

VI LICEUM OGÓLNOKSZTAŁCĄCE
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**INTERNAL REGULATIONS VALID THROUGHOUT
THE IMPLEMENTATION
OF THE INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME (IB DP)
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 traditions.

Valid from 1st September 2023

Updated 25th November 2025

Legal basis:

- The Act of 14 December 2016. Educational Law (Journal of Laws of 2016, items 1043 and 1160)
- Act of 14 December 2016. Provisions introducing the Act - Educational Law (Journal of Laws of 2017, item 60, with subsequent amendments)
- Rules for IB World Schools: Diploma Programme, June 2020 (updated August 2024)
- General Regulations: Diploma Programme from *Diploma Programme Assessment procedures 2024* published September 2024, updated September 2025 (updated annually for every examination session)
- Programme standards and practices, October 2018 (updated November 2024)
- 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 operates 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, with the arrangements established in the statute of the school taken into account. Thus, this document contains the regulations of the school statute and the procedures developed in the school in accordance with 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 Programme at 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 Baccalaureate 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) the school organizes 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 organizes classes related to the choice of students' future career, conducted by form teachers and employees of the Municipal Complex of Psychological and Pedagogical Counselling Clinics and other institutions.

§ 12

3. Classes implementing a 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: Diploma Programme*) and *Internal regulations valid throughout the implementation of the International Baccalaureate Diploma Programme at VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce.*

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: Diploma Programme
- IB DP Subject Guides
- Subjects' Specific Assessment Policies

as well as

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

§ 34

5. The marking scheme valid in the documents of the International Baccalaureate Organization is employed in classes implementing a 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

15. The number of tests predicted in a term and a school year is arranged by subject teachers in accordance with the respective subject curriculum. In classes implementing the Diploma Programme both the number and form of oral and written tasks are defined in the guides for their respective subjects, published by the International Baccalaureate Organization.

16. 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 with a subject teacher. If a student's absence is not excused

from an agreed date of a test, a student takes a test on a date assigned by a subject teacher.

17. A maximum of three class assignments may be conducted per week (in classes implementing the International Baccalaureate Diploma Programme, a maximum of 4 class assignments is permitted), and only one written class assignment and one quiz per day (covering material from 1 to 3 lessons).

20. 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 do 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 about the last attendance test,
- 2) notification 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 to be the date of notification); the fact of notification is taken down in the class 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 results in taking a test by a student during the next classes.

§ 36

5. A Diploma Programme student receives information about his/her school results after each school term as mid-year certificates and end-of-year certificates. Apart from that, teachers formulate the so-called "warning letters" to both students and their parents when meeting the requirements of the Diploma Programme poses a problem to a student. "Warning letters" are intended to have a disciplinary purpose.

11. If a DP student fails to fulfill the requirements for being awarded the Diploma, he/she has a poor attendance and below-average behaviour grade, his/her attitude is in contrast with the profile of IB student, then he/she might be expelled from the Diploma Programme at any of its stages.

12. A DP student can request permission of the Head of School to repeat a year of the Diploma Programme under certain circumstances (e.g. a chronic disease, the change of place of residence).

13. A DP student may not be admitted to the exam session if his/her teachers determine that he/she does not fulfill the requirements for being awarded the Diploma.

17. A DP student is awarded with both the Diploma and the prize when his/her behaviour grade is at least very good and he/she gained 37 points or more in the subjects studied.

19. A student who changes school, class or subject of study, withdraws from or is expelled from the Diploma Programme, is obliged to take a test to compensate for curriculum differences if there are such in the subject's content. A successful test is the basis for transferring a student to a given class. The rules for administering the test are the same as those applicable to a classification exam, with the exam scheduled during the last week of summer break.

20. If there are no grounds for determining a mid-year or end-of-year grade due to a student's absence from a given subject exceeding half of the time allocated for that subject in the school teaching plan, a student may not be classified in that subject. In such cases, a student's school records shall indicate "non-classified" in place of a mark.

21. A student who has not been classified owing to his/her justified absence may take a classification 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 they express the student's willingness to take a classification exam. The teacher's council may consent to a classification exam. An application should be submitted before a classification meeting of the teacher's council.

