|  |
| --- |
| Elementary school with extended language teaching Prague 11, K Milíčovu 674 |
| **SCHOOL ORGANIZATIONAL RULES**  |
| ORGANIZATION AND GOVERNANCE STANDARDS**PART: 2. SCHOOL RULES** |
| Č.j.: 251/08/20/KUČ |  |
| Developed by: | Mgr. Alena Červená, school director |
| Approved by: | School director: Mgr. Alena ČervenáSchool board:  |
| The pedagogical council discussed on: | 1. 9. 2020 |
| The directive enters into force on: | 9. 11. 2020 |
| The directive is valid from: | 9. 11. 2020 |
| Amendments to the directive are made in the form of numbered written clauses which form part of this regulation. |

**General conditions**

Pursuant to the provisions of section 30, paragraph 1) of act No. 561/2004 Coll, on preschool, basic secondary, higher vocational and other education (school act), as amended, I issue this directive as the school's statutory body. The directive is part of the school's organizational rules.

**I. The rights and obligations of pupils and their legal representatives at school and details of the rules of their relations with staff,**

**A. RIGHTS AND RESPONSIBILITIES OF PUPILS.**

1. Pupils have the rights:

a) for education and school services under the education act in accordance with the Convention on the rights of the child,

b) be informed about the course and results of their education,

c) to establish self-governing bodies of pupils within the school, to elect and be elected there, to work there and to address the school director or school board through them, and the school director or the school board are obliged to deal with the opinions and statements of these self-governing bodies and justify their opinion on them,

d) comment on all decisions concerning significant matters of their education, and their comments should be given attention appropriate to their age and development level,

e) information and consulting assistance of the school or school counseling center on issues related to education and upbringing,

f) for exemption from classes (due to family vacations, family circumstances, etc., on the basis of a written request from parents or legal representatives if the pupil does not have many absences or absenteeism).

2. Pupils are responsible:

а) to properly attend the school or the school institutions and be properly educated,

б) to comply with the school rules and internal regulations, health and safety rules and guidelines of the school and its facilities that they have been familiarized with,

c) comply with the instructions of the staff of the school and its institutions issued in accordance with the legal regulations and the school regulations.

3. Pupils behave in a decent manner towards adults and other pupils of the school, follow the instructions of the school staff, abide by the rules of the school and professional classrooms. Behave in such a way so as not to endanger their own health and the health of those around them.

4. Pupils go to school regularly and on time according to the timetable and participate in activities organized by the school. Participation in the optional subjects and attendance in hobby groups, school groups and school clubs is compulsory for registered pupils.

5. Pupils attend school neatly and appropriately dressed.

6. Pupils are obliged to maintain order of school supplies, classroom, and school facilities, including those provided to them for temporary use. They treat textbooks and school supplies appropriately, keep their places, classroom, and other school premises clean and tidy, protect property from damage; carry textbooks and school supplies to the school according to the class schedules and instructions of the teachers.

7. The pupil's legal representatives will be informed of any intentional damage to property. Intentional damage to the school property is considered a violation of this standard, and on this basis, educational measures for the pupil are discussed. In case of more serious damage or the impossibility of settling compensation with the parents, the damage is reported to the police of the Czech Republic or the social security authorities.

8. For safety reasons, pupils should not leave the school building without the knowledge of the teachers before the end of the classes. Outside of school hours pupils stay at school only with the permission of teachers and under their supervision.

9. Pupils protect their health and the health of their classmates; pupils are prohibited from all activities that are harmful to their health (e.g., smoking, drinking alcohol, using addictive and harmful substances).

10. The pupil goes to school regularly and on time according to the timetable or instructions of the teachers.

11. The pupil's legal representative is obliged to provide the reasons of the pupil's absence from classes no later than 3 calendar days from the beginning of the pupil's absence. The conditions for the exemption of a pupil from classes and the excuse of the pupil's non-participation in classes are set out in the school regulations as follows.

Exemption of a pupil from classes before the end is possible only on the basis of written notifications from legal representatives, which the pupil presents to the class teacher. Furthermore, school attendance is regulated by point C - School attendance.

