



THE STATUTE

OF

THE AMERICAN ELEMENTARY SCHOOL OF GDYNIA

WITH ENGLISH

AS A LANGUAGE OF INSTRUCTION.

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General provisions

§ 1

1. The school's name is the American Elementary School of Gdynia with English as a Language of Instruction, which is hereinafter referred to as the AES or the School. The School is based at 41 Łowicka Street, 81-504 Gdynia, Poland.

§ 2

1. Pursuant to the Act, Law on Education dated 14 December 2016 (uniform text Journal of Laws 2017, No. 250, item 59), Article 18 – the School is an eight-year elementary school, where during the last year of education the eighth-grade student examination is conducted. The School runs a pre-school unit.

§ 3

1. The American Elementary School of Gdynia is run by the administrative organ of the School, the American- Polish Educational Association, hereinafter referred to as the APEA, located in Gdynia, 41 Łowicka Street, represented by the Board of the APEA.
2. Pedagogical supervision over the School is exercised by the Pomeranian School Superintendent from Gdańsk.

§ 4

1. The School can function independently or in the organisational unit governed by the American-Polish Educational Association in accordance with the order of the Minister of National Education.

§ 5

1. The School conducts its classes in its location at 41 Łowicka Street, Gdynia.
2. Classes can also take place outside the school building and specific premises (a swimming pool, gym halls, art gallery workshop rooms, and others), ensured by the school or indicated by the class organizer.

§6

1. Education at the School is paid in congruence with the terms of payment accepted by the Board of APEA and signed annually by parents.

§7

1. The School uses an elongate stamp with the name of the school, American Elementary School, and the emblem of the Republic of Poland.

§8

1. The School provides instruction in Polish and English.

Chapter II

Main Objectives of the American Elementary School of Gdynia.

§9

1. The primary goal guaranteed by the Statute is to provide students with the best elementary education, supporting their development optimally to their psychological, physical, and developmental potential.

§10

1. The aim of the School is to provide the students with the potential opportunities for individual development, preparation for their active participation in social life, as well as preparing them for carefully chosen further education.
2. The objectives of the American Elementary School have been clearly and carefully stated in the School's Mission Statement.

The School's Mission Statement.

§11

1. The American Elementary School in Gdynia is an English-language school dedicated to offering the best of the American and international educational traditions. We provide a safe and friendly learning environment, small class sizes and a faculty and

staff that emphasize inquiry, problem solving, collaboration and reflection on the learning process.

a) Vision:

The vision of the American Elementary School in Gdynia is to be an English-language international school that is respected as an institution for our focus on academic excellence, our caring and nurturing environment and our recognition of the individuality of each of our students.

b) Mission:

The mission of the American Elementary School in Gdynia is to ensure that we expand our students' horizons as we help them develop their creativity, critical thinking, problem solving and communication skills; to encourage them to become independent and reflective life-long learners who are also risk takers actively engaged in their own learning; and to help them become compassionate and responsible global citizens prepared to successfully meet the challenges of the next stage of their lives in a world that is undergoing rapid and unpredictable changes.

c) Beliefs:

At the American Elementary School in Gdynia, we believe that:

- every student is an individual and that we must be sensitive to the needs of a variety of learning styles,
- teachers must attend to the multiple intelligences of our students in order to encourage exploration, spur creativity and foster deep understanding,
- the holistic program of education allows our students to acquire the knowledge and achieve very good results in learning, as well as develop the interpersonal skills and confidence arising from the individual abilities that they possess,
- a dynamic, challenging and engaging program of learning allows our young people to acquire knowledge and academic skills as well as develop interpersonal skills and confidence according to their individual potential,
- children prosper in an environment that offers support, encouragement and nurturing,

- it is important to model values that encourage our students to have respect for and appreciation of the diversity of cultures, traditions and people from all over the world and thereby become responsible and compassionate global citizens,
- it is our responsibility to challenge students to discover and develop their potential,
- the assessment should reflect the diversity of intelligences and learning styles in our classroom,
- the education of children is a shared responsibility between students, teachers, and parents,
- learning is a life-long process.

d) The Graduate's Profile:

Teachers, students and parents, working in partnership, ensure that the graduates of our school:

- strive for academic excellence,
- are independent learners with the skills of critical thought that are necessary for problem solving and decision making,
- welcome inquiry and exploration and are ready to take on new challenges,
- he /she should be able to assess and understand their strengths and weaknesses in respect to the achievements, life and place in the world,
- reflect on the learning process, their lives and their place in the world;
- are confident, self-assured individuals who respect the dignity and worth in themselves and others as well as the natural environment including plant and animal life.
- have communication skills that allow them to express themselves freely and effectively,
- develop intellectually, physically, emotionally, socially, and ethically with an understanding that we all have a responsibility to each other, particularly those less fortunate.
- think globally and act locally by being involved in charitable actions for the benefit of the local community.
- have a joy and passion for life-long learning.

§12

1. The duties and responsibilities of the school and the ways they are issued are comprised in the school documentation, that is:
 - a. The School Grading System- which constitutes the integral part of the School Statute,
 - b. The School Pedagogical Programme- appendix 1,
 - c. The Health and Hygiene Prophylactic Programme- appendix 2,
 - d. The Teachers Council Regulations- appendix 3,
 - e. The Students Council Regulations- appendix 4,
 - f. The Scholarship Regulations- appendix 5.

Chapter III **The School Bodies**

§ 13

The American Elementary School of Gdynia consists of the following organs:

- a) a Principal;
- b) a board of teachers- Teachers Council;
- c) a board of students- Students Council;
- d) a board of parents (legal minders) - Parents Council.

The Principal of the AES

§ 14

1. The School operations are managed by the Principal under the supervision of the governing authority and the pedagogic supervision body, in accordance with the provisions and requirements of the Act, Law on Education dated 14 December 2016 (uniform text Journal of Laws 2017, item 59) and the regulations of the competent minister.

2. The School Principal is responsible for overall didactic and pedagogical matters, supervision, formulation of documents concerning the School programme, the duties stated by

the educational law, the School's Statute and school management rules according to the following rules:

a. the regulations of the competition for the Principal of the AES are approved by the Board of the American-Polish Educational Association.

b. the Principal has the right to make independent decisions related to the terms of employment and application to employ or dismiss the School employees, organizing the School's didactic and pedagogical functioning in accordance to the educational law and the Board's decisions concerning the School's budget.

c. the Principal is responsible for planning the school year, which includes:

- preparation of teachers' and other pedagogical staff range of duties, as well as his own deputy's,
- the number of hours of individual teachers in particular grades,
- teachers' duties in reference to organizing school events in a given school year,
- a weekly schedule of the school classes,
- financial planning within the APEA budget planning.

d. the Principal of AES in particular:

- shall be responsible for observing of the Act, the Law on Education,
- accepts the curricula based on the binding basic framework (the minimum curriculum) approved by the Ministry of Education for elementary schools and extended by the AES programme,
- shall exercise pedagogic supervision,,
- accepts students to school according to the regulations in the Statute,
- takes care about the students, providing them with the best opportunities to succeed, excel and develop,
- organises the employees' professional qualifications promotion, as well as methodological consulting taking into account the aims and the statute goals of the School,
- ensures a proper realization of the Teachers Council resolutions,
- cooperates with the Students Council and the Parents Council,
- has the right to participate in every meeting summoned by the teachers and other school bodies,
- shall be responsible for the formulation of documents concerning the School programme,
- shall be responsible for the proper organisation and course of the eighth-grade student examination.

e. the Principal is obliged to present the final conclusions of the pedagogical supervision in front of the Teachers Council at least once a year as well as overall information concerning the School's functioning.

f. the Principal is the manager of the institution employing teachers and other staff members.