23. A classification exam is conducted both in written and oral form on a date agreed with a student and his/her parents (legal guardians), no later than the day preceding the end of the school year. Computer science, information technology and physical education classification exams are mainly practical exams. Subject Assessment Criteria contain detailed rules of administering those exams.

24. If there are extenuating circumstances and a student cannot take a classification exam on the agreed date, he/she can take it on a later date given by the Head of School.

§ 38

2. As it is necessary to inform parents (legal guardians) about a student's school results and behaviour grade, they should be present at all meetings arranged by the Head of School. If the need arises, a form teacher will arrange an extra meeting. Those parents (legal

guardians) who do not participate in the majority of school's open days and parent-teacher meetings or do not contact a form teacher and other teachers can never plead ignorance over their child's progress and predicted end-of-year grades.

PART III

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ENTRY REQUIREMENTS - SCHOOL ADMISSION 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 primary school alumnus after completing the 8th class, a student starts a four-year course in high school, which includes two years of pre-IB class and two years of IB class (the Diploma Programme);
 - b) having completed the 1st class of high school, a student attends the second year of pre-IB class and next starts a full two-year Diploma Programme;
 - c) having completed the 2nd class of high school, a student starts a full two-year Diploma Programme.

§ 2

Having completed the 8th class of primary school, a student applies for admission to the pre-IB class as follows:

1. A student files a written application to the Head of School for taking an English language competence test.
2. A student submits documents which entitle him/her to be exempt from taking an English language competence test (the title of laureate or finalist of an English language subject Olympiad or the title of laureate of a subject competition in English held at the regional or interregional level).
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 in which the results of final primary school exam as well as certificate grades are taken into account. Detailed criteria are announced in School Admission Policy every year.

§ 3

Having completed two years of the pre-IB class, a student applies for admission to the Diploma Programme (IB class) as follows:

1. A student submits the declaration of chosen subjects to the DP Coordinator, the document of which must be approved by his/her teachers.

2. A student submits documents exempting him/her from taking an English language diagnostic test (FCE certificate – grade A, CAE certificate - grade A, B or C, CPE certificate - grade A, B or C).
3. A student takes an English language diagnostic 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 receives at least a satisfactory behaviour grade and his/her attendance is not lower than 90%.
5. A student is promoted to the 3rd class of high school.
6. A team of teachers conducting classes in the pre-IB class formulate a good opinion on a student's admission to the Diploma Programme.

§ 4

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

1. A student files a written application to the Head of School for taking an English language competence test along with a list of the grades he/she received in the first term of the 1st class.
2. A student submits documents exempting him/her from taking an English language competence test (FCE certificate – grade A, B, 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 receives at least a satisfactory behaviour grade and at least good subjects grades.
5. A student is promoted to the 2nd class of high school.
6. A student is admitted to the second pre-IB class, if there are vacancies. If the number of candidates exceeds the number of vacancies, the acceptance is determined by the results of the language competence test and the academic results in the subjects taught in the pre-IB class.
7. A student is obliged to compensate for curriculum differences resulting from the innovation implemented in the pre-IB class.

§ 5

Having completed the 2nd class other than the pre-IB class at VI Liceum Ogólnokształcące im. J. Słowackiego in Kielce or the 2nd class in other high school, a student applies for admission to the Diploma Programme (IB class) in the following way:

1. A student files a written application to the Head of School for taking an English language competence test along with a list of grades received in the first term of the 2nd class.
2. A student submits documents exempting him/her from taking an English language competence test (FCE certificate – grade A; 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 DP Coordinator.
5. A student receives at least a satisfactory mark behaviour grade.
6. A student is promoted to the 3rd class of high school.
7. A student presents his or her certificate of completion of the 2nd class of high school with at least good marks (4) from the subjects chosen at Higher Level and at least satisfactory marks (3) from the subjects chosen at Standard Level.
8. A student is admitted to IB class (1M) if there are vacancies. If the number of candidates exceeds the number of vacancies, the acceptance is determined by the results of the language competence test and the academic in the subjects declared as IB DP subjects.
9. A student is obliged to compensate for curriculum differences resulting from the innovation implemented in the pre-IB class.