12. The pupil prepares properly and regularly for classes.

13. The pupil has the right to be protected from any form of discrimination and violence, the right to education and freedom of thought, expression, assembly, religion, recreation and basic mental health conditions, the right to get familiar with all provisions relating to their stay at school and school activities. Any accidents or damage that occurs in connection with the school's activities must be reported immediately to the teacher, class teacher or other school staff member.

14. The pupil should not bring items to school not related to education and that could endanger the health and safety of the pupil or people around them.Valuables, including jewelry, should be stored only in specially designated places, i.e., in personal lockers, or at the instruction of teachers, who take them into storage for a certain period of time and ensure their safety.

15. It is forbidden to use mobile phones and other electronic devices in the whole school building. Pupils must have these devices completely switched off and stored throughout the classes, even during breaks, and must not use them in any way. In exceptional cases (a crisis situation, medical reason, serious family reasons) the pupil can use them with the permission of the teacher. The school is not liable for any loss or damage.

If a pupil uses a mobile phone during a lesson or a break, the mobile phone will be confiscated and immediately handed over for safekeeping to the school director or the deputy director. The mobile phone will be returned by the director or the deputy director after the conversation with the pupil. In case of a repeated violation, the pupil's parents will be notified and called to school.

16. The pupil must treat the school staff and classmates in accordance with the principles of good conduct, as particularly gross repeated verbal and intentional physical attacks by a pupil on the school staff or other pupils are always considered a particularly serious culpable breach of the obligations set out in this act.

17. In the event of a violation of the obligations set forth in these school rules, the following may apply to the pupil, depending on the severity of the violation:

а) a note from the class teacher,

б) reprimand of the class teacher,

в) reprimand of the director.

The school shall immediately notify the pupil and his / her legal representative of the imposition of a note or reprimand and the reasons for this in a verifiable form and record them in school records.

The rules for awarding commendations or other awards and imposing notes and reprimands are part of the school rules. The class teacher informs the director about the reprimand. The school director or class teacher shall immediately notify the pupil and the minor's legal representative of the award of the commendation and other awards or the imposition of a note or reprimand and the reasons for this in a verifiable manner. Acknowledgments and other awards, as well as notes or reprimands are documented in school records.

**II. Work and internal regime of the school**

**А. Plan of school activities.**

1. Classes start at 8:00 am. Lessons starting, as an exception, in an earlier period cannot start earlier than 7:00. Classes take place according to the timetable for lessons and breaks, which is annexed to these Rules. Pupils record this information in their pupil books. Classes end no later than 17:00. Lessons lasts 45 minutes. The school framework educational framework program may stipulate different lesson lengths for pupils with special educational needs. In exceptional cases, lessons can be divided or combined and in this case legal representatives will be informed about the new end time of classes.

2. The school building opens for pupils at 7.40 am and 20 minutes before the start of afternoon classes. At other times, pupils enter the school only at the request of school staff, who exercises pedagogical supervision over them. Supervision of pupils is ensured throughout their stay in the school building. Notice of supervision is posted in all sections where it is carried out.

3. Breaks between lessons last ten minutes. After the second lesson, there is a break of 20 minutes. The break between morning and afternoon classes lasts 45 minutes.

4. Classes are canceled during the lunch break.

5. Upon entering the building, the pupils store their shoes and coats in the designated places - in the locker rooms and immediately go to the classrooms. They do not stay in the locker rooms and do not sit there. During the lessons, pupils are allowed to enter the locker rooms only with the permission of the teacher.

6. When organizing classes different from the standard lessons, the classification and duration of breaks are determined by the teacher in charge of the event, in accordance with the nature of the activity and taking into account the basic physiological needs of the pupils.

7. The health and safety of pupils at the school is ensured by its staff. A non-teaching staff member can only be appointed by the director to ensure the health and safety of pupils if he or she has reached the age of majority and is competent to perform legal actions.

8. The maximum number of pupils in a class is 30; the school has an exception approved by the founder in accordance with paragraph 3 of article 23 of act No. 561/2004 Coll., education act and in this event the maximum number of pupils in a class can be increased to 34, provided that all the necessary safety and hygiene rules are observed.