3. A Principal can appoint his or her plenipotentiaries, delegating a specific range of responsibilities.

4. The position of a Principal's deputy can be created at School whose obligations would comprise:

a. presenting to the School principal a suggested plan of managing the School, under the condition that the positions of the teachers must be approved by the headmaster, the range of duties of other staff members stays within the competence of the principal,

b. planning the school year organization and its realisation including:

- an annual academic and pedagogical programme,

- a weekly timetable,

- a plan of supervising the realisation of the School's didactic and pedagogical objectives,

c. pedagogical supervision over the School,

d. representing the School in front of supervision institutions,

e. cooperation with all the School bodies,

f. formulation and supervision to School documentation concerning the School programmes,

g. organizing and performing the external examinations,

h. organisation of the teachers' professional development as well as the current pedagogical and didactic work, which includes:

- providing support to the apprentices and trainees,

- organizing the self-study or specific task-oriented teams,

- detailed internal assessment of the teacher's work,

- organizing substitution schedules.

i. substituting the School principal during his or her absence, including the position of the chairperson of the Teachers Council.

The Teachers' Council

§15

1. The Teachers' Council is a collective body whose main objective is the realisation of the statute goals concerning education, pedagogy, and tutelage.
2. The Teachers' Council constitutes of all pedagogical staff employed at School, regardless of how long they work with the School and what is their work time scope.
3. The Chairperson of the Teachers' Council is the School Principal.
4. The Teachers' Council's sittings are organized before the beginning of a school year, at the end of each semester in case of students' classification and promotion, at the end of the school year and occasionally, if there is such a need, in case of any instances of the School's functioning. The meetings can be summoned by the pedagogical superintendent, the president of the School organ (APEA) or at least one third of all the members of the Teachers Council.
5. The Teachers' Council members are authorised to:
 - a. approve the school work schedules, curricula, the School Pedagogical and Health and Hygiene Prophylactic Programmes,
 - b. approve students' academic results, classify and promote them,
 - c. adopt resolutions on innovations and pedagogical experiments,
 - d. plan a teachers' professional development schedule,
 - e. pass a resolution to cross out a student from the School enrolment list,
 - f. solve problems of pedagogical and didactic nature,
 - g. form self-study as well as various task-oriented teams in order to follow the plan drawn by the School Principal or the Teachers Council,
 - h. set and follow regulations of its activities,
 - i. pass a resolution on changes and corrections in the School Statute having consulted the organ of the School (APEA).
6. The Teachers Council can voice the need of dismissing a teacher with the managing position. In such a case the School running organ (APEA) is obliged to start an investigation

and inform the Teachers Council about its outcomes within 14 days from submitting a petition.

7. The Teachers' Council resolutions shall normally be passed by a majority vote, in presence of minimum fifty percent of the Council members. The Teachers Council sets its Regulations. All the sittings shall be minuted.

8. The teachers are obliged to conceal any instance which might violate the good of students, parents, teachers, other staff members, or the School's good reputation.

The Students' Council

§16

1. The Students' Council is a collective body composed of all the students of the School.

2. The election rules of the Students' Council organs and its rules of conduct shall be determined in the set of regulations voted on by the students. The Students Council is the only representative of all the students.

3. The Students' Council Board is elected from all the grades, with the provision that the early education grades members do not have to participate in all the activities initiated by the Council and to carry out the necessary obligations.

4. The structure and election rules of the Students' Council organs and its rules of conduct are described by the Dean of Students and the students in the set of rules, which is called the Students' Council Regulations.

5. The Dean of Students is obliged to ensure that all the rules are in congruence with the legal regulations.

6. The Students' Council can present in front of the Teachers' Council as well as the School Principal conclusions and opinions concerning all the School matters, in particular those which refer to realisation of the basic students' rights, such as

- a. the right to acquaint with the contents of a teaching programme,
- b. the right to unconcealed assessment of educational process and conduct,

- c. the right to organise cultural, educational and entertainment enterprise, corresponding to individual needs and capabilities, with the principal's consideration and consent,
- d. the right to issue a school periodical,
- e. the right to choose a teacher for the position of the Dean of Students.

The Parents' Council

§17

1. In the School the Parents' Council may be appointed that constitutes a representation of the students' parents. The Parents' Council is a body supporting the School. The way of appointing of the Parents' Council and the rules of its operation are determined by the rules worked out thereby, which cannot be contradictory to the School's Articles and shall be agreed with the Principal.

2. The Parents' Council:

- a. supports the parents' cooperation with the School and its Statute rules of conduct,
- b. passes in agreement with the Teachers Council the education-prophylactic program, referred to in Article 26,
- c. can generate financial means in order to support the School's Statute functioning, as well as to organises financial help in case of students in need.

3. The Parents' Council does not have the rights provided for in Article 86.1 of the Act on Education System.

The Rights and Responsibilities of a Parent or a Legal Guardian.

§18

1. A parent (or legal guardian) has the following rights:

- a. the right to the respect of their opinions, property and bodily sphere,
- b. the right to reliable, current information concerning the School and their child's progress: their achievements, successes, the school work assessment, as well as information about any cognitive or educational difficulties or dysfunctions,
- c. the right to participate in any form of school life,

- d. the right to have their opinions or remarks concerning the School or its bodies' functioning, voicing them directly to the Principal or the Parents' Council,
- e. the right to support the undertakings of any other School organs or those of the students'.
- f. the right to work for the benefit of the School,
- g. the right to represent the parents in front of the School organs.

2. A parent (or legal guardian) is obliged to:

- a. support their child in the conscientious fulfilling of the duties of a student,
- b. respect and follow the internal School Regulations such as:
 - the Statute of the AES,
 - organizational school rules, particularly those that concern rules of bringing children to school, picking them up from school and leaving the school building without adults' supervision.
- c. participate in the Parent-Teacher conferences allowing them to supervise their child's progress in education and behaviour,
- d. take care of the child's health by not bringing a child to school with the visible symptoms of an illness or in the stage of invisible illness that would pose a danger to other students,
- e. to create an environment which enhances mutual understanding and cooperation in a friendly community of parents, students and teachers,
- f. issue a regular, prompt payment in conformity with the Rules of Tuition Fee Payment stated in the contract between the parent and the American Elementary School of Gdynia.
- g. the parent or legal guardian shall not violate the good name of the School by their behaviour, cause anxiety or disintegration in the school community environment,
- h. to be financially responsible for any potential school property damage caused by their child.

Cooperation of the School Bodies

§19

1. All the School Bodies mutually cooperate, setting detailed regulations and programmes in conformity with the School Statute. Any other activity in the school grounds, not regulated by the School Statute must be consulted with the Principal.

2. The cooperation of the School Bodies is based on the following principles:

- a. they ensure each organ the possibility of unstrained functioning and reaching decisions within their respective competence,
- b. they enable looking for solutions to various, difficult conflict-prone situations within their respective competence,
- c. they ensure ongoing communication among one another about decisions or undertakings recently pursued, as well as enable discussing, consulting and advising on the matters.

3. The Parents' Council can meet with the School Principal, his or her deputy, a school psychologist and the extra-activity room and other faculty members as often as necessary, at least once a year.

4. The Teachers' Council meetings take place following a schedule set in September.

5. The method of communication for the School bodies is posting the essential information on the information boards, as well as the internet register and the School website. The most important decisions are announced by the Principal, (those that refer to the meetings with the Parent Council) or the Dean of Students, (those that refer to the outcomes of the Student Council meetings), in front of the Teachers Council.

Ways of Solving Problems

§20

1. Any conflicts which refer to the School organs are resolved during discussion the party involved with the School Principal.

2. Complaints, applications, and opinions may also be submitted in a written form. The School Principal is obliged to assign the date of a meeting not later than seven days from receiving a letter. Depending on the issue in question, the Principal may invite other participants to the meeting, such as a School psychologist, a homeroom teacher, and representatives of the School organs.