§ 6

A student returning from abroad applies for admission to the pre-IB and IB class pursuant to the ordinance of *Ministry of Education Regulation of August 23, 2017 on the education of persons who are not Polish citizens and persons who are Polish citizens who received education in schools functioning in the education systems of other countries* as follows:

1. A student submits certificates confirming a 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 8 years of schooling to be accepted to the pre-IB class, and 10 years of schooling to be accepted to IB class.
3. A student files a written application to the Head of School for taking an English

language competence test.

4. A student submits documents exempting him/her from taking an English language competence test: for the second year of the pre-IB class: FCE certificate – grade A, B or C; CAE certificate - grade A, B or C; CPE certificate - grade A, B or C; for the IB class: FCE certificate – grade A; CAE certificate - grade A, B or C; CPE certificate - grade A, B or C.
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 DP Coordinator.

PART IV

THE RULES OF LANGUAGE TEACHING AT SCHOOL

§ 1

1. The majority of students use Polish language as their mother tongue, which stems from cultural homogeneity of the region. At the same time the school develops students' multilingual competences.
2. The language studied as the first language in Group 1 is Polish language.
3. 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 and in a local area to develop their language skills of their mother tongue.
4. 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. Students are prepared to use the language of instruction fluently in pre-IB classes, which provide 6 hours of language instruction per week.
3. Students are introduced to the specialized vocabulary in subjects studied in pre-IB classes, which is to aid students fully absorb knowledge in the Diploma Programme.
4. During the Diploma Programme, English teachers support language skills of students and take in account their individual needs (task differentiation, additional meetings for students who require extra support).
5. During the Diploma Programme, teachers of all subjects care about constant improvement of students' language of instruction skills (enrichment of specialized vocabulary by indicating additional materials, scientific and press texts in a given area of knowledge, correcting mistakes in speech and writing).
6. 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.
7. Parents are regularly informed about their children's language competence progress. Language learning problems are discussed and solutions are jointly developed.

§ 3

1. The school provides Diploma Programme students with a second foreign language at a chosen level (HL or SL).
2. Currently German language is the second foreign language offered in the school.
3. The school encourages students to develop their multilingual skills within CAS activities.
4. Students promote multilingualism through their active participation in regular educational projects (“Bilingual Świętokrzyskie”, “Bilingual Slowacki”).

§ 4

1. All school documents provided to the International Baccalaureate Organization are completed in English.
2. *General Regulations: Diploma Programme* (the detailed 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 educational authorities about the Diploma Programme. Currently the above mentioned document is part B of *Diploma Programme Assessment Procedures 2026*.
3. Internal school documents informing parents and local educational authorities about the organization and requirements of the IB DP are compiled in Polish or both Polish and English.
4. Promotional materials aimed at promoting the Diploma Programme among the local community are created in Polish or both Polish and English.

PART V

THE CIRCULATION OF INFORMATION AT SCHOOL

§ 1

1. The basic documents describing the principles and requirements of the IB Diploma Programme for students and their parents are: *General Regulations*, which is the document issued by the International Baccalaureate Organization, currently part B of *Diploma Programme Assessment Procedures 2026*; *Internal regulations valid throughout the implementation of the International Baccalaureate (IB) Diploma Programme at VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce*, which is 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. The above mentioned documents are available in the school library and from the IB DP Coordinator and form teachers. *General Regulations* and *Internal Regulations* are also available on the school website, whereas Subject Assessment Criteria can be obtained from subject teachers.

3. *Subject guides, From Principles into Practice, DP Assessment Procedures* are the basic documents supporting teachers in the implementation of the programme.

§ 2

1. The DP Coordinator and form teachers are held accountable for informing students and parents (legal guardians) about the principles and requirements of the Diploma Programme.

2. Form teachers and subject teachers are held accountable for informing students and parents about students' academic progress and class attendance.

§ 3

1. Students are informed about the principles and requirements of the Diploma Programme during form periods, whereas parents are informed during the scheduled parent-teacher meetings.

2. Parents are informed about the principles and requirements of the Diploma Programme during the first parent-teacher meeting every school year.