9. When teaching some subjects, especially voluntary and optional, it is possible to divide classes into groups, create groups of pupils of the same age or different years, or combine classes; the number of groups and the number of pupils in a group is determined by the schedule at the beginning of the school year and the spatial, personnel and financial condition of the school, in accordance with the nature of the pupils' activities, with the requirements for their health and safety protection, and taking into account the didactic and methodological complexity of the subject.

10. When teaching foreign languages, the maximum number of pupils in a group is 24.

**11. The school takes into account the basic physiological needs of pupils in education and activities related to it as well as in the provision of school services creating conditions for their healthy development and prevention of social pathological phenomena.**

**12. The school ensures the health and safety and protection of pupils in education and activities directly related to it as well as in the provision of school services and provides pupils and pupils with the necessary information to ensure their health and safety.**

**13. The school keeps records of pupils' injuries that occurred during the activities referred to in paragraph 11, prepares and sends records of accidents to the authorized bodies and institutions.**

14. During short breaks, pupils can only move on the floor of the main class (unless they go to special classes); during long breaks, if necessary, they can move in the entire school building if necessary.

15. The school is open on weekdays from 6.30 am to 5.30 pm. The secretary's working hours are indicated at the entrance to the school administration (registry office).

16. During the school period, the director may, for valid reasons, especially organizational or technical, cancel classes for pupils (maximum 5 school days per year).

17. The pupil's representatives pay a fee for the stay of the child or the pupil in the school group. The amount of remuneration is set by the director in the guideline for the activities of the school group. The school director may decide on the reduction or waiver of remuneration, especially in the case of socially disadvantaged pupils; details are again given in the guideline for the activities of the school group.

**В. Rules for events outside the school.**

1. The health and saftey of pupils at events and education outside the usual learning place is always ensured by at least one school employee. Together with the school employee, supervision can provided by a non-pedagogical employee who is an adult and capable of performing legal actions.

2. When organizing educational activities of the school at events outside the usual learning place, the classification and length of breaks is determined by the teacher in charge of the event, according to the nature of the activity and taking into account the basic physiological needs of pupils.

3. In case of events outside the place where the school usually provides education, there may not be more than 25 pupils for a designated person who ensures the health and safety of each of them. An exception to this number may be determined by the school director with regard to the complexity of ensuring the heath and saftey of pupils. When planning such events the school sets the following rules - each planned event outside the school building will be discussed in advance by the organizing teacher with the school management, especially with regard to ensuring occupational health and safety (application for class action). The event is considered approved by including it in the weekly schoolwork plan, where, alongside with the timetable, the school director will state the names of accompanying persons.

4. For off- school activities where the meeting place is not the school, at a pre-determined location the organizing teacher arrives 15 minutes before the meeting to ensure health and safety of the pupils. Responsibility for ensuring the health and safety of pupils ends at the conclusion of the event at a predetermined location and at a predetermined time. The teacher-organizer will inform the legal representatives of the pupils about the place and time of the meeting and the end of the event at least 1 day in advance by recording it in the pupil's notebook or any other written form.

5. When transferring pupils to learning places or other events outside the school building, pupils follow the traffic rules and the instructions of the accompanying persons. Prior to these events, the accompanying teacher will demonstrably instruct pupils about safety. Special safety rules apply to class trips, ski courses and outdoor classes, with which pupils are acquainted in advance. When staying in accommodation facilities, pupils follow the internal rules of this facility and follow all instructions of the staff of this facility.

6. Special school instructions apply to the organization of extracurricular events, including ​health and saftey of pupils:

- guidelines for outdoor classes,

- guidelines for ski training courses,

- guidelines for trips abroad,

- guidelines for school trips.

The event leader, who is appointed by the school director, is responsible for compliance with health and safety regulations.

7. Swimming is also part of the training for first graders. Other activities such as ice skating, outdoor activities, sports camps, health tours, etc. may also be included in the training.

8. Pupil behavior in extracurricular activities is part of the pupil's overall assessment and included in the assessment card.

9. When the school participates in competitions, the health and safety of pupils during travel to and from the competitions is ensured by the sending school, unless otherwise agreed with the pupil's legal representative. During the competition, the organizer and the accompanying employee ensure the health and safety of the pupils.

10. In sports competitions, art competitions and other competitions, given the nature of the competition and the organizational rules of the competition, the sending school ensures the health and safety of pupils in full, unless otherwise agreed with the legal representative of the pupil.