3. The School Principal may answer the written complaints or applications within 14 days from receiving them.

4. The conflict between a teacher and a student is resolved by:
 - a. a homeroom teacher- in case of a conflict between the teachers teaching in a given grade and the students from this grade,
 - b. a School Psychologist – in case of a failure in resolving the conflict by a homeroom or if the conflict refers to the student’s relation with a homeroom teacher,
 - c. a Principal or his or her deputy- in case of a situation when the School Psychologist fails to solve the problem.

5. An appeal from the Principal’s resolution may be submitted to the School running organ by one of the party but not after two weeks from announcing this resolution.

6. In case of conflicts between teachers, the entire investigation is led by the Principal. If the conflict is not resolved by the Principal, the parties have the right to appeal to the School running organ (APEA).

7. A conflict between a teacher and the School Principal is investigated by the School running organ when one of the parties applies for it in a written form.

8. The conflicts between the parents and other School bodies are resolved:
 - a. by the School Principal,
 - b. in case of a failure, the party may appeal to the School running organ within 14 days.

Chapter 4

School Organisation

§21

1. At the School there are binding the dates of commencement and end of the didactic-education classes, holiday breaks and the winter and summer vacation, stipulated by the binding regulations of the Minister of National Education and Pomerania Superintendent of Schools.
2. A detailed organisation of teaching, education and care in a given school year is described by the School Principal in a School Organisational Plan, which is based on the curriculum framework and the School financial possibilities.

3. The School Organisational Plan specifies the kind of subjects taught at School as well as any other forms of educational activity. Its basis is the minimum curriculum approved by the Ministry of Education extended by bilingual teaching (English language), and extension of different subjects programmes.
4. The number of teaching hours may be bigger than the recommended obligatory minimum.
5. At the School the classes in career counselling are conducted.
6. At the School are conducted t activities within the scope of voluntary service, in accordance with the program approved by the Teachers' Council for a given school year.
7. The School organises extra-curricular activities, which develop students' interests and are held after obligatory classes. These include:
 - a. various clubs,
 - b. additional foreign languages classes,
 - c. extra-activity room
 - d. musical, instrumental and vocal classes,
 - e. extra sport classes.
8. In the School various forms of care and help for the students are conducted, who need help and assistance due to the development of family issues or chance events. The organisation and forms of help results from the analysis of an individual case.
9. In the American Elementary School of Gdynia didactic classes are held from Monday to Friday.
10. A basic form of educational activity of the School is an obligatory in-class lesson which lasts 45 minutes.
11. If possible, during two longer intervals (school breaks) the students spend the time outside.
12. The education cycle in the School lasts for eight years and is ended with the eighth-grade student examination.

1. A basic organisational unit is a grade consisting of students who are taught all the obligatory subjects during a given school year.
2. The maximum number of students in a grade is 18 people.
3. After finishing the first educational stage, which means the third grade, students resume their education in newly formed class groups.
4. In the justified cases, the Principal in accordance with the decision of the Teachers Council has the right to combine or change of the class teams composition in every school year

§23

1. The School does not provide kindergarten education units.

§24

1. The grades may be divided into groups during the classes of foreign languages, computer science, physical education, and others, which is the Principal's decision.
2. Some of the obligatory classes – didactic-compensatory, specialist-led (logopedics, sociotherapy, correction-compensatory classes), teaching of foreign languages, clubs, Ethics and Computer Studies (IT), may be conducted off the class-lesson system, in unit groups, inter-unit, inter-grade and inter-school groups.
3. In terms of outside-class lessons the School may organise specialized activities as long as the School financial condition allows it.

§25

1. The School's foremost priority is to ensure the students protection and safety during the didactic classes, school breaks and extra-curricular activities.
2. Under no circumstances can the students leave the School building without adult supervision during classes or after the school day finishes. They are picked up by the parents unless the parents declare that their children can come back home unattended.

§26

1. To ensure the best possible conditions to meet the demands of the School didactic-pedagogical programme are met, the School provides the equipment and teaching tools within its financial means.

2. The School enables the students to use:

- a. classrooms with the necessary equipment,
- b. an extra-activity room with a library,
- c. administrative rooms.

§27

1. An extra-activity room is provided for all the students.

2. The rules of its functioning are included in the extra-activity room programme.

Chapter 5

Rights and Duties of the School Employees

§28

1. The teachers of the School in particular:

- are dedicated to reaching pedagogical, didactic and academic goals which are in congruence with the School Statute;
- support each individual student in their development as well as systematically improve their professional qualifications.

2. The basic principle of the teacher's work is being guided by the students' well being.

3. The teachers with their attitudes and actions towards the students are obliged to give a good example of life at the School and outside the School.

§29

1. The teachers of the American Elementary School of Gdynia are obliged to:

- a. participate in an educational process of the School according to the profile it offers,

- b. lead the classes properly using appropriate educational and upbringing methods,
- c. create friendly atmosphere in their place of work,
- d. be responsible for the level of academic as well as pedagogical results of the commended students,
- e. consider the individual abilities of the students in the educational process,
- f. mind the students' life, health and security during the time spent in School and outside School during school trips,
- g. cooperate with parents (legal minders) in the matters of children's (charges') education and upbringing,
- h. evaluate the students in line of their progress and conduct,
- i. be responsible for the School's property,
- j. systematically improve their professional qualifications.

§30

1. The teachers' responsibility is systematic widening their professional knowledge and increasing their didactic as well as pedagogical skills.
2. The teacher shall plan their professional development in compliance with the character and tasks of the American Elementary School.
3. The teachers' work is treated as creative process.
4. Every teacher:
 - a. formulates and forwards to the School Principal a teaching programme for an individual subject and chooses the course books;
 - b. may create their own authorized teaching programme,
 - c. may introduce teaching and pedagogical innovations having them accepted by the School Principal, and having the Statute regulations in mind,
 - d. formulates an annual teaching programme with the subject grading criteria.

§31

1. A teacher has the right to:
 - a. respect for his or her dignity by the School Principal and other School Organs as well as by the students, their parents and legal guardians,

- b. receive information about the changes in the School functioning at least a week in advance,
- c. receive teaching tools and materials within the School financial possibilities , enabling them to lead classes that ensure effective learning.

§32

1. The following teams of teachers may be created at School:
 - a. grade-oriented (all the teachers teaching in a given grade),
 - b. homeroom- oriented,
 - c. subject- oriented,
 - d. problem-solving- oriented.

2. The task of a grade-oriented team is preparing:
 - a. the set of curricula for a particular grade,
 - b. the list of text books,
 - c. documentation for students with special educational needs, e.g. a card for a student with special needs, (KIPU) or another accepted by the Teachers' Council.

3. The task of homeroom teachers' team is formulating, in congruence with the School profile:
 - a. the project of the School Pedagogical Programme,
 - b. the School Health and Hygiene Prophylactic Programme.

4. The task of a subject-oriented team is:
 - a. agreeing on teaching programmes,
 - b. co-decide in the choice of course books,
 - c. setting a grading system for a particular subject.

§33

1. The School Principal commends the care and supervision over the students in particular grades to the homeroom teachers.

2. The homeroom teacher's obligations are:
 - a. creating the atmosphere that creates mutual trust,
 - b. supporting and caring about every individual student,

- c. setting an example by presenting appropriate attitudes towards life resulting from being a member of a school, family and nation communities.
- d. cooperating with other teachers working with a given class, consulting and coordinating any didactic or pedagogic undertakings,
- e. systematic notifying the parents about the students' progress, engaging them in the School life and trying to unify the line of upbringing,
- f. formulating the Homeroom Pedagogical Programme including the main objectives from the School Pedagogical Programme as well as the School Health and Hygiene Prophylactic Programme and following it on a daily basis,
- g. documenting the students' progress in all obligatory forms such as school registers, school reports,
- h. engaging the parents into the grade and school life,
- i. creating the programme for homeroom hours- in congruence with the School Pedagogical Programme.

