PREVENTION PROGRAMME**

**LIST OF CONTENTS:**

- Chapter 1. Character of the School
- Chapter 2. School community values
- Chapter 3. Defining needs and problems within the School environment and the goals of preventive action
- Chapter 4. Student learner and graduate profile
- Chapter 5. Volunteer work
- Chapter 6. Teacher profile
- Chapter 7. Rules of operation for the Student Council
- Chapter 8. The role of lessons and extracurricular classes in the implementation of education and preventive functions of the School
- Chapter 9. Evaluation

**CHAPTER 1**

**CHARACTER OF THE SCHOOL**

**§1**

Prywatne Liceum Ogólnokształcące nr 32 im. Jeana Monneta was thought of – by its founders – as a friendly School.

**§2**

1. On the one hand, our Secondary School seeks family friendly interpersonal relationships, as minimally formal as possible and based on cooperation, empathy, kindness, tolerance and openness and on the other hand – the highest substantive effectiveness.
2. The education and prevention programme is a direct result of this School character.
3. Program objectives:
  - a) awakening a need and ability in Students, to meet other people and get to know oneself,
  - b) teaching compassion, taking responsibility for the quality of interpersonal contacts in one's immediate environment,
  - c) nurturing and developing interests as well as striving to implement life plans and ambitions,
  - d) taking responsibility for one's own life and health, making the right choices in terms of ourselves and our bodies.

## CHAPTER 2

### SCHOOL COMMUNITY VALUES

#### §3

The School refers to and is inspired by, the values defined by the International Baccalaureate Organization.

#### §4

#### SHAPING ATTITUDES IS THE MOST IMPORTANT GOAL

1. In the opinion of the School founders, education should go beyond the intellectual framework. Gaining knowledge and developing skill, albeit very important, does not shape a truly creative, open, active person trying to change the world for better. Therefore, the main goal of the School is to shape attitudes based on ethical principles – implementation of which also leads to acquiring and developing skills at the highest level.

2. Student characteristics supported by the School include:

- a) Involvement in the learning process, demonstrating perseverance, self-discipline and responsibility,
- b) Finding pleasure in acquiring knowledge,
- c) Confidence, courage and creativity in making the right choices and decisions,
- d) Independent thinking and action,
- e) Curiosity about the world and its inhabitants,
- f) Empathy, placing oneself in the position of others in order to understand their way of thinking and their emotions, reacting to the needs of others,
- g) Cooperation and the ability to perform various roles – depending on the situation – of leader or contractor,
- h) Respecting oneself, others and our environment, sensitivity to differences and diversity.

#### §5

#### BEING OPEN TO THE WORLD

The School enables Students and Graduates to maintain contact with the world, by:

- a) Implementing international standards and methods of learning (implementing the IB programs),
- b) Organizing international student exchanges – so far we have organized an exchange with France, Germany and Taiwan,
- c) Organizing language workshops abroad,
- d) Cooperating with Schools and universities around the world as well as International organizations (e.g. IBO, UNICEF).

## CHAPTER 3

### DEFINING NEEDS AND PROBLEMS WITHIN THE SCHOOL ENVIRONMENT AND THE GOALS OF PREVENTIVE ACTION

#### §6

1. Form Teachers must obtain information regarding how their Students function during lessons, extra-curricular activities and during School trips, before the 30th September of each year.
2. The source of this information includes teacher reports, Students themselves, the School Psychologist, documentation provided to the School (evaluation reports, medical certificates etc.)
3. Based on this information it is possible to establish the scope and category of problems - threat of psychoactive substances, potential sources of learning difficulties, aggressive behaviour or adaptive difficulties.
4. Constitutes the grounds for defining the methods and manner of implementing the programme.

#### §7

1. Preventive and care activities, on the one hand are managed on the basis of needs defined for the given School year, as well as general guidelines. Depending on the problems identified, certain aspects are implemented more than others in the given School year.
2. General goals of preventive and care actions:
  - a) Integrating the class and School environment,
  - b) Preventing aggressive behaviour among peers,
  - c) Caring for relations between peers and Students - Teachers,
  - d) Educating parents,
  - e) Implementing the IB learner profile in the everyday functioning of Students,
  - f) Educating about communication, understanding one's emotions,
  - g) Preventing addiction from psychoactive substances,
  - h) Preventing addictive behaviour, particularly addiction to the Internet,
  - i) Preventing stress,
  - j) Preventing mental and emotional disorders, particularly affective and eating disorders,
  - k) Preventing violence,
  - l) Health prevention including a healthy diet and a healthy lifestyle.

## CHAPTER 4

### STUDENT LEARNER AND GRADUATE PROFILE

#### §8

##### STUDENTS ARE:

- a) Curious – they develop their natural curiosity about the world. They show independence in the learning process and actively enjoy acquiring knowledge. They strive to keep their love of learning throughout their lives.
- b) Insightful – they discover concepts, ideas and matters of local and global importance, as well as gaining depth in knowledge and understanding in various fields of science.
- c) Thoughtful – they undertake initiatives in applying critical and creative thinking, in order to recognise and approach a problem as well as making reasonable and ethical decisions.
- d) Communicative – they understand and express ideas in a decisive, creative manner, in more than one language and with the help of many communication models. They cooperate with others effectively and willingly.
- e) Righteous – Students are honest and sincere, with a sense of justice and respect for the dignity of other people, groups and society. They take responsibility for their actions and resulting consequences.
- f) Inquisitive – they understand and appreciate their own culture and personal history at the same time being open to the opinions, values and traditions of other people and societies. They are used to searching and evaluating various points of view and are keen to draw conclusions from experiences.
- g) Devoted – they show empathy, compassion and respect the needs and feelings of others. They feel obliged to help and take steps to positively influence the life of other people and the environment.
- h) Risk-takers – they approach unknown situations with courage and foresight, maintaining an independent spirit while discovering new roles, ideas and strategies. They defend their opinions in a courageous and eloquent manner.
- i) Balanced – they understand the importance of physical and emotional balance in order to achieve good wellbeing for themselves and others.
- j) Reflective – they wisely consider the process of gaining education and experience. They analyse existing situation from a variety of perspectives, considering their ethical, practical, emotional and other consequences. They estimate both their strong sides as well as limitations.