3. Parents are introduced to the assessment plan of assignments, including the deadline for submitting the Extended Essay at the first parent-teacher meeting of 1M class.

4. Parents of the second year pre-IB students are introduced to the rules of choosing subjects in

the Diploma Programme in October.

5. Parents of 1M students are introduced to the requirements of Extended Essay and the rules of academic honesty in October.

6. Parents are informed about the exam fees and the payment procedures at a parent-teacher meeting at the end of the first year of the Diploma Programme.

7. Parents of 2M students are informed about exam procedures 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. During the parent-teacher meeting preceding the end-of-year summary, approximately one month before the summary, parents and students receive written information about the proposed results in individual subjects. During the last parent-teacher meeting in the second year of the Diploma Programme, information about the predicted grades which students may receive on their diplomas is also provided (the so-called *Predicted Grades*).

PART VI

THE RULES OF SELECTING SUBJECTS IN THE DIPLOMA PROGRAMME

§ 1

1. Each student chooses 6 subjects, one subject from each group:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Polish	English	Geography History Economics	Biology Chemistry Physics	Mathematics	German <i>or the subject not selected from group 3 or 4</i>

2. Three or four subjects must be selected at HL level (English obligatory); therefore, the weekly timetable will consist of:

- 3 subjects x 4 hours for SL level = 12 hours
- 3 subjects x 6 hours for HL level = 18 hours

3. Choosing four HL subjects results in more hours in the weekly timetable and more assignments to complete, which contribute to the final grade.

4. In addition to HL and SL subjects, each student is required to participate in the following classes:

- TOK – 2 hours per week, divided into groups
- CAS – 1 hour per week for a meeting with the CAS Coordinator
- Form period – 1 hour per week

5. The choice of subjects should depend on the planned field of study (students should review the university recruitment criteria; they may also prepare presentations on the subjects considered for admission to specific groups of fields of study, e.g. medicine, economics, law, linguistics, etc., as part of form period activities).

6. The choice of subjects must also be approved by the teachers of the given subjects, who recognize the students' skills and predispositions.

7. The formal requirement for subject selection is a grade of at least 4 in subjects chosen at HL level and 3 at SL level.

8. The teacher has the right to administer an additional test to students who receive a conditional recommendation for a given subject/level, whose purpose is to issue a recommendation to continue education in the International Baccalaureate Diploma Programme.

9. The subject selection declaration must be submitted in paper form by February 9th of the second year of the pre-IB class, after obtaining teachers' approval.

10. In exceptional cases, a student may request a change in the declaration with parental consent. Each application is considered individually.

Approval will be granted if:

- the change is approved by the teacher of the newly chosen subject/level,
- the change does not negatively impact the established programme organization (a number or size of groups),
- the change fits within the framework of the already established school timetable,
- the application is submitted before the beginning of the first year of the Diploma Programme.

11. If the university requirements require a grade in a subject outside the six-group selection scheme (which is consistent with the IB philosophy of comprehensiveness), a student may:

- choose an additional seventh subject (this does not count towards the Diploma requirements, but a grade is awarded),
- request the IB to enroll in a *non-regular programme* (the application must be submitted with a proper justification and must be documented with an official letter from the university stating that there are no other options for enrollment within the standard IB subject selection framework). Approval is granted by IBO, but there are consequences and potential difficulties: the approval procedure is not available until mid-September of the first year of IB DP and it might take several weeks to receive a response; during this time the student does not actually know the final subject selection. In a *non-regular programme*, students most often request three subjects from Group 4, whose requirements (primarily Internal Assessment) are too demanding, which consequently influences final results and often leads to the need to retake a subject/ exam to improve their score in the next exam session. These declarations must be supplemented by an application for a *non-regular programme* and correspondence with the university by the end of May.

In the second year of the pre-IB class a student must list seven subjects (each from one group and one from a *non-regular programme* which they wish to request from the IBO in the first year of the DP).

Until the IBO issues a decision regarding a *non-regular programme*, a student of the first year of DP will take seven subjects.