3. In difficult situations the homeroom teacher may consult the specialists, within the School Statute Regulations.

§34

1. The work of a teacher is assessed in conformity with the law and the School Statute Regulations.
2. The main criterion of the teacher's assessment is the degree of realisation of the tasks written in educational law, as well as specified in the School Statute including the direct working with the students and for the benefit of the School in the range of working hours Assigned by the Principal on the basis of separate regulations.

§35

1. The administrative personnel as well as service employees together with the teachers and students create the School community.
2. All the employees, in particular teachers, are obliged to demonstrate to the students with their work the values that are the basis of the American Elementary School mission.

3. The School employees are obliged to:
 - a. follow the School Work Time Schedule,
 - b. follow the School Employment Regulations,
 - c. obey the Safety Regulations and Work Hygiene as well as Fire Regulations,
 - d. care about the School's good reputation and well-being,
 - e. care about the School property and safety by keeping a workplace in order.

§36

1. The School Principal chooses and employs teachers and remaining personnel in congruence with the School Terms of Employment and Payment.
2. The School Principal, while employing teachers, tutors, as well as other employees, is obliged to select such people who will identify with the School mission and execute the education tasks.

The School Psychologist

§37

1. The School Psychologist take psychological-pedagogical care over the students of the American Elementary School of Gdynia.
2. The School Psychologist is obliged to prepare a project of the School Pedagogical Programme as well as the School Health and Hygiene Prophylactic Programme, which must be accepted by the Teachers Council.
3. The School Psychologist :
 - a. is a coordinator of any undertakings aiming at giving psychological or pedagogical help in School,
 - b. coordination means the group of undertakings aiming at giving as well as organizing psychological or pedagogical help in School,
 - c. The range of duties includes: diagnosing, directing to other specified tests; cooperating with Psychological- pedagogical Consulting Centres; including the Special Needs Consulting Centres and institutions working for the sake of a family, children and adolescence; analyzing the evaluation reports and test results; presenting test and diagnosing results to the parents,

homeroom teachers and other teachers of a given student; planning appropriate forms of psychological help for students, parents, and teachers and supporting different forms of pedagogical undertakings taking place at School as well as supporting the ones organized outside School; leading and organizing any form of psychological and pedagogical help for all members of the School community; supporting teachers' pedagogical undertakings, resulting from following the main objectives of the School Pedagogical Programme and the School Health and hygiene Prophylactic Programme; counselling for teachers, students and parents depending on the needs; minimizing the risk of any dysfunction consequences; preventing the behavioural issues; enhancing following psychological advice from the pedagogical-psychological consultation centres.

d. In order to ensure the students, their parents and teachers the best possible care and help, any traces of pedagogical issues observed should be immediately reported to the School Psychologist.

e. The School psychologist may decide about the need of writing a written report on an observed issues and disruptive behaviours by the teacher and in some special cases by the parents or legal guardians. The form of it is imposed by the psychologist and it is obligatory to fill in the necessary information.

f. The students' teachers, parents or legal guardians may apply for the written opinion about the student as far as prophylactics or psychological-pedagogical undertakings, including the guidelines and other indispensable information. The psychologist should write such an opinion within ten days from application date.

g. Counselling, organizing, diagnosing and directing to any forms of psychological help without the awareness of the School psychologist is forbidden and a violation of the law and regulations including the Ministry of Education regulation dated November 17th, 2010 on the rules of psychological help organization in public educational institutions and the School Health and Hygiene Prophylactic Programme,

h. The School psychologist is obliged to conscientious and responsible performance of his or her tasks.

i. All the School community members-students, parents and legal minders, teachers and a School psychologist are obliged to cooperate, mutually help and support in following the regulations and responsibilities to be found in all legal acts concerning psychological-pedagogical issues and concepts in the School community.

§39

1. The range of duties of the administrative employees is specified by the School Principal.

§40

1. School employees are obliged to:

- a. follow the School Work Time Schedule,
- b. follow the School Employment Regulations,
- c. obey the Safety Regulations and Work Hygiene as well as Fire Regulations,
- d. care about the School's good reputation and well-being,
- e. care about the School property and safety by keeping a workplace in order.

Chapter 6

School Enrolment Procedures.

§41

1. The School Enrolment is carried out by the School Principal.

2. The Enrolment procedure is as follows:

- a. Every candidate to zero grade shall be subjected to psychological tests aimed at checking the school readiness. The examination is carried out at the School building by the School Psychologist;
- b. In cases when school readiness has been ascertained at the larger number of the candidates, the candidates who presented their skill the best in the school readiness test and no contraindications were observed of them to bilingual teachings shall be accepted first;
- c. The students enrolled to classes from 1 to 8 have to positively pass the tests adequate to the level of teaching in a given grade. The Principal, while making the decision, takes into account the age of the child, his or her previous achievements and opinions from the previous school;
- d. An interview with the parents aims at assuring their willingness to cooperate with the School environment;
- e. The School management is aware of the fact that the students come from different countries where the school systems are specified by the age criteria that might differ from the ones in Poland. Therefore, the School has the right to place a student in the most appropriate grade being driven by the opinion resulting from the enrolment procedure;

- f. The School has the right not to accept a candidate when his or her specific needs of emotional or pedagogical nature cannot be met; the School may refuse to accept a candidate on the basis of a negative assessment from the previous school;
- g. If a student meets all the recruitment requirements, he or she shall be admitted and enrolled into the School Register of Students (after providing the School with documentation from the previous school, filling in an enrolment form, and signing the Contract of Education as well as a financial liability statement.)

Chapter 7

The Students' Rights and Responsibilities

§42

1. The Students of the American Elementary School of Gdynia have the following rights:
- a. the right to be respected as far as the dignity a an individual is concerned: their own opinions, property and bodily sphere shall be respected,
 - b. the right to just assessment and to equal treatment with the rest of the students,
 - c. the right to be informed about their academic progress, outstanding achievements, assessment of their work, potential difficulties and threats,
 - d. the right to take advantage of the School Psychologist's counselling,
 - e. the right to become acquainted with the subject curricula and grading criteria,
 - f. the right to participate in the School life, including school events, ceremonies and contests,
 - g. the right to develop their talents and interests, making use of the School facility's potential,
 - h. the right to use School property,
 - i. the right to state their opinion freely as long as doing so does not hurt other people's feelings.

§43

1. The students are obliged to:
- a. do the students' duties which include the following:
 - regularly participating in all classes included in their schedule,
 - preparing for the classes according to the demands of a given teacher (doing homework, bringing textbooks, school supplies, etc),
 - buying necessary school books,

- returning the books and other resources that belong to School, in case of losing them, buying the new ones or giving a refund,
 - proper behaviour during class as not to disturb oneself, a teacher or other students,
 - active and effective participation in classes;
- b. take part in all School events and celebrations that create the life of our School community,
- c. represent the School,
- d. respect, help and be kind to their classmates, teachers, parents and all the people of all nationalities, religions, social status and ages,
- e. protect the School property from damage,
- f. care about the School reputation by proper behaviour, their opinions, adequate outfits in School and outside School,
- g. follow teachers' directions, especially in case of any threat to their health or safety, which is the School's priority,
- h. The student is obliged to care for his/her health and hygiene, care for neat, proper, clean appearance and dress and have adequate shoes for a change. Wearing of make-up, painting of nails, dying of hair, wearing of high heels and platforms and shoes on wheels during the stay at the School is considered inappropriate, insofar as it is not related with participation in a show or school events;
- i. respect the work of others,
- j. take care of their School environment by keeping the classrooms neat and tidy,
- k. report on any incidents endangering other students' health and wellbeing including discrimination and mistreatment of all kinds,
- l. The student is absolutely obliged to switch off his or her mobile and all transmission-receiving devices in the course of the didactic classes, going to the sports classes, during the breaks and other classes organized by the School. Possession of other electronic devices requires consent and approval by the teacher/tutor.
Recording of the classes is forbidden due to infringement of the copyrights;
- m. The teacher has the right to order the student to deposit the telephone or other electronic device at the School secretarial office
- n. Students who receive an opinion from a counselling center are obliged to have sessions with the School Psychologist.