## CHAPTER 5

### VOLUNTEER WORK

#### § 9

##### GENERAL PROVISIONS

1. Volunteering is a free, conscious and voluntary action for the benefit of those in need, beyond family ties and friendships.
2. A volunteer is a person performing voluntary work. Any student can be a volunteer, anywhere help is required.
3. Volunteering does not include student activity within the scope of School celebrations, science fairs or credits for CAS and Service as Action programs, unless they have a regular and/or periodical character.
4. Volunteer work may be performed within the School area or outside.

#### § 10

##### GOALS OF VOLUNTEER WORK

1. The goal of volunteer work is to shape the attitude and strengthen the personal development of a student, particularly:
  - a) Shape a pro-social attitude,
  - b) Develop empathy, understanding and sensitivity to the needs of others,
  - c) Inspire to spend free time actively,
  - d) Shape team work abilities,
  - e) Gain experience in new areas,
  - f) Become involved in regular and/or periodical activities for the School, local and global community,
  - g) Promote the idea of volunteer work.

#### § 11

##### RIGHTS AND OBLIGATIONS OF A VOLUNTEER

1. Voluntary work is based on the idea of willing and selfless work for the benefit of others.
2. Volunteers may work within a time period which does not interfere with their School and allows them to fulfil their household duties.
3. Volunteers are guided by selflessness, kindness, willingness to help and care for others.
4. Volunteers can count on the support of Teachers, Volunteer Supervisor and other volunteer members.
5. Volunteers are obliged to represent the School in a dignified manner in terms of activities performed within the School and outside, as well as abide by School regulations.
6. A student has the right to withdraw from volunteer work, previously informing the Volunteer Supervisor and other volunteer members.

7. Withdrawal from volunteer work without a justified reason may cause the performed activities to not be considered in the volunteering summary.

## § 12

### PERFORMING AND DOCUMENTING VOLUNTEER WORK

1. A student interested in volunteer work must present the School Volunteer Supervisor with suggested activity prior to undertaking the activity and sign a declaration.
2. The declaration must be signed by the student's Supervisor and the Volunteer Supervisor.
3. When performing volunteer work, the student is obliged to regularly document all performed activities in written form (volunteering diary) or visually (films, photos etc.).
4. After concluding volunteer work, the student presents the Volunteer Supervisor with their individual documentation and /or certificates confirming the involvement of the volunteer in designated activities.
5. Verification of volunteer work is done by the Volunteer Supervisor based on documentation provided by the student as well as a conversation summarizing volunteer activities.
6. If volunteer work is performed outside of the School, the student is obliged to present a formal confirmation issued by the institution in which the volunteer work was performed.
7. The volunteer can receive the following for his activities:
  - a) Praise on the School forum,
  - b) Diploma for recognition.
8. Student activities considered volunteer work and complying with all requirements are reported on the end of year School certificate.

## § 13

### AREA OF ACTIVITY

1. Volunteering is aimed at activities exceeding internal School activities, family ties and friendships, it is selfless and free.
2. Areas of activity may include cooperation with volunteering centres or other organizations offering volunteer work for youths.
3. A student's individual initiative may be considered volunteer works as long as it has a regular and/or periodic character and has been accepted by the Volunteer Supervisor before initiating activity.

## CHAPTER 6

### TEACHER PROFILE

#### § 14

1. Objectives of the educational process set specific tasks for Teachers employed in the School. Every teacher becomes a home room tutor. In practice, this means that every teacher must have three essential character traits:

- a) authenticity,
- b) emotional maturity,
- c) empathy.

2. A teacher's authenticity means, that they actually experience the feelings they are manifesting, they profess the beliefs they express and their behaviour is in line with what they proclaim.

3. Emotional maturity is manifested in the fact, that the teacher gives each student acceptance and kindness, without engaging in personal likes and dislikes towards him/her.

4. Empathy is based on the ability to identify with the psyche of another person, participating and understanding their experiences.

#### § 15

1. Teachers employed at PLO, apart from substantive and formal requirements, must fulfil the criteria below:

- a) Be creative,
- b) Have personal dignity
- c) Be guided by personal ethics,
- d) Act with passion, kindness and willingness to change themselves and their surroundings for better.

2. Educational work, in the understanding of the founder and owner of the School, must go beyond formal authority and an award and penalty system and above all be based on mutual respect and trust in the student-teacher relationship.

3. PLO Teachers must be leaders helping Students to awaken intellectual needs, pro-social attitudes, empathy and the need to strive for self-realization.

4. Teachers should understand that the personality development process not only refers to Students but equally – teaching staff.

#### §16

### ROLE AND TASKS OF THE SCHOOL PSYCHOLOGIST

1. The School Psychologist:

- a) Supervises the implementation of the education and prevention programme, constituting Attachment No 2 to the Statute,
- b) Provides Students, parents and Teachers with psychological-pedagogical support in solving emotional and behavioural problems,
- c) Supervises adaptation of the education process to the psycho-physical abilities of Students,