12. Each request to change subjects or levels during the IB programme is considered individually, in exceptional cases exclusively. The following factors, among others, are taken into account in each case:

- the content of the justification,
 - compliance with the subject selection requirements in accordance with IBO principles,
 - the possibility of compensating for curriculum differences,
 - approval by the teacher of the newly selected subject/level,
 - programme organization (a number or size of groups formed),
 - constraints on the existing timetable,
- a request to change a subject or level may be submitted by a student (together with their legal guardians) or the subject teacher,
 - the request is processed by the Head of School after consultation with the DP Coordinator, the form teacher and the IB teachers.

13. The subject selection rules are presented to students during form periods and to parents (legal guardians) during parent-teacher meetings in October of the second year of the pre-IB class. Students and parents sign a document confirming they have read the guidelines.

PART VII

THE ORGANISATION AND SUPERVISION OF THE EXTENDED ESSAY

§ 1

1. During the first year of the Diploma Programme, having been provided with the detailed information on the requirements of Extended Essay, students choose the approved Diploma Programme subject/subjects 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; if the idea is accepted, he or she submits written EE Declaration to 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 a 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 the Extended Essay. However, it does not have to be a teacher giving lessons to a student.
6. A form teacher is the Extended Essay Coordinator, whose responsibilities include: presenting the general principles of EE, supervising the students' compliance with the detailed EE schedule, monitoring the individual stages of the writing process (selection of subject(s), submission of a declaration, mandatory meetings with the supervisor and submission of the final version of EE within the deadline).
7. A student is obliged to take part in three reflection sessions and three check-in sessions. All meetings are documented in School Meeting Chart. In addition, three reflection meetings are described on the appropriate form (RPF – reflections and progress form), which is completed by the student after writing the essay. Therefore, it is recommended that a work journal be kept systematically during the writing process which stands for the so-called researcher's reflection space (RRS).
8. 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, failing to meet the DP requirements.
9. Under certain circumstances, when the cooperation between a student and a supervisor is impossible (e.g. due to extended teacher absence), the following steps can be taken:
 - a) phone and e-mail contact between a student and a teacher,
 - b) cooperation with other IB teacher of the same subject,

c) cooperation with other non-IB teacher who will be introduced to the regulations of EE and the assessment criteria,

d) the DP Coordinator and IB teachers can give their consent to extend the deadline for submitting the Extended Essay under exceptional circumstances.

10. The organization and supervision of the Extended Essay is further described in the document *Extended Essay School Guide* accessible to all teachers, students and parents within the Diploma Programme.

§ 2

The research and writing process – stages and timing of EE				
No.	Activity	Timing	Meeting	Documentation
PREPARATORY STAGE				
1.	The form teacher presents the EE requirements in general and subject teachers give subject specific guidance.	1 st year December (1 st week)		Class register
2.	Students discuss their EE ideas with subject teachers (interest in a given subject area, background reading, provisional research question, general organization of RRS, the first version of a title).	1 st year 15 th January	Check-in session 1	> School Meeting Chart
3.	After accepting student's EE title, the EE declaration is filled in, signed by both the supervisor and the student and it is submitted to DP coordinator.	1 st year February (by 10 th February)		>EE declaration
4.	Students discuss with the supervisor the resource-gathering, developing of research question and RRS details.	1 st year 1 st March	Check-in session 2	>RRS >School Meeting Chart
5.	The student's preparation for first formal session takes place.	1 st year March		>RRS
6.	The student has RRS (work journal), 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.	1 st year 15 th March	First formal reflection session	>RRS >School Meeting Chart
RESEARCH STAGE				
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	1 st year 30 th May	The interim reflection session	>RRS >School Meeting Chart