Chapter 8

The Rewarding and Punishing System

§44

1. The Principal, with the suggestion of the Teachers Council, homeroom teachers, subject teachers, the whole class or Student Council may:

a. reward for:

- excellent school results and exemplary behaviour,
- outstanding achievements in education,
- excellent results in competitions and contests at different levels,
- special effort put into the process of learning,
- dedication to working for the benefit of others, the class or the School,
- creating a special unique atmosphere in School,
- an attitude which sets an example for other students.

b. the forms of rewards may be:

- a spoken praise in front of the class by the homeroom teacher,
- the School Principal's praise in front of the School community,
- prizes in the form of trophies, books, etc.

§45

1. The School Principal, on the suggestion of a representative of any School organ (teachers, homeroom teachers or class) may punish students.

2. A student may be punished for:

- a. ignoring the school duties,
- b. the lack of respect for another person's body sphere,
- c. the lack of respect for another person's property and School property,
- d. notorious non-compliance with the School Pedagogical Program regulations,
- e. as well as with the School Statute regulations,
- f. evoking negative School's opinions resulting from a student's improper behaviour,
- g. the kind of conduct that sets a bad example for others,

h. behaviour endangering the life or health of others, both the feeling of physical safety as well as emotional one, including drug abuse and contacts with people posing such a threat to School community,

i. the lack of respect for another human being: acts of discrimination against another person, attempt of initiating conflicts between students.

3. The forms of punishment may be:

a. a spoken reprimand given by a homeroom teacher,

b. an official written reprimand in the register with notifying the parents (legal guardians),

c. depriving of some or all privileges,

d. An official reprimand given by the School Principal in front of the whole School community members with notifying the parents (legal minders) and writing it in the register.

4. After having used all the above options there is a possibility of signing a Student's Contract between the Principal and the student in the presence of his or her parents which specifies:

a. a deadline for changing the student's behaviour,

b. the kind of behaviour that a student should eliminate,

c. the tasks and undertakings a student is obliged to do,

d. the signatures of a student, the School Principal and one of the parents (or legal guardians);

e. Such a contract is a last resort of helping a student improve his or her behaviour, failing to keep the terms of it gives the School Principle the right to transfer a student to the public regional school.

f. transferring a student to the regional school,

g. In case the parents refuse to sign a contract, which is synonymous with resigning from using the last chance, the School Principal may transfer a student to a regional public school.

§46

1. The students of the American Elementary School of Gdynia may receive the scholarships funded by the A-PEA

2. The terms and regulations of funding a scholarship is regulated in details by the Association's Scholarship Regulation.

Chapter 9

The Regulations of Removing a Student from the School Enrolment List

§47

1. A student may be expelled from the AES by the School Principal on the basis of the following behaviour:

a. in spite of the work and effort done by the School teachers and psychologist the student is still aggressive; in cases in which the student poses a danger to others the deadline can be shortened by the School Principal;

b. the student is immoral, destructive for other students, violating the social rules of conduct (respect for another person's property, opinions and body sphere) as well as the School Statute and other regulations;

c. poses a substantial danger to proper functioning and development of other students:

- drug abuse, smoking, drinking alcohol, reckless behaviour resulting in accidents,
- aggressive behaviour towards other students, damaging the School property,
- addiction-prone, trying to induce the others into an addiction,
- bringing drugs, alcohol, cigarettes and dangerous materials to School (including the incidents of similar kind outside School),

d. a student offends people's religious beliefs, presents attitudes of intolerance, prejudice and racist discrimination, makes the others behave the same way,

e. manipulates the classmates in order to adversely affect the students' environment,

f. in other justified cases, especially when a student endangers the good reputation of the School,

g. It is the School Principal's decision to expel a student from School;

h. The parents (legal guardians) have the right to appeal to the American-Polish Educational Association within fourteen days since being notified about the Principal's decision.

Chapter 10
The School Grading System.

General provisions

§ 49

1. The School Grading System objectives are as follows:
 - a) providing students with regular (daily, half-term and end-of-year) feedback about their progress,
 - b) assessing the level of competences included in the curriculum,
 - c) motivating students to further improvement of knowledge and behavior,
 - d) helping students to plan their own development and progress,
 - e) providing parents (legal guardians) and teachers with feedback about students' progress and obstacles in the process of studying as well as development of special abilities,
 - f) enabling teachers to improve didactic and educative methodology,
 - g) regular documentation of students' progress.

2. School grading system includes:
 - a) formulating educational requirements by teachers for each classification grade,
 - b) establishing criteria for behavior assessment.
 - c) scale and methods of formulating current grades,
 - d) conducting classification exams.
 - e) formulating conditions and methods of informing parents (legal guardians) about students' progress and difficulties.

3. The school year is divided into two semesters at each educational level. The first semester lasts from the first day of the school year until the mid-year classification meeting of Teachers' Board. The second semester begins with the day following the Teachers' Board meeting and ends with the last day before the summer break.

4. At the beginning of the school year students and their parents (legal guardians) are provided with the list of educational requirements for each grade, methods of students'

progress assessment as well as conditions and procedures of increasing the final (mid-year) grade.

5. Homeroom teachers inform students and their parents (legal guardians) at the beginning of the school year about rules, methods and conditions of behavior assessment as well as conditions and procedures of improving the final grade.
6. In case of such subjects as Music, Art, Technology and Physical Education, assessment should be based mainly on the effort put into the process of gaining knowledge and skills specific for these subjects.
7. In justified cases a student can be temporarily exempt from Physical Education, Computer Science, Information Technology and German.
8. The exemption is executed by the Principal and is based on:
 - a) doctor's opinion stating that the student is temporarily unable to participate in the classes,
 - b) a certificate issued by the Special Needs Consulting Centre (Poradnia Psychologiczno – Pedagogiczna) stating that the student was diagnosed with dyslexia.
9. In the case when a student is exempt from participating in such classes as Physical Education, Computer Science, Information Technology or German “exempt” should be written in all school documentation instead of an educational grade.
10. Teachers are legally bound to adjust the requirements to individual psychological and physical needs of students diagnosed with development dysfunction or specific learning difficulties, based on special needs certificate issued by the Special Needs Consulting Centre (Poradnia Psychologiczno – Pedagogiczna)

Grading educational achievements of students

§ 50

1. Grade scale and formulation
 - a) In grades 1 – 3 a descriptive classification grade is used

- b) In grades 4 – 8 assessing on a current basis, mid-year and final year has been determined according to the following scale:
- excellent grade
 - very good grade
 - good grade
 - satisfactory grade
 - passing grade
 - unsatisfactory grade
- c) Current grades from passing to very good may function with the signs of “+” (plus) and “-” (minus); unsatisfactory and excellent grades are written without additional characters.
- d) In class registers in the column “1st semester” the mid – year classification grades may be abbreviated as follows:
- excellent grade – cel
 - very good grade – bdb
 - good grade – db
 - satisfactory grade – dst
 - passing grade – dop
 - unsatisfactory grade – ndst
- e) End-of -year classification grades cannot be abbreviated in the school documentation.
- f) In the case when a student is exempt from participating in Physical Education or the second foreign language, “exempt” should be written in all school documentation instead of a classification grade.