- d) Supervises the implementation of recommendations from psychological evaluation reports, provided by the student's Guardian,
  - e) Conducts research and diagnosis of Students, including diagnosis of individual developmental and educational needs as well as psycho-physical abilities of Students, in order to determine the cause of educational failures and support student's strengths,
  - f) Diagnoses educational situations in the School in order to solve behavioural issues and support the development of Students,
  - g) Undertakes measures within the prevention of addiction and other problems of Students;
  - h) Minimizes the effects of developmental disorders, preventing behavioural disorders and initiating different forms of support, both within the School and non-School environment of Students,
  - i) Initiates and managing mediation and intervention activities in crisis situations,
  - j) Helps Teachers and guardians recognize and develop individual abilities, predispositions and talents of Students,
  - k) Supports Teachers, Home Room Tutors, educational groups and other specialists in providing psychological and pedagogical care, particularly by providing and discussing evaluation reports from psychological counselling centres and delivered by Guardians,
  - l) Provides education counselling in consideration of the Students individual abilities,
  - m) Holds psychological workshops,
  - n) Organizes and coordinates workshops, training and education/support meetings.
2. During student workshops, the content of which will be modified according to ongoing needs of the School community:
- a) Students gain practical skills in terms of functioning within a group, mutual relations, interpersonal skills as well as coping mechanisms for stressful and decision making processes,
  - b) Students perform exercises building empathy and strengthening self-esteem, they become familiar with various levels of communication, learn how to actively listen as well as break communication barriers,
  - c) topics discussed relate to aggression and its prevention, sources of prejudice, the influence of mass media on individual attitudes and decisions,
  - d) certain activities are dedicated to addiction prevention.
3. The School may organize psychological workshops for Teachers, held by the School Psychologist or other trainers-therapists.

## §17

### DIALOGUE WITH GUARDIANS

1. Close and constant cooperation with student Guardians is an extremely important issue.
2. The basic forms of contact include Parent-Teacher meetings and Open Days established in the School Calendar, as well as those set by Home Room Tutors and other Teachers. They serve primarily, to inform Guardians about how Students function and to strengthen cooperation with youths.
3. Three-way cooperation – Students, their Guardian and the School – allows any arising problems to be solved quickly.

4. Contact between the School and Guardians, apart from meetings in the School, is also maintained through email, the electronic register and via phone.

## §18

### TASKS OF THE HOME ROOM TUTOR

1. In order to care of Students, the Home Room Tutor should:
  - a) Take an interest in Students issues,
  - b) Support them in case of personal or group problems,
  - c) Resolve conflicts,
  - d) Care for mutual relations with Students,
  - e) Organize an educational environment,
  - f) Integrate the class team,
  - g) Be the spokesperson for Students in matters relating to the organization and course of lessons in the class,
  - h) Care for the regular attendance of Students to School and take an interest in the reasons for their absence,
  - i) Shape the right attitude to education and other Student obligations,
  - j) Inspire and support teamwork;
  - k) Analyse the reasons for educational failure and difficulties and plan countermeasures,
  - l) Organize joint trips, theatre, cinema outings and other events,
  - m) Hold educational and behaviour-related activities.
2. In terms of relations with Guardians, the Home Room Tutor should:
  - a) Maintain constant contact with them,
  - b) Hold class meetings,
  - c) Cooperate with Guardians in terms of identifying developmental and educational needs of Students,
  - d) Consult and establish actions and decisions relating to Students, with their Guardians,
  - e) Support them in solving behavioural problems,
  - f) Provide Guardians with information on the educational and behavioural progress and difficulties of Students, as well as any special talents.
3. The Home Room Tutor should manage all teaching documentation, including:
  - a) The electronic lesson register: enter Student information and that of their Guardians,
  - b) End of year School certificates and assessment sheets,
  - c) Mid-year and end-of-year grades,
  - d) Excuse absences from School,
  - e) Analyse attendance,
  - f) Assess the behaviour of Students in accordance with the binding assessment system,
  - g) Collect documentation connected with cooperation with Guardians: correspondence, minutes from meetings and phone conversations.

## **CHAPTER 7**

### **RULES OF OPERATION FOR THE STUDENT COUNCIL**

#### **§19**

##### **OPERATION OF THE STUDENT COUNCIL**

1. The Student Council comprises of all School Students, who choose their representatives for the Student Council Board, through an equal, secret and common vote. Every Student has the right to submit his candidacy for the Student Council Board.
2. The term of office for the Student Council Board is one year.
3. The Student Council Board passes its operating regulations, which have to be consistent with the Statute.

#### **§20**

##### **TASKS OF THE STUDENT COUNCIL**

1. The Student Council has the right to:
  - a) Review the decisions of the Head of School regarding deletion from the Student list,
  - b) Select a Teacher to be the mentor for the School Council,
  - c) Select an Ombudsman to represent Students and protect their rights in disputable situations between Students and Teachers or the Head of School,
  - d) Organize, in agreement with the Head of School, cultural, educational, entertainment, voluntary and sport activities in accordance with Student needs.
2. The Student Council is supported by the Head of School, supervising Teachers, remaining Teachers and other non-teaching staff. Needs declared by Students, their conclusions and suggestions are treated with respect and considered with due diligence and care.
3. Cooperation between Teachers and School staff with the Student Council should consider that the School shapes civic attitudes and its main goal is to educate people to be active participants of the national and global community.

## **CHAPTER 8**

### **THE ROLE OF LESSONS AND EXTRACURRICULAR ACTIVITIES IN IMPLEMENTING THE EDUCATION AND PREVENTIVE FUNCTION OF THE SCHOOL**

#### **§ 21**

## THE EDUCATIONAL FUNCTION OF LESSONS

1. Shaping an attitude of openness, reflectivity, insight and other characteristics of the IB learner profile continuously during lessons.
2. Students self-reflect their work and actions undertaken.
3. Managing the CAS programme – Creativity, Activity, Service – social activity and volunteering. This programme involves Students dedicating their time to organize and participate in cultural and sport events, as well as supportive and volunteering activities. CAS activities are documented by Students and subjected to written reflection.
4. All activities held by the School fulfil an educational function, for e.g.:
  - a) Developing a sense of patriotism, raising awareness of being a part of Europe and the world – Polish language lessons, foreign languages, social studies, history, safety education, geography;
  - b) Shaping aesthetic sensitivity – art lessons, Polish language lessons, foreign languages, theatre workshops, concerts organized within the School, attending exhibitions and art programmes prepared by Students;
  - c) Develop good habits in terms of a healthy lifestyle, care for one’s own body – biology lessons, physical education, chemistry, physics, foreign languages, classes with the School Psychologist;
  - d) Developing environmental sensitivity – biology lesson, chemistry, geography, ethics, foreign languages;
  - e) Teaching responsible life choices – ethics, religion, Polish language lessons, social studies, lessons with Home Room Tutors and the School Psychologist, teaching critical thinking, logical reasoning, data interpretation and conclusion – math lessons, history, physics, psychology.