	evaluation of sources as well as a wide range of sources.			
8.	The research process: experiments, data collection, modifying research question, clear vision of the writing process.	1 st year June – September		>RRS
WRITING STAGE				
9.	The student writes an essay according to the detailed plan and sends the full draft to the supervisor ahead of the appointed check-in session. At this stage the student can continue to see the supervisor, as appropriate.	2 nd 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 nd year 30 th September	Check-in session 3	>RRS >School Meeting Chart
11.	The student continue working on their essay after the supervisor's comments are made on the basis of the first draft. At this stage the next support from the supervisor is expected. It is the occasion for the student to ask questions (e.g. connected with formal presentation, conclusions), but the essay should not be corrected by the supervisor.	2 nd year 15 th November		
FINAL STAGE				
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 nd year 30 th November	Viva voce session	>RRS >RPF >School Meeting Chart
13.	Final activities are taken for both the student and the supervisor: the final stage of RPF is filled in and saved for sending to IBO. The supervisor saves the final version of EE in PDF format (not to allow any changes). The document is stored by both the student and the supervisor.	2 nd year 15 th December		>RPF
14.	The EE is sent to IBO according to the schedule. The student uploads the final version of EE and the supervisor confirms it, then uploads RPF, confirms the authenticity,	2 nd year 15 th January		

	states the amount of time spent and submits the whole component.			
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PART VIII

IB DIPLOMA PROGRAMME COORDINATOR'S JOB DESCRIPTION

§ 1

The DP Coordinator's role:

- 1.The Diploma Programme Coordinator is a member of school managing staff and holds the position of Deputy Head, which results in full organizational and financial support offered to the management team.
- 2.The DP Coordinator relies on the school secretary's office, accounting department, human resources department and parents' council for assistance, and, within the scope of planned activities, on the school budget.
- 3.The DP Coordinator participates in the process of planning the school's work related to curriculum and organizational issues, including budget planning when it comes to the implementation and development of the Diploma Programme.
4. The DP Coordinator ensures that the International Baccalaureate programme is implemented in accordance with IBO requirements, in particular by playing a pedagogical leadership role and performing administrative and organizational tasks in relation to the IBO, teachers, students and their parents.

§ 2

The DP Coordinator's tasks and the philosophy of the International Baccalaureate Organization:

1. The DP Coordinator ensures consistency between the school's mission and the IBO philosophy.
2. The DP Coordinator ensures compliance of the regulations in force in the Diploma Programme with the IBO philosophy, including the assessment policy, the academic integrity policy and the language policy.
3. In consultation with the Head of School, the DP Coordinator organizes information meetings for students interested in studying in the International Baccalaureate Diploma Programme and their parents (legal guardians).
4. In cooperation with DP form teachers, the DP Coordinator maintains regular contact with parents (legal guardians) in order to inform them about the IBO philosophy, applicable regulations and procedures as well as student academic results, or with the aim of solving current affairs should the need arise.

5. The DP Coordinator ensures that information about the International Baccalaureate Diploma Programme is disseminated through the school's website.

6. In cooperation with the Head of School and the teaching staff, the DP Coordinator ensures the promotion of the International Baccalaureate Diploma Programme within the local community.

§ 3

The DP Coordinator's tasks and the pedagogical leadership:

1. In the field of pedagogical leadership, the DP Coordinator ensures proper understanding of the IBO philosophy among teachers, informs them about new IBO documents and initiates a discussion on them, engages subject teachers in reflection on the core elements of the Diploma Programme (TOK, EE, CAS), ensures teachers are adequately prepared for the examination session, initiates teachers' collaboration. In cooperation with the Head of School, the DP Coordinator sets directions for teachers' professional development, monitors the Diploma Programme documentation and subjects it to constant internal evaluation, which results from discussions with teachers.

2. The DP Coordinator promotes methods of working with students in accordance with the directions set by the IBO in *Approaches to Teaching and Learning*.

3. In cooperation with the Head of School and DP teachers, the DP Coordinator prepares a five-year and annual action plan and then ensures its implementation.

4. In cooperation with the Head of School, school librarians and administration staff, the DP Coordinator ensures the expansion of school library resources as well as supports teachers and students in the multimedia centre.

5. Along with the team of teachers, the DP Coordinator organizes ongoing work during the implementation of the Diploma Programme and arranges the dates and subject areas of the teachers' meetings within collaborative planning.

6. The DP Coordinator organizes the process of evaluation of the programme in accordance with the requirements of IBO, collaborating with the teachers involved in the programme.

7. The DP Coordinator encourages teachers to evaluate examination papers after each examination session.

§ 4

The DP Coordinator's tasks – organization and administration:

1. In cooperation with the Head of School and School Recruitment Commission, the DP Coordinator establishes the rules and supervises the recruitment process for the pre-IB and IB classes, appoints teachers responsible for conducting English language placement tests.