2. Educational grading criteria:

- a) Excellent grade is awarded to those students who:
- independently and creatively develop their talents and expertly apply their skills to solve theoretical and practical problems within the curriculum of their educational level,
 - have high achievements in sports and school subject competitions.
- b) Very good grade is awarded to those students who:

- have fully mastered the knowledge and skills included in the curriculum of their educational level and efficiently apply acquired knowledge,
 - independently solve theoretical and practical problems within the curriculum of their educational level,
 - are capable of applying acquired knowledge to solve problems in new situations.
- c) Good grade is awarded to those students who:
- have not fully mastered the knowledge and skills included in the curriculum of their educational level but mastered them at a level above the basic requirements,
 - correctly apply acquired knowledge,
 - are capable of solving typical theoretical and practical problems independently.
- d) Satisfactory grade is awarded to those students who:
- have mastered the knowledge and skills specified in the curriculum as basic requirements,
 - are capable of performing typical theoretical or practical tasks of medium difficulty.
- e) Passing grade is awarded to those students who:
- have not fully mastered the knowledge and skills specified in the curriculum as basic requirements,
 - are capable of performing tasks at elementary level of difficulty.
- f) Unsatisfactory grade is awarded to those students who:
- have not mastered the knowledge and skills specified in the curriculum as basic requirements and were unwilling to profit from forms of help offered them in order to improve their grades.

3. Methods of assessing educational achievements of students:

a) Grades 0 – 3 assessment:

- Both educational achievements and behavior of students are assessed
- Assessment of educational achievements of students consists of teachers' analysis of the level and progress of mastering the knowledge and skills in relation to the basic educational requirements, defined in separate regulations and implemented in the school curriculum.

- Behavior assessment consists in homeroom teachers' as well as other teachers' and peers' analysis of the level of respect for and compliance with social norms and ethical standards shown by the assessed student.

4. Current grade

- a) Assessment is continuous, takes place in the classroom during multiple activities, on an ongoing basis.
- b) The method of assessment is adequate to the type of activities.
- c) Assessment of educational achievements of students takes the following forms:
 - written – grade expressed with a symbol
 - verbal – oral expression of appreciation and acceptance by teacher and classmates during class
- d) Religion and Ethics grades are not descriptive. Students' progress is assessed according to a 6 – grade scale.

5. The following educational classes are taken into account when grades are formed:

- a) the Polish language education,
- b) a modern foreign language,
- c) musical education,
- d) art education,
- e) social studies education,
- f) scientific education,
- g) mathematical education,
- h) information technology
- i) physical education,
- j) religion or ethics.

6. Observation of behavior relates to students' compliance with the obligatory code of conduct, according to which each student:

- a) is dutiful, diligent, conscientious, actively participates in class, hands in homework on time,
- b) is civil and polite towards teachers, school staff and peers,
- c) is capable of managing emotions,
- d) is capable of harmonious teamwork,

- e) is helpful towards peers,
- f) obeys safety rules in order to protect own health and that of others,
- g) keeps workplace in order.

7. In addition, non-statutory behavior is subject to observation and assessment when a student:

- a) takes part in school and interschool competitions or sports events,
- b) individually undertakes various actions for the benefit of class and School,
- c) prevents violence, properly responds to incorrect behavior of peers.

8. Information about forms of behavior is recorded in the school register.

9. Mid-year and end-of-year assessment:

- a) The mid-year assessment is a descriptive evaluation prepared by the teacher based on observation of the child during the first semester. It contains a description of progress in education and socio-emotional development of the child.
- b) The end-of-year assessment is a descriptive evaluation and contains a summary of the annual progress of the assessed child in all spheres of education and behavior. The assessment is written on both the evaluation sheet and school report.

Assessing of students from grades 4-8:

a) written forms:

tests and other written assessment work

- Tests and other written assessment work include teaching material of at least one chapter or thematic unit and a maximum of one semester. The tests and other written assessment work may test various skills, but only those practiced in class, within the scope of the tested material.
- Teachers announce written tests a week in advance and simultaneously inform students about the material to be tested and the form in which the test will be conducted. The test is also recorded in the class register.
- Tests are preceded by a review of the material to be covered on the test.
- Various testing methods are possible, such as tests with closed and open tasks, a written composition on a given topic or other forms proposed by the teacher.

- Tests may take one or two class hours.
- Teachers return corrected and graded tests within two weeks or, in the case of longer school breaks or other unforeseen situations, at a later date.
- After viewing the corrected tests, students return them to the teacher who keeps them until the end of the school year in which they were carried out.
- Test results are recorded in the class register.
- Students, whose tests were graded satisfactory or lower are allowed a retake on condition that they inform the teacher within three days of receiving the test results. In such cases the teacher settles the date and form of the retake.
- The retake may be written or oral and students are entitled to only one retake of each test.
- Students who were absent due to illness are required to write the test at a later date set by the teacher.
- Any form of dishonesty during test work results in confiscating the paper and grading it as unsatisfactory.
- In grades 7 and 8 longer written final practice exams will be administered.
- The Principal may order additional form of written assessment such as analysis of teaching efficiency.

Quizzes

- Quizzes do not have to be announced, may include material from at most three most recent topics of lessons, and the number and scope of questions must be so chosen that the expected quiz time would not exceed 15 minutes.
- Quizzes are graded and returned to students within one week and retakes are not allowed.

b) oral tasks

- Teacher's questions may include material from the last three topics of lessons, in assessment of the oral task topic adequacy is taken into account as well as substantial knowledge, composition and terminology consistent with that of the tested subject.

c) homework

- Homework assignments are obligatory for all students, teacher may prepare additional homework tasks for students who request them.
- Both substantial and aesthetic aspects are taken into account in homework assessment.
- The absence of copy book when homework is due is equal to lack of homework.

d) involvement and commitment:

- A student's involvement in activities during class may also be assessed; the rules of assessing class involvement are specified by the class teacher.
- The number of times per semester that each student is allowed to be unprepared for classes, including the allowed number of missed homework assignments, is also specified by the class teacher.

e) Other methods of evaluating students' achievements:

- written or oral, individual or group work in class,
- unconventional work forms such as competition tasks, problem solving, Academic Olympics projects, participation in subject competitions, festivals and sports events.

11. Written work assessment:

a) Every test must have a per cent requirement chart for each grade according to the following scale:

- excellent 98% - 100%
- very good 97% - 89%
- good 88% - 74%
- satisfactory 73% - 50%
- passing 49% - 35%
- unsatisfactory 34% - 0%

b) 10% tolerance may be applied according to the degree of difficulty of the test. Evaluation of other written tasks must be based on assessment criteria established for each subject.

- c) Spelling, stylistic and grammar mistakes as well as handwriting cannot influence the assessment of written work, with the exception of Polish and other languages included in the curriculum. Each teacher is obliged to take note of such mistakes.
- d) Students and their parents (legal guardians) have access to evaluation grades.
- e) Students and their parents (legal guardians) have the right to view all forms of assessed written work.
- f) Teachers ought to justify the given grade on parents' (legal guardians') request.

12. Assessment frequency

- a) Teachers are obliged to carry out regular assessment of students' progress throughout the semester.
- b) Two written unit tests are allowed per week in one class.
- c) Semester (final) grade can be determined on the basis of three current grades obtained within the course of one semester in the case of subjects scheduled for one hour a week and five grades in the case of those scheduled for two and more hours weekly.

13. Conditions and procedures of final grade alteration

- a) Students and their parents (legal guardians) have the right to question the final grade proposed by the teacher of a given school subject. In such cases students are entitled to a verifying exam on the following conditions:
 - the student regularly participated in classes of the subject in question;
 - the student's behavior was not assessed as unacceptable due to unjustified absence;
 - the student or his/her parents (legal guardians) submitted a written application to the School Principal not later than two days before the classification session of the Teachers' Board, in order to conduct a verifying exam; the application must clearly state the final grade the student aspires to; the application is considered by a committee appointed for the purpose.
- b) In the case of a positive decision the School Principal settles the date of the verifying exam on one of the days preceding the classification session of the Teachers' Board.
- c) Students or their parents (legal guardians) are entitled to question the final grade when they believe that the conditions and procedures of assessment were violated. They have the right of appeal within seven days after the end of the school year.

