

INTERNAL REGULATIONS VALID THROUGHOUT  
THE PERFORMANCE  
OF THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA  
PROGRAMME  
AT VI LICEUM OGÓLNOKSZTAŁCĄCE  
IM. JULIUSZA SŁOWACKIEGO IN KIELCE

Mission Statement:

*The Mission of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce is to develop an open-minded and inquiring young man who always obeys the principles of academic honesty and appreciates the value of education without borders as well as independently and responsibly functions in modern society respecting both native and foreign tradition.*

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## Legal basis:

- The Act of 14 December 2016. Educational Law (Journal of Laws of 2017, items 59, 949 and 2203)
- Act of 14 December 2016. Provisions introducing the Act - Educational Law (Journal of Laws of 2017, item 60, 949 and 2203)
- Rules for IB World Schools: Diploma Programme, April 2014
- General Regulations: Diploma Programme, September 2016
- Programme standards and practices, January 2014 (updated March 2016)
- The Statute of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce

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## INTRODUCTION

The International Baccalaureate Diploma Programme is based on the authorization of the International Baccalaureate Organization in Geneva and in accordance with the regulations set in the educational law of the Polish educational system. These regulations were developed on the basis of International Baccalaureate Organization rules, the Ministry of National Education acts of law and taking into account the arrangements established in the statute of the school. As a consequence of above, this document contains the regulations of the school statute and the procedures developed in the school according to the philosophy of the International Baccalaureate Organization. The *Internal Regulations* comprise a set of requirements and procedures to ensure an effective implementation of the Diploma Program at the VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce.

## PART I

### THE STATUTE OF VI LICEUM OGÓLNOKSZTAŁCĄCE IM. JULIUSZA SŁOWACKIEGO IN KIELCE

#### § 4

1. The school ensures for its students in the scope of teaching:
  - 3) the acquisition of knowledge and skills enabling them to pass the International Diploma exam and study at a chosen school of higher education,
  - 5) learning about the heritage of regional and national culture, perceived in the context of European and world culture.
5. To accomplish the school's objectives and tasks:
  - 3) the school observes the rules specified in the policy papers of the International Baccalaureate Organization,
  - 8) organizing international exchange of students' groups to learn about the culture and language of other nations.

#### § 5

4. The school runs an internal vocational guidance system and classes related to the choice of students' future career implemented by form teachers and employees of the Municipal Complex of Psychological and Pedagogical Counselling Clinics and other institutions.

#### § 12

3. Classes performing two year (IB) Diploma Programme are formed at school and they are subject to the rules established by the International Baccalaureate Organization in Geneva (*General Regulations valid in the IB Diploma Programme*) and *Internal regulations valid throughout the performance of the International Baccalaureate Diploma Programme*.

#### § 24

6. Teachers conducting classes in the Diploma Programme form an interdisciplinary team whose aim is to coordinate activities as well as to express opinions concerning the possibility of studying in a class in the IB Diploma Programme for students finishing a pre-IB class.

## PART II

### THE STATUTE OF VI LICEUM OGÓLNOKSZTAŁCĄCE IM. JULIUSZA SŁOWACKIEGO IN KIELCE – DETAILED CONDITIONS AND WAYS OF INTERNAL ASSESSMENT

Detailed conditions and ways of internal assessment are stated in:

- General Regulations valid in the IB Diploma Programme
- IB DP Subjects' Guides
- Subjects' Specific Assessment Policies

as well as

the Statute of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce (chapter VII in particular)

#### § 33

3. The marking scheme valid in the documents of the International Baccalaureate Organization is employed in classes following two year IB Diploma Programme and it is expressed by digits 1 – 7, where 1 is the lowest mark and 7 is the highest one.

very poor performance	1
poor performance	2
mediocre performance	3
satisfactory performance	4
good performance	5
very good performance	6
excellent performance	7