**C. School attendance**

1. The pupil's legal representative is obliged to confirm the reasons for the pupil's absence from classes no later than 3 calendar days from the beginning of the pupil's absence - in writing or by telephone. Upon return to school, the pupil writes a reason of absence in the pupil’s notebook. The explanation is signed by one of the pupil's legal representatives. If there is a suspicion of an unexcused absence, the class teacher or other teacher may request a medical statement from the pupil's representatives. The pupil brings the explanatory note to the class teacher no later than the second day after returning to school. The pupil's legal representatives provide an explanation for the pupil's absence. In case of long-term absence known in advance, the school requires legal representatives to provide a written explanation of this absence in advance (e.g., family vacation). The teacher excuses from one lesson, the class teacher excuses for 2 days, the school director excuses for several days.

2. The director of the school may, for medical or other serious reasons, excuse a pupil wholly or partially from studying a subject at the request of his / her legal representative; at the same time, the director determines an alternative way for this pupil to study the subject. The director acts in accordance with Act No. 561/2004 Coll., §50, paragraphs 1,2,3 and §18.

**D. Pupils' legal representatives**

1. Legal representatives of children and minor schoolchildren are obliged:

а) to ensure that the child and the pupil attend school or school institutions properly,

б) at the invitation of the school director or school institutions, to participate personally in the discussion of important issues related to the education of the child or the pupil,

 c) to inform the school and the school institution if the pupil's health condition allows him to receive education, about health problems or other serious facts that could affect the course of education, information on whether pupil is disabled, including information on the type of disability or other health limitations;

г) to document the reasons for the absence of the child and the pupil at classes in accordance with the conditions set out in the school regulations,

д) to vote and be elected to the school board,

f) to report the school and the school institutions the data pursuant to section 28, paragraphs 2 and 3 and the education act No. 561/2004 Coll. and other data that are essential for the course of education or the safety of the child and the pupil as well as changes in this data.

**E. School staff**

1. Teachers provide an individual approach to pupils from low-income families, pupils with health problems and make sure that school activities do not harm the health and development of the pupil. They take into account the results of medical examinations, examinations reports from pedagogical and psychological counseling centers as well as information received in communication with the legal representatives about the child or the pupil. The class teachers constantly bring to the attention of other teachers’ new facts discovered in the pupil and related to problems in behavior, well-being, health, and family problems. All teachers ensure the health and safety of pupils in activities that are directly related to education and training. They regularly and systematically inform the pupil's representatives about the pupil's progress; they inform them about all significant grades. They inform them of any unusual drop in pupil performance.

 Teachers record and check the absence of pupils. They require that legal representatives provide explanations for their absence. At the request of legal representatives, they can excuse the pupil from classes, always on the basis of a written application for excuse. Notification by phone, email or fax is not allowed. They regularly inform legal representatives about the progress

and behavior of pupils through entries in notebooks and pupil books, Bachelors as well as during consultation hours and class meetings with legal representatives. The summary of the pupil’s assessment is written to the Bachelors if necessary in order to ensure that the legal representatives are informed about the progress and behavior of pupils according to the requirements of the rules for assessing learning outcomes. They check whether legal representatives follow the entries in the pupil books and Bachelors.

2. Teaching staff arrives at the school at least 20 minutes before classes and educational activities, for the supervision of pupils.

3. At the end of the last lesson, they check the order in the classroom, close the windows, shut off the water supply and switch off the electrical appliances. The teacher leaves the classroom last and locks it. When leaving the building, they check the closing and fastening of windows and doors in the cabinets. Before leaving the building, they check an overview of representation and supervision for the next few days in the assembly hall.

4. No smoking at school.

5. Only registered electrical appliances can be used in the building. Only kettles purchased by the school may be used to boil water for drinks; when not in use, the kettle must be placed outside the base from which it is powered. A designated worker is responsible for the operation of electrical appliances.

6. When arranging recovery stays or trips for children, the school pupil determines the number of pedagogical staff in such a way as to ensure the education of children, pupils, including children, pupils with disabilities, their health and safety. A leader and responsible employees are appointed who will participate in the event.