- d) The appeal must be submitted in writing and must include a clear statement of which conditions and/or procedures of assessment were violated.
- e) The School Principal considers the appeal within two days and takes an appropriate decision which is then conveyed in writing to the student or his/her parents (legal guardians).
- f) In the case when the Principal decides that the final evaluation was not carried out according to the conditions and/or procedures of assessment, a committee is appointed in order to test the student's knowledge and skills in both written and oral forms and to establish the final grade for the tested subject.
- g) The date of the test is settled in agreement with the student and his/her parents (legal guardians).
- h) The committee consists of:
- The School Principal or another teacher occupying a managerial position in the school as chairman of the committee,
 - the teacher of the tested subject,
 - two other teachers of the tested subject from the American School or another school of the same educational level.
- i) The final grade established by the committee cannot be lower than the previous classification grade. The grade given by the committee is final with the exception of unsatisfactory grade, which may be altered as a result of a repeat exam.
- j) The work of the committee is summarized in a protocol including in particular:
- the committee members
 - the test date
 - the test tasks
 - the test result and grade
- k) The protocol is attached to the student's progress sheet.
- l) The protocol is accompanied by the student's written work and information about oral exam results.
- m) Students who did not take the repeat exam on the settled date for justified reasons are entitled to an additional exam scheduled by the School Principal not later than the end of September.
- n) One week before the annual classification meeting of the Teachers' Board, the teachers of individual classes and the homeroom teachers are obliged to inform

students and their parents (legal guardians) about expected final grades as well as the annual behavior assessment prognosis.

- o) Students and their parents (legal guardians) have the right to apply to the School Principal five days before the annual classification meeting of the Teachers' Board in order to establish a higher than expected final classification grades of obligatory and additional educational classes as well as annual behavior grade.
- p) The application is submitted in writing.

14. In case the expected final grade of obligatory or additional educational classes is appealed against:

- a) The School Principal appoints a committee not later than three days before the annual classification meeting of the Teachers' Board in order to test the student's knowledge and skills and determine the final classification grade.
- b) the committee consists of:
 - the Principal or deputy principal,
 - the teacher of the subject in question,
 - a teacher of the same or a related subject,
- c) the test consists of both written and oral tasks and includes the content of the year's curriculum. Tests of Physical Education, Technology, Art, Music and Information Technology consist of practical and oral parts.
- d) The test procedure and results are summarized in a protocol.
- e) The test date is settled in agreement with the student and his/her parents (legal guardians).
- f) Students who did not take the test on the settled date for justified or unjustified reasons receive the final grade previously proposed by the class teacher.

15. In case the expected final behavior grade is appealed against, the School Principal appoints a committee not later than three days before the annual classification meeting of the Teachers' Board in order to consider the appeal.

- a) The committee consists of:
 - the School Principal or Deputy Principal as chairperson,
 - the homeroom teacher of a given class.

- the school psychologist.
 - two teachers involved in educational activities in a given class.
 - the president of the class.
- b) The decision to increase the final behavior grade is taken by a simple majority vote; in the case of equal number of votes in favor and against, the chairperson's vote decides. The grade determined by the committee is final. The work of the committee is summarized in a protocol (including the members of the committee, the date of the meeting, the vote result and the final behavior grade with justification).

16. Mid-year and end-of-year classification:

- a) Mid-year classification consists in periodic summarizing of students' progress in fulfilling curricular requirements and assessing students' educational achievements and behavior according to a predetermined scale.
- b) Classification grades are given by individual teachers conducting educational activities.
- c) Mid-year (end-of-year) assessment is established by each subject teacher and made known to students not later than seven days before mid-year (end-of-year) Teachers' Board meeting.
- d) Students and their parents (legal guardians) are informed about an unsatisfactory mid – year (final) grade one month before the classification meeting of the Teachers' Board.
- e) Mid-year (end-of-year) classification in grades 1 – 3 consists in summarizing students' educational achievements and establishing one descriptive classification grade and descriptive behavior assessment.
- f) Final year unsatisfactory classification grade determined by the teacher may only be changed as a result of the retake examination, except for the highest grade from the program point of view (grade 8).

§ 51

1. Procedures and dates of classification exams:

- a) A student may not be classified in one, several or all educational classes if there is no basis for mid-year or end-of-year assessment due to over fifty per cent absence.

- b) A student who is not classified due to justified absence is entitled to a classification exam.
- c) A student who is not classified due to unjustified absence is entitled to a classification exam on parents' (legal guardians') or student's request, provided that the Teachers' Board grants permission.
- d) The unclassified students or their parents (legal guardians) submit a written application to the School Principal in order to be allowed a classification exam not later than 15 days before the classification conference is scheduled.
- e) The application is considered by the School Principal along with the teacher of the subject in question.
- f) The classification exam date is settled by the School Principal in agreement with the student and his/her parents (legal guardians) not later than two days before the classification session of the Teachers' Board.
- g) The teacher of the exam subject provides the student with a list of topics to be tested in the exam.
- h) The student's parents (legal guardians) may be present as observers during the exam;
- i) The classification exam has a written form.
- j) In the case of such subjects as: Art, Music, Technology, Physical Education and Information Technology, the classification exam consists of two parts: theoretical and practical.
- k) The classification exam is conducted by a committee appointed by the School Principal, consisting of:
 - the School Principal as chairperson,
 - the teacher of the tested subject as examiner,
 - another teacher of the same or related subject as a committee member.
- l) The classification exam is summarized in a protocol including: the committee members, the date of the exam, the exam tasks, the exam result agreed upon by the committee; the student's written work is attached to the protocol.

§ 52

1. Repeat exam:

- a) Unsatisfactory final classification grade given by the teacher may only be altered as a result of a repeat exam covering the curriculum material of the entire school year.

- b) Only students with one unsatisfactory final grade of obligatory educational classes are entitled to a repeat exam; in exceptional cases the Teachers' Board may permit one student to take two repeat exams.
- c) the retake examination can be passed by a student starting from the 4th grade, except for the highest grade from the point of view of the program (grade 8).
- d) Repeat exams consist of both written and oral tasks, with the exception of such subjects as Art, Music, Technology and Physical Education, where mainly practical skills should be tested.
- e) The date of the repeat exam is settled by the School Principal during the last week of the summer holidays.
- f) The repeat exam is conducted by a committee appointed by the School Principal and consisting of:
 - The School Principal as chairperson,
 - the teacher of the tested subject as examiner,
 - another teacher of the same or related subject as a committee member.
- g) The repeat exam is summarized in a protocol including: the committee members, the date of the exam, the exam tasks, the exam result agreed upon by the committee; the student's written work is attached to the protocol along with the information about oral exam results.
- h) Students who did not take the repeat exam on the settled date for justified reasons are entitled to an additional exam scheduled by the School Principal not later than end of September.
- i) Students who failed the repeat exam are not promoted to the next grade and repeat the year.

§ 53

1. Promotion of students:

- a) Students of grades 1 – 3 are promoted to the next grade with the following exception:
A doctor's opinion or certificate issued by Special Needs Consulting Centre recommends otherwise; parents (legal guardians) consent to student's repeating the year.
- b) Beginning with grade 4 students are promoted to the next grade on condition that they pass all obligatory educational classes i.e. receive higher final grades than unsatisfactory.

- c) Students may receive a promotion or end-of-school certificate with distinction on condition that their average grade of all obligatory subjects is not lower than 4.75 and their behavior is assessed as excellent or very good.