13. The number of tests predicted in a term and a school year is arranged by subject teachers according to the respective subject curriculum. In classes following the Diploma Programme the number and form of oral and written tasks are defined in the Guides for their respective subjects, published by the International Baccalaureate Organization.
14. Tests are compulsory. If a student's absence is excused, he or she is obliged to take a test on a date and in a form agreed on with a subject teacher. If a student's absence is not excused from an agreed date of a test then a student takes a test at a date assigned by a subject teacher. 16. If a student is absent from at least 25% of all conducted classes in a subject ( absence as a result of representing the school is not taken into account) a teacher has the right to give a written **attendance test**, making allowances for the following rules:
- 1) if a student has already taken an attendance test, then the number of student's absent hours is counted from the date of notifying a student or parent/legal guardian of the last attendance test,
  - 2) notifying is considered to be successful when a student or his/her parent/legal guardian is directly notified at school or the written notification is sent by a registered letter to the address given in the class register (the third day after sending the notification is considered as the date of notifying); the fact of notifying is taken down in a register,
  - 3) the date and the scope of the material included in a test are assigned by a teacher, and the given mark is the final one,

- 4) a subject teacher defines the form and assessment criteria of an attendance test in accordance with the tools provided in Subject Assessment Criteria and adjusted to the tested course material.
- 5) if a student may justify his or her absence from an attendance test, then a new date is agreed on. An unjustified absence is tantamount to taking a test by a student during the next classes.

### § 35

5. A Diploma Programme student receives a certificate with his or her school results after each school term. Mid-year certificates may as well contain so called “warning letters” to students and their parents when meeting the requirements of the IB Diploma Programme poses a problem to a student. “Warning letters” are intended to be disciplinary measures.
11. If a student of the Diploma Programme fails to fulfill the requirements for being awarded the Diploma, has a poor attendance, his or her classroom code of conduct is below correct, his or her attitude is in contrast with the profile of IB student, he or she might be expelled from the Diploma Programme at any of its stages.
12. A student can request permission of the Headmaster to repeat a year of the Diploma Programme under certain circumstances ( e.g. a chronic disease, the change of place of residence).
13. A student can be refused admission to the exam session if his or her teachers decide that he or she does not fulfill the requirements for being awarded the Diploma.
17. A student in the Diploma Programme is awarded with both the Diploma and the prize when his or her classroom code of conduct is at least very good and he or she has gained 34 points or more in subjects studied.
19. A student that changes a school, a class, a subject, resigns or is expelled from the Diploma Programme, is obliged to take a test to equalize the differences in the curriculum, if there are such in the scope of the subject in question. Passing the test is a necessary requirement for a student to be transferred to a class. The rules of conducting the test are the same as for a classifying test and the test is set for the last week of summer holiday.
20. If a student cannot be given the final mark ( mid- year or end of a school year) as a result of his or her absence from more than half of the subject classes, he or she might not be classified in the subject. Where applicable instead of a mark , there should be “non-classified”.
21. The student that has not been classified owing to his/her justified absence may take a classifying exam. If a student has not been classified owing to his/her unjustified absence, he/she or his /her parents (legal guardians) may submit an application to the teacher’s council, in which he or she expresses his/her willingness to take a classifying exam. The teacher’s council may assent to a classifying exam. An application should be submitted before a classifying meeting of the teacher’s council.

23. Both oral and written classifying exam is taken at a date agreed with a student and his/her parents (legal guardians) but not later than on the last but one day before the end of a school year. Computer science, information technology and physical education classifying exams are mainly practical exams. Subject Assessment Criteria contain detailed rules of administering classifying exams.
24. If there are extenuating circumstances and a student cannot take a classifying exam on the agreed date, he or she can take it at a later date given by the Headmaster.

§ 37

2. As it is necessary to inform parents (legal guardians) of student's school results and classroom code of conduct, parents (legal guardians) should be present at all meetings arranged by the Headmaster. If the need arises, a form teacher will arrange an extra meeting. The parents (legal guardians) who do not participate in the majority of school's open days and parents' meetings or do not contact a form teacher and other teachers can never plead ignorance over their child's progress and predicted end- of- the- school year grades.



## **PART III**

### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ENTRY REQUIREMENTS (SCHOOL ADMISSIONS POLICY)**

#### **§ 1**

1. A student who intends to pursue the International Baccalaureate Diploma Programme may choose one of the following ways of applying for admission to the Programme:
  - a) being a Middle School alumnus a student starts three year course at Liceum (secondary school) which includes pre-IB class and lasts one year and two year Diploma Programme;
  - b) having completed the 1<sup>st</sup> class of Liceum a student starts the full two year IB Diploma Programme.