2. The DP Coordinator ensures that a student who is about to start the first year of the DP selects DP subjects in a proper manner.
3. In cooperation with a form teacher, the DP Coordinator informs students and their parents about examination session procedures and access to examination session results.
4. The DP Coordinator and subject teachers establish the deadlines for submitting internal assessment components as well as outline the Extended Essay schedule.
5. The DP Coordinator's task is to register students for examination sessions, to organize the course of examination sessions in accordance with the requirements of the International Baccalaureate Organization, to send assessment material to examiners and moderators within the appropriate deadlines and to submit predicted grades.
6. On behalf of students and parents (legal guardians), the DP Coordinator submits requests to the IBO, regarding a non-regular Diploma Programme, inclusive arrangements, adverse circumstances and enquiry upon results.
7. The DP Coordinator is available to students and parents regarding all matters related to the Diploma Programme, the applicable procedures, including those following the announcement of examination session results.
8. The DP Coordinator plans and organizes professional development workshops for teachers as well as maintains records of completed workshops.
9. The DP Coordinator provides teachers with the access data to IBO online resources (MyIB, IBIS).
10. The DP Coordinator collaborates with the Head of School and accounting department to ensure the fulfillment of financial obligations to the IBO.
11. The DP Coordinator maintains ongoing correspondence and cooperation with the IBO, ensuring the school complies with the requirements of the organization.

PART IX

REGULATIONS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

§ 1

1. Prior to joining the Diploma Programme, a student or/and his or her parents (legal guardians) are obliged to inform the DP Coordinator that the student is the one with special educational and learning needs. After careful consideration, the DP Coordinator decides whether to accept a student as a candidate for the Diploma Programme.
2. After reporting special educational needs and being accepted to the Diploma Programme, a student consults his or her choice of DP subjects with the DP Coordinator.
3. The DP Coordinator cooperates with a school guidance counsellor, a psychologist, a form teacher and subject teachers to develop methods of working with a student. 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 Educational 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, Candidates with assessment access requirements, Access and inclusion policy*.
4. Diploma Programme teachers implement methods of working with students tailored to their individual needs, which stem from the specific nature of the subject being taught. Teachers follow an established procedure: they get acquainted with the psychological and pedagogical opinion, meet at a meeting organized by the DP Coordinator with the participation of a school guidance counsellor and a school psychologist, may seek the opinion of staff from the psychological and pedagogical counseling centre, establish working methods, and prepare a student support card with the help of the qualified staff members (a school guidance counsellor and a school psychologist).
5. Teachers use the following forms of support while dealing with students with specific educational needs: they participate in relevant workshops organized by the school, they are familiarized by the DP Coordinator with current IB documents regarding forms and methods of working with students with specific educational needs as well as with possible inclusive arrangements during the examination session in order to include these arrangements in a daily school routine. All teachers supervising a given examination session are trained on the International Baccalaureate requirements regarding the inclusive arrangements approved to particular students.

6. The school provides organizational support as well as (if necessary and available) financial resources to teachers working with gifted students.

7. Each student of the Diploma Programme is provided with psychological and pedagogical support, according to principles set forth in the School Statute. They may access this support on their own initiative, at the request of a teacher or other persons designated in the regulation on the rules for providing and organizing psychological and pedagogical support in public nursery schools, schools and other institutions.

§ 2

1. If a student is affected by a prolonged illness during the implementation of the Diploma Programme or by a sudden illness during an examination session, he/she may be provided with special arrangements, but under no circumstances may these arrangements favour them over other students.

2. If a student has suffered from 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 DP Coordinator for submitting the request for special arrangements from 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 sworn translator.

3. The DP Coordinator submits an appropriate form to the International Baccalaureate Organisation and IBO decides whether or not to approve of incomplete exam material.

4. If a student is affected by a sudden illness during the exam session, the procedure is the same as described in point 3.

5. Appropriate medical documentation on a prolonged or sudden illness should be submitted to the DP Coordinator immediately after its occurrence, but no later than 10 days after the student's final examination in a given session.