### § 22

## THE ROLE OF EXTRACURRICULAR ACTIVITIES

School tradition involves the organization of a wide range of extracurricular activities - in order to care for the development of interests and hobbies of Students. “Green School” trips, theatre, Polish language and biology workshops, open air painting and photography, meetings with eminent individuals from the world of science, culture, politics, media, representatives of International organizations, such as UNICEF, organization of School debates is an ideal occasion to develop passion, reflect on changes occurring in the world, discovering new interests, enriching the personal development of young people. They also create the potential for establishing and strengthening interpersonal relations, find methods to cooperate in a group and create a chance to get to know oneself and build identity.

## CHAPTER 9

### EVALUATION

#### §23

1. The established programme is subject to systematic evaluation.

2. The goal of evaluation is to define the degree of implementation for specific programme tasks.

3. Evaluation methods:

- a) Observation of behaviour and activity of Students
- b) Analysis of information provided by Teachers and Students
- c) Analysis of Home Room Tutor reports regarding the implementation of education plans
- d) Analysis of information collected during Parent-Teacher meetings
- e) Evaluating the wellbeing of Students and Parents' satisfaction in terms of the School's educational function.

4. Evaluation tools: survey, interview, questionnaire. Notes, conclusions, new suggestions are analysed by the Teacher's Council and appraised by the Student Council.

5. Accepted changes are reported for implementation in the Education and Prevention Programme.

Warsaw, 01 September 2022

**ATTACHMENT NO 3  
TO THE STATUTE OF**

**PRYWATNE LICEUM OGÓLNOKSZTAŁCĄCE NR 32**

**REGULATIONS IN CLASSES OFFERING INTERNATIONAL  
BACCALAUREATE DIPLOMA PROGRAMME**

**CHAPTER 1**

**RULES OF ORGANIZATION FOR INTERNATIONAL CLASSES**

- §1 Prywatne Liceum Ogólnokształcące nr 32 im. Jeanna Monneta is a school authorized to implement the International Baccalaureate Diploma Programme (IBDP). The abbreviation used for classes following this programme is IBDP.
- §2 The School uses the name Monnet International School in any contacts with the International Baccalaureate Organization (hereinafter the IB).
- §3 The School is registered by the IB organization as World School No. 001483.
- §4 The IB with registered seat in Hague and the Mazovian Superintendent of Education exercise supervision over the International Baccalaureate classes in School No. 001483
- §5 English is the language of instruction in all IBDP subjects, except for languages (Polish, German, French and Spanish).
- §6 The IB Diploma Programme is organised and taught at the following levels:
1. Class III DP - Year 1 of the IB Diploma Programme - when Students study 6 chosen IBDP subjects.
  2. Class IV DP - Year 2 of the IB Diploma Programme - ending with the final IB exams.
  3. In exceptional cases the Head of School may decide to admit a Student to the so called 'zero year' (corresponding to class III DP). This applies to Students who joined the IBDP during the school year and Students from other educational systems who need to catch up with programme differences.

- §7 An IBDP Student shall study 6 subjects, selected from amongst 6 subject groups, out of which at least 3 and 4 at the most are studied on higher level (HL):
- Group 1 : Polish A SL/HL, English A Language and Literature SL/HL,
- Group 2: English B SL/HL, French B SL/HL, German B SL/HL, Spanish B SL, Spanish ab initio SL,
- Group 3: Geography SL/HL, History SL/HL, Economics SL/HL, Business Management SL/HL and Psychology SL/HL,
- Group 4: Biology SL/HL, Chemistry SL/HL, Physics SL/HL ,
- Group 5: Mathematics: Analysis and Approaches SL/HL and Mathematics: Applications and Interpretation SL ,
- Group 6: Visual Arts SL/HL or another subject chosen from groups 2-4, as well as participate in Theory of Knowledge (TOK) classes and perform responsibilities and duties related to the Creativity Activity Service (CAS) programme.
- §8 The teaching and learning process in IBDP classes is organised in accordance with the General Regulations Diploma Programme, Assessment Procedures and Subject Guides.
- §9
1. During the course of study, a Student may change a subject and/or level before September 25<sup>th</sup> of the first year of the programme, under the condition that the school timetable provides for such change and a subject group at the appropriate level has been formed.
  2. The above mentioned change requires the consent of the DP Coordinator and the Teachers involved.
  3. The Student shall make up for the syllabus differences on his/her own.
  4. The Teacher shall set the date for any testing exams.
  5. A Student may not change the subject or level after September 25<sup>th</sup>.
- §10 The following functions are appointed at the school:

1. DP Coordinator,
2. EE Manager,
3. CAS Coordinator.

## **CHAPTER 2**

### **DUTIES AND RESPONSIBILITIES OF COORDINATORS AND TEACHERS IN THE IBDP**

#### **§11 The DP Coordinator:**

1. Manages the pedagogical team following IBDP;
2. Organizes and manages DP pedagogical team meetings;
3. Coordinates and implements IBDP ,
4. Prepares and submits all documentation related to IBDP to the IB regional office,
5. Prepares all visits initiated by the IB or related to the implementation of the programme at the School,
6. Popularizes the ideas, principles and philosophy of the IB programme amongst the school community,
7. Monitors the current offer of IB workshops and provides the Head of School with a professional development schedule for DP Teachers,
8. Stores Student subject declarations,
9. Participates in workshops and conferences organized for DP Coordinators,
10. Participates in the recruitment process for DP Teachers,
11. Is a mentor for DP Students;
12. Organizes and manages workshops for DP Students and their parents,
13. Coordinates and manages the flow of information between PLO, Students, their Parents / Legal Guardians and the IB;
14. Oversees cooperation between DP Teachers, school staff and parents,
15. Obtains, stores and uploads the data necessary for the preparation and conduct of international baccalaureate examinations to IBIS;

16. Manages the organization of IBDP exams (internally and externally marked components),
17. Consults Teachers before preparing an internal DP Timetable for the School,
18. Visits and observes lessons conducted by DP Teachers,
19. Cooperates with PYP and MYP Coordinators of Monnet International School.