#### **§ 2**

Having completed the 3<sup>rd</sup> class of Middle School a student applies for admission to pre-IB class as follows:

1. A student files a written application to the Headmaster for taking an English language competence test along with the list of final grades received in the 3<sup>rd</sup> class of Middle School.
2. A student presents documents exempting him or her from taking an English language competence test ( FCE certificate – grade A, B or C, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C, notification of receiving the title of laureate in English language subject contest).
3. A student takes an English language competence test, which takes place at the end of May or at the beginning of June every year, or he /she is exempt from it.
4. After passing the test a student is subject to electronic recruitment and results of final Middle School exam and grades on the certificate of completion of the Middle School are taken into account. Detailed criteria are announced in School Admission Policy every year.

#### **§ 3**

Having completed the pre- IB class a student applies for admission to the IB class as follows:

1. A student submits approved by his/ her teachers declaration of chosen subject to the IB Coordinator.
2. A student presents documents exempting him or her from taking an English language diagnosis ( FCE certificate – grade A, B or C, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C).
3. A student takes an English language diagnosis, which takes place in at the end of May or at the beginning of June every year, or he /she is exempt from it.
4. A student receives at least a satisfactory mark in the classroom code of conduct and attendance not lower than 90%.
5. A student obtains progression to the 2<sup>nd</sup> class of Liceum.
6. The team of teachers conducting classes in the pre-IB class express a good opinion on student's admission to the IB class.

#### § 4

Having completed the 1st class of Liceum other than the pre-IB class at VI Liceum Ogólnokształcące im. J. Słowackiego in Kielce a student applies for admission to the IB class in the following way:

1. A student files a written application to the Headmaster for taking an English language competence test along with the list of final grades received in the 1<sup>st</sup> class of Liceum.
2. A student presents documents exempting him or her from taking an English language competence test ( FCE certificate – grade A, B or C, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C).
3. A student takes an English language competence test, which takes place at the end of May or at the beginning of June every year, or he /she is exempt from it.
4. A student submits the declaration of chosen subjects to the IB Coordinator.
5. A student receives at least a satisfactory mark in the classroom code of conduct.
6. A student obtains progression to the 2<sup>nd</sup> class of Liceum.
7. A student presents his or her certificate of completion of the 1<sup>st</sup> class of Liceum with at least good marks (4) from the subjects chosen on Higher Level and at least satisfactory marks (3) from the subjects chosen on Standard Level.

#### § 5

A student returning from abroad applies for admission to the pre-IB and IB class pursuant to the ordinance of Ministry of Education on conditions and ways of accepting to public kindergartens, other forms of pre-school education, schools and institutions persons who are not Polish citizens as well as Polish citizens, who have studied in schools functioning in school education systems of other countries and also providing additional Polish language classes, additional remedial classes and classes with the language and culture of a country of origin, as follows:

1. A student presents certificates confirming the total number of years of student's schooling both in Poland and abroad (certificates issued abroad should be presented both in the original and translated into Polish language by a sworn translator).
2. A student should prove 9 years of schooling to be accepted to the pre-IB class, and 10 years of schooling to be accepted to the IB class.
3. A student files a written application to the Headmaster for taking an English language competence test.
4. A student presents documents exempting him or her from taking an English language competence test: FCE certificate – grade A, B or C, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C to the pre- IB class; and FCE certificate – grade A, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C to the IB class.
5. A student takes an English language competence test, which takes place at the end of May or at the beginning of June every year, or he /she is exempt from it.
6. A student submits the declaration of chosen subjects to the IB Coordinator.

## PART IV

### THE RULES OF LANGUAGE TEACHING AT SCHOOL

#### § 1

1. The language studied as the first language in Group 1 is Polish language.
2. Apart from studying the language in Group 1 students are provided with extracurricular classes (e.g. theatre classes) or can participate in cultural activities on school premises to develop their language skills of their mother tongue.
3. There is a possibility of following an individual course of a native language for foreign students at their expense pursuant to the instructions in the documents of the International Baccalaureate Organization.

#### § 2

1. The language of instruction in the Diploma Programme is English language.
2. The course of English in a Pre-IB class (6 hours of teaching the language per week is assigned) is designed to enable students to use the language of instruction fluently.
3. Students are introduced to the specialized vocabulary in subjects studied at a Pre-IB class, which is to facilitate learning in the Diploma Programme.
4. The school enables students to take part in international projects, youth exchanges, lectures and meetings with foreign guests conducted in English in order to achieve a high level of competence in the scope of using the language of instruction.