2. Methods of informing parents (legal guardians) about students' progress:

a) Direct contact:

- homeroom teachers organize a parent – teacher meeting at least twice a semester in order to inform the parents about students' educational progress and behavior;
- the subject teacher shall inform parents (the legal guardians) of the student on a current basis about the grades and behaviour of the student by a note in the Electronic Register, which requires a confirmation of reading by the parent;
- teachers of all educational subjects inform parents about students' progress and achievements during consultation time;
- homeroom teachers or subject teachers may invite parents (legal guardians) to individual meetings. The invitation may be sent in writing or via telephone.

b) indirect contact

- homeroom teacher, subject teacher or the School Principal may inform parents (legal guardians) about students' progress or learning difficulties and behavior via telephone;
- teachers of educational subjects ought to inform parents (legal guardians) regularly about students' grades and behavior. The information should be written in students' notebooks and its reception confirmed with parent's signature;
- In the case when parents (legal guardians) of a student with expected mid-year or final unsatisfactory grade are absent at parent – teacher meeting, the homeroom teacher notifies the parents about the expected grade by registered mail, which is also recorded in the class register.

Assessing student behavior

§ 54

1. Mid-year and end-of-year behavior assessment includes in particular:

- a) fulfillment of student's duties,
- b) acting in the best interests of the school community,
- c) care for the honor and traditions of the School,

- d) care for the beauty of the native language,
- e) making use of the English language,
- f) care for student's own safety and health as well as those of others,
- g) dignified and polite behavior in school and beyond, including proper outfit,
- h) showing respect to others,
- i) concern for the development of skills, independence and responsibility,
- j) creating an atmosphere conducive to cooperation and building friendly relations in the School.

2. Behavior assessment should:

- a) positively influence the development of personality, talents and interests of students;
- b) shape moral attitudes in accordance with the accepted ethics;
- c) stimulate activity towards the good of others.

3. The semester and annual assessment of behaviour in the grades IV-VIII shall be determined in accordance with the following scale:

- excellent,
- very good
- good
- correct
- unsatisfactory
- unacceptable

4. The assessment of behavior of students in grades 1 - 3 is descriptive.

5. Positive and negative comments on student behavior should be written in both paper and electronic class registers.

6. In the case when a student's behavior becomes remarkably worse, the homeroom teacher or another teacher is obliged to inform the parents or guardians.

7. Student's behavior is assessed by the homeroom teacher following consultation with other teachers and employees of the School, peers and the assessed student.

8. Students and their parents (legal guardians) are informed about the expected behavior grade one week before the classification session of the Teachers' Board.

If a student behaves in a way which is not acceptable for a given behavioural grade after the Classification Faculty Meeting, the School Principal has the right to call up the teachers' meeting in order to change the grade.

9. Students and their parents (legal guardians) may apply for justification of the behavior assessment within three days of receiving information about the expected grade and the homeroom teacher should present the justification not later than the date of the classification session.

10. Students and their parents (legal guardians) may appeal to the School Principal within seven days after the end of each semester when they believe that the conditions and procedures of behavior assessment were violated and reassessment may be applied for.

11. In the case when the Principal decides that the behavior assessment was conducted according to appropriate criteria or procedures, a committee is appointed in order to carry out behavior reassessment; The committee consists of:

- a) The School Principal or Deputy Principal as chairperson,
- b) The homeroom teacher as committee member,
- c) Another teacher involved in educational activities in a given class as committee member,
- d) The school psychologist as committee member,
- e) A representative of students' government as committee member,
- f) Parents' representative as committee member.

12. The committee is supposed to determine whether the student meets the requirements for a higher behavior grade.

13. The assessment established by the committee is final and cannot be lower than previously established.

14. The work of the committee is summarized in a protocol signed by all members.

15. The behavior assessment does not affect other educational grades or students' promotion to the next grade or their graduation from the School.

16. Behavior assessment criteria:

a) Excellent grade is given to students who meet at least seven of the following conditions:

- initiate various types of work and always keep deadlines;
- are honest and kind towards others and never ignore manifestations of bad behavior;
- respect personal dignity, their attitude emphasizes respect for their own work and that of others, as well as for public and private property;
- their attitude towards teachers, other employees of the school, as well as parents and peers is exemplary;
- their attire is always appropriate to time place and circumstances;
- become involved in helping peers;
- represent the school by participating in contests and competitions;
- actively participate in celebrations and school and outside school events as well as contests and competitions organized by the School;
- are independent and responsible;
- collaborate well with others, their behavior creates an atmosphere conducive to building friendly relations in the School.

b) Very good grade is given to students who:

- reliably fulfill assigned tasks, willingly undertake various jobs and tasks for the school or community and keep deadlines;
- are honest, react to manifestations of bad behavior;
- respect personal dignity, their attitude emphasizes respect for their own work and that of others, as well as for public and private property;
- are tactful towards teachers, other employees of the school, as well as parents and peers;
- become involved in helping peers;
- their attire is always appropriate to time place and circumstances;

- actively participate in celebrations and school events as well as contests and competitions organized by the School;
- are independent and responsible;
- create good conditions for cooperation with others.

c) good grade is given to students who:

- usually keep deadlines, do assigned tasks and sometimes undertake voluntary commitments, which they try to fulfill reliably;
- are honest in their actions;
- react to manifestations of bad behavior;
- try to respect personal dignity and respect their own work and that of others, as well as for public and private property;
- are not late for classes;
- care for their appearance;
- are usually tactful and kind and try to be polite in conversations with others;
- try to create good conditions for cooperation with others.

d) correct grade is given to students who:

- fail to do assigned tasks or do not keep deadlines;
- are not always honest in their actions or do not react to manifestations of bad behavior;
- do not show sufficient respect towards their own work and that of others, cause slight damage to public or private property;
- are sometimes tactless or have problems controlling emotions, use vulgar language;
- do not always care for their appearance;
- have unjustified absences or are late for classes;
- cannot collaborate with others.

e) unsatisfactory grade is given to students whose behaviour can be described by at least three of the following criteria:

- fail to do assigned tasks;

- fail to obey accepted rules concerning appearance;
 - are indifferent towards manifestations of bad behavior;
 - have no respect for personal dignity, fail to respect work and property, avoid or refuse to take any action on behalf of others;
 - are habitually late for classes and have unjustified absences;
 - are tactless, vulgar and aggressive;
 - do not aspire to independence or responsibility;
 - refuse to participate in group work;
 - their behavior damages the School's reputation.
- f) Unacceptable grade is given to students guilty of any one of the following:
- succumb to addictions;
 - bring to school or its vicinity substances hazardous to health or life of others;
 - destroy property of the school or that of others;
 - are aggressive, arrogant and use bad language;
 - are guilty of theft;
 - have broken the law.

§ 55

1. In the 8th grade of the Elementary School the eighth-grade student examination is carried out, checking the level of mastering of the skills determined in the requirements' standards constituting the basis for conduction of the examination in the last year of education in the elementary school, stipulated in separate regulations.

Chapter 11 **The School Finances**

§56

1. The School is financed from:
 - a. enrolment and obligatory tuition fees specified by the running organ,
 - b. other payments from the students,
 - c. donations from legal and natural entities, heritages.

2. The School may accept donations and heritages from institutions or people.

3. All the School income is spent on the School needs, its functioning, and improving its learning conditions so that the level of teaching would be gradually raised.

Chapter 12
Closing the School

§57

1. The running organ may close the School at the end of a school year.
2. In the case, the Association is obliged at least 6 months prior to the liquidation; inform the parents, students and the commune, on the territory of which the school is located, about the intention and reasons of the liquidation.
3. Pedagogical and didactic School documentation should be submitted to the organ of registry where the School was delegated. After closing the School, the School is no longer in the Educational Registry.

Chapter 13
Final Provisions

§58

1. The School Statute must be accepted by the Teachers Council.
2. The Statute is effective as of the date of signing it by the School Principal
3. The Statute is kept in the School office and may be disclosed to any member of the School community as well as people interested in the School enrolment.

Gdynia, 15.11.2017 r.

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The School Principal signature