**§12** The Extended Essay (EE) Manager:

1. Ensures that the process of writing Extended Essays by Students conforms with formal IB guidelines;
2. Organizes and manages EE workshops for Students and Teachers
3. Ensures that Students chose an EE subject from subjects offered in the given examination session;
4. Ensures that each EE is supervised by a qualified MIS Teacher;
5. Explains and assists Students in meeting the formal requirements of the EE;
6. Ensures that general guidelines and information related to specific subjects as contained in the Extended Essay Guide and additional materials, are available to Students and Teachers supervising the EE;
7. Oversees the process of uploading EEs by Students.

**§13** The Creativity Activity Service (CAS) Coordinator:

1. Is responsible for informing Teachers about the principles of the CAS programme,
2. Organizes and manages workshops for IB Students and their parents,
3. Popularizes the ideas, principles and philosophy of the CAS programme amongst the school and local community,
4. Cooperates with the local community,
5. Cooperates with the DP Coordinator and the school administration,
6. Obtains, stores and uploads if necessary the data required for the completion of the CAS programme by students to IBIS,
7. Ensures Students are familiar with information necessary to complete the programme,

8. Presents Students with CAS Guide, necessary forms, expected achievements and principles of fulfilling the requirements of the programme,
9. Organizes meetings with Students from international classes,
10. Regularly monitors and assesses the progress of CAS projects done by Students,
11. Monitors Student documentation at least three times a year,
12. Informs parents about the progress/lack of progress of their children within the CAS programme,
13. Presents the DP Coordinator a full report on Student progress at least once during each evaluation period.

#### **§14 Rights and obligations of DP Teachers:**

1. A Teacher has the right to:
  - 1) Participate in workshops organized by IBO,
  - 2) Refuse to consult Student's work submitted after the deadline,
  - 3) Refuse to accept the supervision of the Extended Essay if the Student is not fulfilling his/her duties within a given subject.
  
2. A Teacher is obliged to:
  - 1) Teach his/her subject as set out in the Subject Guides,
  - 2) Participate in DP Teachers' meetings planned for the given school year,
  - 3) Visit the My IB website on regular basis and monitor publications related to his/her subject,
  - 4) Provide the DP Coordinator with the following, prior to the start of the school year:
    - written curriculum for two years for a given class and level (HL/SL),
    - subject-specific grading system,
    - assessments deadlines,

- 5) Present Students with a Subject Course Packet at the beginning of the school year and publish it on the school website. The Packet contains:
  - information on the material taught within a given subject (Subject Guide),
  - detailed information on the Internal Assessment including assessment criteria,
  - assessment deadlines,
  - rules for mid-year and end-of-year assessment (including conditions for improving grades),
- 6) mark Students` works within a designated time period (within two weeks after the work has been submitted),
- 7) check attendance, enter grades and topics into the electronic register on regular basis,
- 8) provide information on Student progress/problems to Parents/Guardians, particularly during Parent–Teacher meetings,
- 9) stick to deadlines, especially those set in the DP Timetable and school calendar,
- 10) cooperate with Home Room Tutors and the DP Coordinator,
- 11) make use of the anti-plagiarism programme purchased by the School,
- 12) diligently perform the duties of Extended Essay supervisor. It is expected that each Teacher shall supervise up to 4 Extended Essays.

### **CHAPTER 3**

#### **ADMISSION PROCEDURES - 4-YEAR SECONDARY SCHOOL**

**§15** Admission procedures to class III DP implementing the IBDP for PLO Students

1. The admission process to class III, for PLO Students begins in class II pre-DP and includes:
  - 1) Obtaining recommendations from Teachers of three subjects, which the Student wants to take on higher level (HL);

- 2) In the case of Mathematics: Analysis and Approaches, Spanish B, French B and German B – obtaining a recommendation from Teachers of the aforementioned subjects even if the Student wants to take them on SL level;
  - 3) Obtaining a recommendation from the English Language Teacher;
  - 4) In case of Business Management or Economics – obtaining a recommendation from the Business Studies Teacher;
  - 5) An admission interview;
  - 6) Attendance analysis, where a minimum of 80% attendance is required.
2. Students can receive recommendation for HL subjects if they get at least grade 5 from the given subject, at the end of I pre-DP class and the end of term I in class II pre-DP.
  3. Students, who want to obtain a recommendation for English A HL and SL and English B HL, must get a grade 5 or 6 from English and Academic Writing at the end of term I in class II pre-DP. Students, who want to obtain a recommendation for English B HL must get at least grade 4 from Academic Writing or English. For Polish A HL a recommendation is required from Polish and Poetics (if this subject is available in the given class).
  4. Students, who want to obtain a recommendation for Spanish B SL, French B SL, German B SL must get a grade 5 or higher for the end of term I in class II pre-DP from Spanish/German/French. Students, who want to obtain a recommendation for French B HL, German B HL must get a grade 6 for the end of the year from French/German.
  5. A condition for obtaining a recommendation from Mathematics:  
 In pre-DP classes Mathematics is taught on both standard (Mathematics: Core) and extended (Mathematics: Extended) level. Additionally, an intermediate (Mathematics: Mediate) group can be created.  
 Students attending Mathematics: Core do not require a recommendation for Mathematics: Applications and Interpretation SL.  
 Students attending Mathematics: Core, who want to obtain a recommendation for Mathematics: Analysis and Approaches SL, must get grade 6 at the end of term I in class II pre-DP. Students attending Mathematics: Mediate, who want to obtain a

recommendation for Mathematics: Analysis and Approaches SL, must get a grade 5 or higher at the end of term I in class II pre-DP.