#### § 3

1. The school ensures for the students of the Diploma Programme learning the other modern language at a chosen level (HL or SL).
2. German language is the other modern language offered at present.

#### § 4

1. Documents provided by the school to the International Baccalaureate Organization are completed in English.
2. *General Regulations* (detailing rules in the Diploma Programme) is the basic document of the International Baccalaureate Organization and it has been translated into Polish to inform parents and education authorities.
3. Internal school documents informing parents and local education authorities of the programme's organization and requirements are compiled in Polish or both Polish and English language.
4. Promotional materials aimed at promoting the Diploma Programme among the local community are created in Polish or both Polish and English language.

## PART V

### THE DISSEMINATION OF INFORMATION AT SCHOOL

#### § 1

1. The basic documents presenting the Diploma Programme's organization and requirements for students and their parents are *General Regulations* – the document issued by the International Baccalaureate Organization, *Internal regulations valid throughout the performance of the International Baccalaureate (IB) Diploma Programme at VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce* -an internal school document containing detailed rules pursuant to regulations of the International Baccalaureate Organization and adjusted to the working conditions of the school and Subject Assessment Criteria.
2. Above mentioned documents are available in the school library and from the Coordinator and form teachers. *General Regulations* and *Internal Regulations*...are also available on the school website, and Subject Assessment Criteria can be obtained from subject teachers.
3. *Guides, From Principles into Practice, DP Assessment Procedures* are the basic documents supporting teachers in the performance of the programme.

#### § 2

1. The Coordinator and form teachers are held accountable for informing students and parents of the Diploma Programme's organization and requirements.
2. Form teachers and subject teachers are held accountable for informing students and parents of the educational progress and attendance.

#### § 3

1. Students are informed of the Diploma Programme's organization and requirements during form periods and their parents during the scheduled parents' meetings.
2. Parents are informed of the Diploma Programme's organization and requirements during the first parents' meeting every school year.
3. Parents are introduced to the assessment plan of assignments, including the deadline for submitting the Extended Essay on the first parents' meeting of 1M class.
4. The parents of Pre-IB students are introduced to the rules of choosing subjects in the Diploma Programme in October.
5. The parents of 1M students are introduced to the requirements of Extended Essay and the rules of academic honesty in October.
6. Parents are informed of the exam fees and the procedures of paying them at parents' meeting at the end of the first year of the Diploma Programme.
7. The parents of 2M students are informed of the procedures of Diploma exams in October and then again in March, two months before the exam.

8. Students are introduced to the above mentioned regulations during their form periods at the same time as their parents.
9. Students and their parents receive information about predicted grades in writing during the parents' meeting at about one month before the end of a semester or school year, and the information about predicted grades for the Diploma is provided during the last parents' meeting.

## PART VI

### THE ORGANISATION AND SUPERVISION OF EXTENDED ESSAY

#### § 1

1. During the first year of the Diploma Programme after being provided with the detailed information on the requirements of Extended Essay students choose the approved Diploma Programme subject for the extended essay, suggest a topic and formulate a well-focused research question.
2. A student discusses an Extended Essay idea with a subject teacher and after accepting it submits EE Declaration in writing to IB DP coordinator.
3. EE Declaration is signed by both: a student and a teacher.
4. One teacher can supervise 3 or 4 students writing Extended Essay in the given school year.
5. The supervisor of Extended Essay can be a teacher employed in the school and familiar with the Diploma Programme and the requirements for Extended Essay. However, it does not have to be a teacher giving lessons to a student.
6. A student is obliged to take part in three reflection sessions and three check-in sessions. Each session has to be recorded on School Meeting Chart. In addition, reflection sessions should be accompanied by Reflections on planning and progress form filled in no later than one week after the session.
7. Failure to meet the deadlines and lack of cooperation with a supervisor might result in not sending the essay to an examiner due on time and, in consequence, failure to meet the Diploma requirements.
8. It may be that under certain circumstances when the full cooperation between a student and a teacher-supervisor is impossible (e.g. due to prolonged absence of a teacher) the following steps can be taken:
  - a) phone and e-mail contact between a student and a teacher,
  - b) the cooperation with the other IB teacher of the same subject,
  - c) the cooperation with the other non-IB teacher who will be introduced to the regulations governing the extended essay and the assessment criteria,
  - d) The IB coordinator and IB teachers can give their consent to extend the deadline for submitting Extended Essay under exceptional circumstances.
9. The organization and supervision of Extended Essay is further described in the document *Extended Essay School User Guide* accessible for all teachers, students and parents within IB Diploma Programme.