6. If a student's health accounts for it, the DP 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 submitting assessment material to an examiner (a request as such must be submitted to the International Baccalaureate Organisation before the original deadline),
- assistance with practical work,
- exemption from an assignment.

§ 3

1. A student who has been provided with access arrangements on the basis of a certificate/opinion issued by psychological and pedagogical support centres may apply for similar arrangements during an examination session.
2. The initiative concerning access arrangements may be launched by a student, a form teacher or a subject teacher and must be consistent with what is recorded in a student's individual assistance card in which the following information can be found: a problem diagnosis, forms of assistance and access arrangements.
3. If there is a necessity for access arrangements, a student or/and his or her parents (legal guardians) apply to the DP Coordinator for submitting the request for access arrangements for IB assessments and 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 sworn translator. Documentation submitted by a student should be supplemented with a student's individual support chart and other proof of psychological and pedagogical support given to a student by the school.
4. In his/her application form, a student indicates which exams require access arrangements and to what extent.
5. On the basis of a student's application, an appropriate form which indicates exactly which arrangements are being requested is completed by the DP Coordinator and submitted to the International Baccalaureate Organisation to request authorization. The appropriate form must be completed by the DP Coordinator on behalf of a student and a student must not apply directly to the International Baccalaureate Organisation.
6. Full documentation on access arrangements must be submitted to the office of the International Baccalaureate Organisation 6 months before an examination session at the latest, that is by the 15th of November in the second year of the International Baccalaureate Diploma Programme, which means that the application, together with supporting documentation (certifications, opinions, rulings), must be submitted to the DP Coordinator by the 1st October in the second year of the International Baccalaureate Diploma Programme.
7. The supporting documentation attached to the application for access arrangements must be issued no earlier than in the year of attending the pre-IB class.
8. The documentation must be issued by the authorized body. The person who undertakes the evaluation and diagnosis must not be related to 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/ authorized body 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 arrangements are appropriate.

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

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

- additional time allowance,
- a rest break during 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. The documents stating the policy of the International Baccalaureate for Diploma Programme students with special educational needs include: *DP Assessment Procedures, Candidates with assessment access requirements, Access and inclusion policy, Teaching students with particular special educational and learning needs - a resource for schools.*

2. A student who is given psychological and pedagogical support may also be provided with the solutions at the DP Coordinator's discretion, which do not require the consent from the International Baccalaureate Organisation. In that case, a student or/and his/her parents (legal guardians) apply for special solutions; such request may be submitted by a form teacher, a subject teacher or a school guidance counsellor. Possible solutions may concern:

- the consent to extend the time of submitting the compulsory components of the Diploma Programme (TOK, Extended Essay, Internal Assessment), provided there are valid reasons 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 X

OTHER ARRANGEMENTS

1. Students are obliged to observe the rules of academic integrity specified in the documents of the International Baccalaureate Organization. Breaching the rules of academic integrity when submitting their work for assessment will result in the failure mark, without the possibility of retaking the subject concerned.
2. Students are obliged to meet the assessment deadlines, the Extended Essay schedule and take part in mock exams in all subjects they have chosen. In the event of absence from any mock exam, the student is required to complete the task at the date set by the teacher. In exceptional circumstances, the student may apply to the DP Coordinator for extending the assignment deadline.
3. If a student does not meet the obligations described in point 2, teachers do not prepare reference letters for him/her, which are part of recruitment process for universities or higher education institutions.
4. A student who has received a poor or very poor mark in a given subject at the end of a school year is obliged to make up for it by completing an additional assignment given by a teacher for the period of summer holiday. The deadline and form of the assignment are set by a teacher, but the assessment should be no later than 20th September the following school year.
5. A student who has not submitted the first version of the Extended Essay (the so-called first draft) and other assignments, the deadline for which is determined in the assessment plan, by 30th September of the second year of the Diploma Programme cannot be registered for the examination session.
6. The duties of the Theory of Knowledge Coordinator include: managing the TOK curriculum and overseeing the integration of TOK with other subjects.

DYREKTOR LICEUM

mgr Dagmara Paluch