Students attending Mathematics: Extended, who want to obtain a recommendation for Mathematics: Analysis and Approaches SL, must get at least grade 4 at the end of term I in class II pre-DP.

Students attending Mathematics: Extended, who want to obtain a recommendation for Mathematics: Analysis and Approaches HL, must get at least grade 5 at the end of term I in class II pre-DP.

6. A condition for obtaining a recommendation for Visual Arts – HL / SL – is attending the extra-curricular art class in II pre-DP class and getting at least grade 5 at the end of I pre-DP class and the end of term I in class II pre-DP.

7. A condition for obtaining a recommendation is getting at least a very good grade from behaviour at the end of class I pre-DP and the end of term I in class II pre-DP.

8. The recommendation is maintained, if the Student's grades and attendance are not lower at the end of class II pre-DP.

9. A Student who does not obtain recommendation for a chosen subject or a Student who wants to take Psychology HL, takes the exam from the given subject along with other, external PLO candidates in accordance with the terms and conditions defined in §16 of the Statute.

## **§16 Admission procedures to class I DP for External Students**

1. The admission process for Students, who do not comply with the terms defined in §15 of the Statute, includes:

- a) Written exam from English (A or B) as well as from three subjects, which the Student wants to take on higher level (HL) – subject to the reservation that Mathematics: Analysis and Approaches, French B, German B, Spanish B require an exam at both SL and HL level;

The required levels for particular languages is as follows: the entrance exam for English B SL and HL – level C1; English A Language and Literature SL and HL –

level C2; French B SL, German B SL and Spanish B SL – level B2 whereas French B HL and German B HL – level C1.

- b) Admission interview;
  - c) Analysis of grades received at the end of class I pre-DP and mid-year grades received at the end of the first term in class II pre-DP, of the secondary school the candidate attended.
2. In particular cases, the Head of School may exempt a candidate from all or part of the admission process.
  3. The Head of School exempts candidates from specific exams if:
    - 1) They are laureates or finalists in subject competitions;
    - 2) They hold a language certificate confirming their knowledge of English at an advanced level – Certificate in Advanced English (CAE) with grade A or B or at a proficient level - Certificate of Proficiency in English (CPE) (exemption from English language exam).

## **CHAPTER 4**

### **ASSESSMENT IN IBDP CLASSES**

**§17** 1. Assessment aims to:

1. Inform Students about their educational achievements,
  2. Support Students in their development,
  3. Motivate Students to work,
  4. Provide Parents/Legal guardians and Teachers with feedback on educational achievements (progress and difficulties).
2. Assessment follows criteria defined by the IB and covers the following:
    1. on-going assessment,
    2. giving mid-year and end-of-year grades from subjects taken by a Student, within the scale of 1-7,
    3. giving predicted grades from subjects by the deadline set in the DP Timetable,

4. defining the terms and conditions according to which information on Student progress and difficulties shall be communicated to Parents/Legal guardians.

3. A grade shows the level of compliance with programme requirements.

**§18** 1. At the beginning of the school year Teachers present Students with Subject Guides and the material they intend to cover in a given school year.

2. At the beginning of the school year Teachers inform Parents/Legal guardians about:

- 1) educational requirements and assessment criteria defined by the IB,
- 2) methods of checking Students' educational achievements.

3. Grades are available both to Students and their Parents/Legal guardians, with the exception of grades for internally assessed examination components (Internal Assessment).

4. Assessed and graded written work will be made available to Students for review.

**§19.1.** Component grades, mid-year/end-of-year grades and predicted grades from subjects are given according to the following scale:

7 - excellent

6- very good

5 -good

4 - satisfactory

3 - mediocre

2 -poor

1 - very poor

2.Grades for Extended Essay are given according to the following scale:

A-excellent

B-good

C - satisfactory

D - mediocre

E – elementary (failing condition)

3. Component grades are entered into the electronic register as digits.

4. Information about Students' progress and achievements is provided to Students on regular basis, to Parents/Legal guardians during Parent-Teacher meetings held in

accordance with a schedule prepared by the Head of School, during individual meetings and via the electronic register.

5. Student work subject to assessment includes:

1) written tests:

- a) quizzes
- b) tests
- c) mock exams
- d) essays

2) engagement in tasks done during lessons

3) project work

4) homework

5) presentations

6) other forms provided for in internal and external assessment .

**§20** At the end of the school year, Students receive:

1) class III DP ;

a) certificate in English with grades in the IB scale,

b) a certificate confirming graduation from class III DP with IBDP grades converted into Polish grades as follows:

IB grade	Polish grade
1	unsatisfactory
2	unsatisfactory
3	satisfactory
4	mediocre
5	good
6	very good
7	excellent

2) class IV DP:

a) Certificate in English on the completion of the IB Diploma Programme along with predicted grades in the IBDP scale.

**§21** 1. Detailed assessment criteria are included in Subject Guides.

**§22** Regulations concerning tests/exams and written assignments:

1. a test covering one or more topics should be announced at least a week before its date,
2. if a Student cannot take a test due to unforeseen circumstances (excused absence), he/she is obliged to do so at a later date agreed with the Teacher (unless the Teacher decides otherwise), however, not later than within two weeks of the original test date,
3. if a Student does not meet the deadline of any assignment due to an unjustified reason, the Teacher has the right to give grade 1 for this assignment,
4. unexcused Student absence during a test constitutes grounds for grade 1 from this test,
5. if a Student cannot deliver his work by the designated deadline (applies to all subjects) due to unforeseen circumstances he/she should do so within two weeks of the original date,
6. a Teacher may refuse to consult the work of a Student who does not meet the deadline for unjustified reasons,
7. a Student who does not take internally assessed examination components on a designated time receive 0 points from a given component,
8. in specific circumstances confirmed by documentation (emergency situation or illness preventing the Student from attending the exam) it is possible to set an additional date – this is decided by the DP Coordinator in agreement with the subject Teacher,
9. if a Student is absent from a lesson, it is his/her obligation to catch up on the material covered during that lesson, get information about homework and any deadlines for assignments,
10. a Teacher is not obliged to prepare material in advance, for Students whose absence is planned by Parents /Legal guardians,

11. each classification period ends with an examination session (MOCK EXAMS),
12. the grade for the examination session constitutes 30% of the mid-year or end-of-year grade,
13. failing to take the exam on the scheduled date results in getting 0 points for a given examination paper,
14. absence on all Examination Papers from the given subject during the exam session results in setting a grade according to the formula: average grade for the given semester x 0,7.