<b>The research and writing process – stages and timing of EE</b>				
No.	Activity	Timing	Meeting	Documentation
<b>PREPARATORY STAGE</b>				
1.	The form teacher presents the EE requirements in general and subject teachers give subject specific guidance.	1 <sup>st</sup> year December (1 <sup>st</sup> week)		
2.	Students discuss with subject teachers their EE ideas (interest in this chosen subject area, background reading, provisional research question, general organization of RRS, the first version of a title).	1 <sup>st</sup> year 15 <sup>th</sup> January	Check-in session 1	>School Meeting Chart
3.	After accepting student's EE title the EE declaration is filled in, signed by the supervisor and the student and it is moved to IB DP coordinator.	1 <sup>st</sup> year February (by 10 <sup>th</sup> February)		>EE declaration
4.	The student discusses with the supervisor the resource-gathering, developing of research question and RRS details.	1 <sup>st</sup> year 1 <sup>st</sup> March	Check-in session 2	>RRS >School Meeting Chart
5.	The student's preparation for first formal session takes place.	1 <sup>st</sup> year March		>RRS
6.	The student has RRS, the working research question and the research methods proposal. It is recommended that the student sends these materials to the supervisor ahead of the meeting in order to give the supervisor the opportunity to review their work. The outline of next steps is worked out during this meeting. RPPF is filled in and signed by the student no later than one week after the meeting and moved to the supervisor.	1 <sup>st</sup> year 15 <sup>th</sup> March	First formal reflection session	>RRS >RPPF >School Meeting Chart
<b>RESEARCH STAGE</b>				
7.	The planning process: research question refined, research planned, methodology defined in details; information, data and general plan of essay in RRS, bibliography gathered and worked out in RRS. The student should show the progress in critical evaluation of sources, accurate range of sources.	1 <sup>st</sup> year 30 <sup>th</sup> May	The interim reflection session	>RRS >RPPF >School Meeting Chart
8.	The research process: experiments, data collection, modifying research question, clear vision of the writing process.	1 <sup>st</sup> year June – September		>RRS

<b>WRITING STAGE</b>				
9.	The student writes an essay according to the detailed plan and sends the full draft to the supervisor ahead of appointed check-in session. At this stage the student can continue to see the supervisor as appropriate to the needs.	2 <sup>nd</sup> year September		
10.	The supervisor discusses the full draft of EE with the student (clear introduction and conclusion, accurate main body, correct references, formatting).	2 <sup>nd</sup> year 30 September	Check-in session 3	>RRS >School Meeting Chart
11.	The student continue working on essay after the supervisor's comments are made on the basis of first draft. At this stage the next support from the supervisor is expected. It is the occasion for the student to ask questions (ex. connected with formal presentation, conclusions), but essay should not be corrected by the supervisor.	2 <sup>nd</sup> year 15 November		
<b>FINAL STAGE</b>				
12.	Final version of EE is sent to the supervisor before the viva voce session. Once this version has been submitted to the supervisor and discussed, students are not permitted to make any further changes to it, unless deemed appropriate by the supervisor because of an administrative error. Students should bring to this session: extracts from their RRS that illustrate how they have grown as learners through the process of reflection, a willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.	2 <sup>nd</sup> year 30 November	Viva voce session	>RRS >RPPF >School Meeting Chart
13.	Final activities are taken for both the student and the supervisor: the final stage of RPPF is filled in, dated, signed by the student and moved to the supervisor. RPPF is filled in by the supervisor and saved for uploading on IBIS. The final version of EE is rewritten into PDF document (not to allow any changes) and saved for uploading.	2 <sup>nd</sup> year 15 December		>RPPF
14.	The EE is uploaded on IBIS according to the schedule. The student uploads the final version of EE and the supervisor uploads RPPF, confirm the authenticity, states the amount of time spent and submits the whole component.	2 <sup>nd</sup> year 15 January		



## PART VII

### THE ROLE OF THE DIPLOMA PROGRAMME COORDINATOR

#### § 1

1. The Coordinator supervises the successful performance of the Diploma Programme, providing guidance and administrative support to the IBO, teachers, students and their parents.
2. Along with the team of teachers, the Coordinator organizes work to implement the Diploma Programme effectively, and arranges the date and subject areas of the teachers' meetings.
3. In cooperation with the Headmaster and School Recruitment Commission the Coordinator establishes the rules and oversees the recruitment procedures into Pre-IB and IB classes, assigns teachers a task of conducting placement tests in the scope of English language.
4. The Coordinator and form teachers inform students and their parents of regulations valid throughout the performance of the Diploma Programme and ensure that the regulations are observed, the Coordinator participates in the meetings and individual conversations with parents if the need arises.
5. The Coordinator ensures that a student declares subjects for Diploma properly at the beginning of the programme.
6. The Coordinator and subject teachers establish the deadlines for submitting assessment and Extended Essay schedule.
7. The Coordinator's task is to register students for exam sessions, to organize the course of exam sessions following the requirements of the International Baccalaureate Organization, to send assessment material to examiners and moderators by the stated deadline and to give predicted grades.
8. The Coordinator plans and organizes professional development workshops for teachers.
9. In cooperation with the Headmaster and teachers the Coordinator aims at promoting the Diploma Programme in a local area.
10. The Coordinator cooperates closely with IBO to ensure that the school complies with the requirements of the organization.
11. The Coordinator organizes the process of evaluation of the programme meeting the requirements of IBO and cooperating with the teachers involved in the programme.

## PART VIII

### REGULATIONS FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

#### § 1

1. Before joining the Diploma Programme a student or/and his or her parents (legal guardians) are obliged to inform the Coordinator of the specific learning difficulties. After careful consideration the Coordinator decides whether to accept a student as a candidate for the Diploma Programme.
2. After reporting specific learning difficulties and being accepted to the Diploma Programme, a student consults his or her choice of subjects with the Coordinator.
3. The Coordinator cooperates with a school guidance counsellor, form teachers and other subject teachers to ensure that the methods of working with a student with specific learning difficulties are devised. The methods are devised pursuant to recommendations on student's dysfunction and the methods of working with a student that can be found in the documents used in Polish Education System as well as in the document issued by the International Baccalaureate Organization: *Teaching students with particular special educational and learning needs- a resource for schools*.
4. The school guarantees each student of the Diploma Programme psychological counseling upon the conditions specified in the School Statute. Psychological counseling can be given to a student on his or her own initiative or it can be offered to him or her by a teacher or other people designated in the regulation on the rules for providing psychological and educational support in public nursery schools, schools and institutions.

#### § 2

1. If a student is affected by a prolonged illness during the performance of the Diploma Programme or if a sudden illness occurs during an exam session special arrangements can be provided but they must not give a candidate an advantage in any assessment component.
2. If a student is affected by a prolonged illness during the final year of the Diploma Programme and it has resulted in failing to accomplish any of the obligatory tasks, he or she applies to the Coordinator for submitting the request for special arrangements to the International Baccalaureate Organisation. All supporting documentation should be attached to the completed form and all the documents should be translated into English by a professional translator.
3. The Coordinator submits a completed copy of the appropriate form to the International Baccalaureate Organisation and IB decides whether or not to approve of incomplete exam material.
4. If a student is affected by a sudden illness during the exam sessions the procedure is as described in point 3.
5. Appropriate medical documentation on a prolonged or sudden illness should be given to the Coordinator promptly after it occurred but no longer than within 10 days after the candidate's final examination.