**§23** CAS is an obligatory element of IBDP. In order to continue education in Year 2 of Diploma Programme students of Year 1 must fulfil all requirements set by CAS Coordinator for Year 1 and must obtain a “pass” from the CAS Coordinator .

**§24 1.** Assessment procedures:

1. The mid-year grade in class III DP / II DP (3-year secondary school) and IV DP / III (3-year secondary school) as well as the end-of-year grade in class III DP / II DP (3-year secondary school) is given on the basis of at least 8 component grades, the end-of-year grade in class IV DP / III DP (3-year secondary school) can be given based on a smaller number of component grades,
2. Grades should be systematically entered into the electronic register (on the day they are given),
3. Detailed assessment criteria as well as any regulations for how many times a Student may report being “unprepared” for a lesson, are defined by subject Teachers,

**§25** At the beginning of the school year, subject Teachers present the information on how a low grade from their subject may be improved.

**§26** The principles of getting Creativity, Activity, Service credited

- 1) in order to complete CAS a Student must:
  - a) be continuously involved in CAS experiences for at least 18 months,
  - b) perform CAS experiences approved by the CAS Coordinator and confirmed with CAS Coordinator`s signature on appropriate forms,

- c) have a portfolio containing different kinds of proofs confirming participation in CAS experiences,
  - d) have a portfolio in which there is a note documenting each CAS experience on an on-going basis as well as a final summary,
  - e) explain in the portfolio which of the programme`s 7 learning outcomes has been attained during the involvement in each of the experiences with justification,
  - f) correctly fill out and supply all the required forms by the set deadline,
  - g) document involvement in CAS experiences in different forms, particularly through:
    - collecting diplomas, certificates, photographs, etc.,
    - obtaining signatures of people supervising given activities.
  - h) participate in CAS meetings,
  - i) supply in a timely manner proofs of completion of given stages of the programme which are specified at the beginning of the year and in particular present the portfolio and forms for review,
  - j) participate in at least one CAS project,
  - k) get a “pass” from the CAS session at the end of each classification period, after presenting the achievements from the previous evaluation period,
  - l) while performing CAS activities seek to develop the features stated in the IB learner profile,
- 2) if it is determined (both during the winter and summer session) that a Student will not be able to meet the above CAS requirements at the end of the CAS programme (especially continuous involvement for at least 18 months), CAS Coordinator may consider a re-take pointless and deny the possibility to do so,
  - 3) failing to get a “pass” during the winter session makes it necessary for the Student to make up for any shortcomings and attempt to get a “pass” again within two months,
  - 4) failing to get a “pass” during the summer session makes it necessary for the Student to make up for any shortcomings and attempt to get a “pass” again in the last week of August,
  - 5) Failing to get a “pass” for CAS in both sessions excludes the Student from IBDP.

**§27 1.**Continuation of education in class IV DP.

- 1) A Student may continue education in class IV DP at PLO 32, if he/she obtained at least 24 points within the IB scale from subjects studied in class III DP, including 12 points from HL subjects, (see General Regulations - Diploma Programme), passed TOK and CAS, met all deadlines for writing EE and IAs and had at least 80% attendance in class III DP.
- 2) A Student who has not met the above requirements, may re-take an exam from one subject in the last week of August. A re-take exam has written form and covers all material done in a given school year. The exam is prepared and marked by the subject Teacher.

**2.** Appeal against a mid-year/end-of-year grade:

- 1) Parents/Legal guardians may appeal against a grade from a given subject within 7 days of it being established/failing to pass CAS, if:
  - a) the Teacher failed to acquaint the Student with general assessment criteria,
  - b) the Teacher did not notify the Student about the grade within a designated time limit (two days before the planned Teachers' Council classification meeting).
- 2) Parents / Legal guardians do not have the right to appeal against a grade from a given subject, if during the school year the Parent / Legal guardian has not shown any interest in the child's progress (has not logged into the electronic register, missed Parent-Teacher meetings, has not contacted subject Teachers).

**§28** Regulations on informing Students and Parents about academic progress.

- 1) Grades are available to Students and their Parents/Legal guardians. The Student is informed about the grade the moment it is entered into the electronic register.
- 2) A month before the Teachers' Council classification meeting, Teachers inform Students about any possible failing grades by entering them into the electronic register.
- 3) Parents or Legal guardians are informed about Student academic progress during Parent-Teacher meetings, dates of which are announced at the beginning of the school year in the school calendar.

**§29** Conditions for registering Students for the final IB exams.

- 1) A Student should meet all deadlines for submitting work, set by the School and Teachers.
- 2) Failing to meet deadlines set in the DP Timetable shall result in not registering a Student or withdrawing him/her from the examination session.
- 3) Students of class IV DP are obliged to write an Extended Essay and the TOK essay.
- 4) Student registration for the examination session starts on November 4<sup>th</sup>. The registration prerequisites are as follows:
  - a) Providing the DP Coordinator with a form signed by the Student and containing: the list of subjects and levels studied, Extended Essay subject, Teachers' signatures confirming that formal requirements for each subject have been met, signatures of the CAS Coordinator and the TOK Teacher,
  - b) supplying the DP Coordinator with a copy of the identity card or passport with personal information (date and place of birth, nationality, etc.),
  - c) payment of the examination fee in line with the principles defined in the education agreement, concluded between the Parents and the School,
  - d) submitting the final version of EE to the supervising teacher.