6. If a student's health accounts for it, the Coordinator can submit the request for special arrangements to the International Baccalaureate Organisation on behalf of a student. It can include:
- an extension to a deadline for mailing assessment material to an examiner ( a request for an extension must be received at the International Baccalaureate Organisation before the normal deadline)
  - assistance with practical work
  - exemption from an assignment

### § 3

1. The student who has been provided with special assessment conditions on the basis of a certificate/ opinion issued by psychological and pedagogical support centres may apply for similar conditions during an examination session.
2. The initiative concerning adjusting assessment conditions may be launched by a student, form teacher or subject teacher and must be consistent with what is recorded in a student assistance card in which a problem diagnosis, forms of assistance and special assessment conditions applied to a student can be found.
3. If there is a necessity to adjust the conditions of the Diploma Examinations to the individual needs, a student or/and his or her parents (legal guardians) apply to the Coordinator for submitting the request for adjusting the conditions of the examinations to the International Baccalaureate Organisation. All supporting documentation issued by a psychological and pedagogical support centre should be attached to the completed form and all the documents should be translated into English by a professional translator. Documentation submitted by a student is supplied with a student assistance card and other proof of psychological and pedagogical support given to a student by a school.
4. The subjects to be adjusted and the scope of the adjustment should be specified by a student in the application for adjusting of the conditions of the examinations.
5. On the basis of a student's application an appropriate form that specifies exactly which arrangements are being requested is completed by the Coordinator and submitted to the International Baccalaureate Organisation to consider authorizing. The appropriate form must be completed by the Coordinator on behalf of a student and a student must not apply directly to the International Baccalaureate Organisation.
6. Full documentation on adjusting the conditions of the examination must be submitted to the office of the International Baccalaureate Organisation 6 months before an examination session at the latest that is by the 15<sup>th</sup> of November in the second year of the International Baccalaureate Diploma Programme, which means that the application with supporting documentation (certifications, opinions, rulings) must be submitted to the Coordinator by the 1<sup>st</sup> October in the second year of the Interational Baccalaureate Diploma Programme.
7. The supporting documentation attached to the application for adjusting the conditions of the examination must be issued not earlier than in the year of attending Pre-IB class.
8. The documentation must be issued by the authorised body (medical or psychological service). The person who undertakes the evaluation and diagnosis must not be a relative of the student.

9. The aforementioned documentation must include:

- the date and signature of the person who has undertaken the evaluation and diagnosis of the student
- the name of the institution undertaking the evaluation and diagnosis
- the title, name and professional credentials of the person who has undertaken the evaluation and diagnosis
- the description of a problem
- recommendations as to which special assessment arrangements are appropriate

10. The International Baccalaureate Organisation, after obtaining an electronic form of student's documentation, makes a decision on adjustment and passes it on to the Coordinator.

11. Depending on the nature of an illness or dysfunction special arrangements can include:

- additional time allowance
- a rest period in an examination
- devices or people to assist a student with his or her examination tasks
- modifications to examination papers
- alternative venues for examinations

#### § 4

1. *DP Assessment Procedures, Candidates with assessment access requirements, Teaching students with particular special educational and learning needs- a resource for schools* are the documents stating the policy of the International Baccalaureate (IB) for Diploma Programme students with special assessment needs.

2. A student, who is given psychological and pedagogical support may also be provided with the solutions put forward by the Coordinator, which do not need to be accepted by the International Baccalaureate Organisation. In that case a student or/and his or her parents (legal guardians) apply for special solutions and the application may be submitted by a form teacher, subject teacher or school guidance counsellor. The solutions, possible during the Diploma Programme, may concern:

- the consent to extend the time of submitting the compulsory components of the Programme (TOK, Extended Essay, Internal Assessment), provided there are valid reasons for that and it does not affect the deadlines for submitting the components imposed by the International Baccalaureate Organisation,
- the consent to take written examinations in a separate classroom, consent to take medicine and/or have a meal during an examination, consent to an additional break.

## **PART IX**

### **THE OTHER ARRANGEMENTS**

1. Students are obliged to observe the rules of academic honesty specified in the documents of the International Baccalaureate Organisation. Breaching the rules of academic honesty when submitting their work for assessment results in the failure mark awarded without the possibility of retaking the subject concerned.
2. Students are obliged to meet the assessment deadlines, Extended Essay schedule and take part in all mock exams according to their choice of subjects. In the case of absence from any mock exam, the student is required to complete the task at the date set by the teacher. A student may apply to the Coordinator for extending the deadline under unusual and extenuating circumstances.
3. If the student does not fulfill the regulations described in point 2, teachers do not prepare reference letters as part of recruitment process for universities or higher education institutions for him.
3. A student who has received a poor or very poor mark in a subject at the end of a school year is obliged to catch up on work by completing assignment given by a teacher. The deadline and form of the assignment is given by a teacher, but the assessment may not be later than 20<sup>th</sup> September the following school year.