**§30** The dates and terms of final IBDP examinations.

- 1) In order to complete CAS a Student needs to submit documentation by March 30<sup>th</sup>.
- 2) By April 15<sup>th</sup> the school presents the timetable of IBDP final examinations.
- 3) Obligatory classes end in April with end-of-year classification.
- 4) Final IBDP examinations are carried out in May in line with the principles set by the IB.
- 5) The IB shall publish the results of final IBDP examinations on its website and make them available to Students taking the exams on July 6<sup>th</sup>. Access codes are given to Students before the upload of TOK essays and Extended Essays.
- 6) The IB sends diplomas and certificates to schools by the end of August.

7) A Student who failed the final IBDP exam /wants to improve his/her grades may retake the exam from one or more subjects in two more examination sessions providing that:

- a) the Student obtains consent for registration from the Head of the School organising the retake examination session,
  - b) he/she meets the deadline for registering as a Retake Candidate,
  - c) the Student pays the registration fee.
- 8) The Student shall be solely responsible for any actions undertaken when applying to universities.

Warsaw, 1<sup>st</sup> September 2022.

**ATTACHMENT NO 4**  
**TO THE STATUTE OF**  
**PRYWATNE LICEUM OGÓLNOKSZTAŁCĄCEGO NR 32**

**BEHAVIOUR POLICY**

**CHAPTER 1**  
**SCHOOL PHILOSOPHY**

**§1** Good behaviour facilitates effective teaching and learning. In Monnet International School we aim to create a welcoming and caring environment where relationships are based on respect and to develop a positive self-esteem and high self-confidence in each student. The teachers and staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the students and to their wellbeing while in school.

The School Mission and IB Learner Profile is binding in the School.

**CHAPTER 2**  
**RIGHTS AND RESPONSIBILITIES OF STUDENTS**

**§2 Rights of Students:**

- 1) All students have the right to work in an environment which enables them to learn.
- 2) All students have the right to be treated respectfully and courteously.
- 3) All students have the right to work in a safe and clean environment.

**§3 Responsibilities**

For their rights to be maintained students have to take on the responsibility of following the rules. If they break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

**§4 1. Acceptable behaviour**

1. The School encourages Students to:
  - 1) try hard to develop their potential;
  - 2) Be kind and speak politely to everyone in the school community;
  - 3) Respect other people, their possessions and school property;

- 4) Be helpful to others;
- 5) Ask teachers or staff for help if they need it;
- 6) Accept responsibility for the things they do.

**§5 1. Unacceptable behaviour:**

- 1) Use of or possession of drugs and alcohol on school premises and in the vicinity;
- 2) Bringing dangerous items into the School;
- 3) Smoking cigarettes on school premises and in the vicinity;
- 4) Lack of respect for teachers, staff and other students;
- 5) Serious threats of and actual violence;
- 6) Threatening behaviour including bullying;
- 7) Deliberate disobedience;
- 8) Racist, sexist or homophobic comments;
- 9) Deliberate vandalism of school property.

**§6 Misbehaviour**

The School has defined 2 levels of Unacceptable Behaviour: Minor and Major Misbehaviour. The lists below are not an exhaustive but they do show the types of behaviour which are considered to be unacceptable.

**1. Minor acts of Misbehaviour (examples)**

- 1) keeping mobile phones and other electronic devices on, during class times;
- 2) eating and drinking beverages during class times;

**2. Major acts of Misbehaviour (examples)**

- 1) use of or possession of drugs or alcohol on school premises and in the vicinity;
- 2) Bringing dangerous items into the School
- 3) Smoking cigarettes on school premises and in the vicinity;
- 4) talking to a teacher in a disrespectful or rude way;
- 5) disrupting a class, making it difficult for the teacher to teach or other students to learn;
- 6) leaving the classroom or the school without permission;
- 7) not doing what a teacher has asked to be done;

- 8) serious threats of and actual violence;
- 9) threatening behaviour including bullying;
- 10) damaging School property or that belonging to another student or member of staff;
- 11) displaying any form of racist behaviour.

## **§7 Procedures for dealing with misbehaviour**

### **1. Minor Acts of Misbehaviour:**

- 1) First offence - the teacher informs the home room/form teacher - a verbal reprimand and a reminder of the expected behaviour from the Home Room Tutor (upomnienie od wychowawcy). (Incident Report is made by the homeroom/form teacher);
- 2) Second offence - the Home Room Tutor notifies the Head of school - a written warning from the Home Room Tutor (nagana od wychowawcy) . (Incident Report is made by the Home Room Tutor);
- 3) In the case of repeated occurrences of minor misbehaviour by a pupil - the Student and his/her Parents will be invited to the School to meet the Head of School and the School Psychologist – the Head of school will give a written warning (upomnienie Dyrektora) to Parents about the consequences of further misbehaviour from the pupil;
- 4) If occurrences of misbehaviour continue –final warning of the Head of School. (pisemna nagana Dyrektora szkoły);
- 5) On continued persistency in misbehaviour from the student– expulsion from school. (skreślenie z listy uczniów).

### **2. Major acts of Misbehaviour**

- 1) In the case of major acts of misbehaviour - the Student and his/her Parents will be immediately invited to the School to meet the Head of School and the School Psychologist – the Head of school will give a written warning (upomnienie Dyrektora) to Parents about the consequences of further misbehaviour from the pupil;
- 2) If occurrences of major acts of misbehaviour continue –Final Warning of the Head of School (pisemna nagana Dyrektora szkoły);
- 3) On continued persistency in major acts of misbehaviour from the pupil – expulsion from School (skreślenie z listy uczniów).

**§8** In the event of a major violation of the behaviour policy, the Student may be expelled without a previous, written warning from the Head of School.