**7. Rights of pedagogical staff.**

Pedagogical staff have the right to perform their pedagogical activities

a) to provide the conditions necessary for the performance of their pedagogical activities, in particular to protect pupils or legal representatives of pupils and other persons who are in direct contact with the teacher at school from physical violence or psychological influence,

b) so that their direct pedagogical activities are not interfered with in violation of legal regulations,

c) to use methods, forms and means at their own discretion in accordance with the principles of the goal of education in direct pedagogical, educational, special pedagogical and pedagogical-psychological activities,

d) to vote and be selected in the school council,

e) for an objective evaluation of their pedagogical activities

**8. Responsibilities of teaching staff.**

The pedagogical worker is obliged:

a) perform pedagogical activities in accordance with the principles and goals of education,

b) to protect and respect the rights of the pupils,

c) to protect health and safety of the pupil and to prevent all forms of hazardous behavior in schools and school premises,

d) to create a positive and safe climate in the school educational environment and support its development,

e) maintain confidentiality and protect against misuse of personal data, information on the health of pupils and the results of the counseling assistance of the school counseling facility and the school counseling center,

f) provide the pupil or the legal representative of the minor pupil with information related to behavior and education.

**F. Conditions for the treatment of school property or school premises by pupils**

1. For any intentional damage or destruction of school property, the property of pupils, teachers or other persons by the pupil, compensation is required from the legal representatives of the child, the pupil who caused the damage. If the damage became possible due to insufficient supervision of the pupil, legal representatives will not be presented with any legal claims for damages.

2. Pupils immediately report the loss of items to their class teacher. Pupils make sure that their belongings are safely stored – in lockers.

3. Pupils bring only the things needed for learning, they do not bring valuable things to school. They always have watches, jewelry, mobile phones, etc. with them; they are forbidden to put them away, only for safety reasons and at the request of the teacher, who will ensure their storage.

4. Schoolchildren and school staff dispose of personal belongings only in designated areas.

5. Textbooks and teaching materials listed in accordance with the education act are provided free of charge to elementary school pupils. Pupils in the first year of basic education do not return these textbooks and teaching materials, pupils in other years of basic education are obliged to return textbooks and teaching materials by the end of the relevant school year. Pupils are obliged to take proper care of the school's rent property lent, to protect it from loss and damage, and to return it in good condition at the end of the year.

**III. Conditions for ensuring the health and safety of school children and their protection against socially pathological phenomena and against manifestations of discrimination, hostility or violence,**

1. All pupils during their stay at school and out of school behave in such a way that they do not endanger their health and property or other persons’.

2. Pupils are not allowed to stay on school premises during school hours unless they are supervised by an authorized person.

3. Any accident, injury or incident that occurs while the pupil is inside or outside of the school building during an event organized by the school is reported immediately by the pupils to the teacher or pedagogical management.

4. Pupils are forbidden to operate electrical appliances, switches, and power lines without the supervision of a teacher.

5. When training in vocational classrooms, sports grounds, gyms, pupils observe special safety rules for these premises, established by the internal rules of the vocational classrooms or premises (ŠD, ŠJ…). Teachers will provide visual instruction to pupils at the first lesson of the school year and additional instructions to pupils who were absent during the first lesson. The teacher will make an entry in the class book about the provided instruction. Instruction on occupational health and safety is also provided prior to every out-of-school and holiday events.

6. The school building is freely accessible from the outside only at the time when the school supervisors provide control of incoming persons: 7.40 - 8.00 by the school superintendent, when pupils leave the building- by the supervising teachers according to the supervision plan. Each of the school staff member who opens the building to visitors is obliged to find out the reason for their visit and to ensure that they do not move uncontrollably around the building. During school hours, the doors of the main entrance and all emergency exits open freely from the inside.

7. In all buildings and premises of the school there is a strict ban - alcohol consumption - the use of submersible el. heaters - keeping cash and personal valuables unattended on the desks, in classrooms and closets, leaving them at school overnight.

8. Changing rooms with pupils’ outerwear are locked, spare keys for changing rooms are kept by the school superintendent. The lockers of all changing rooms are checked by the superintendent at 8.00 and regularly during lessons.

9. All school staff are obliged to take into account the basic physiological needs of children and pupils and to create conditions for their healthy development and prevent the occurrence of socially pathological phenomena as well as provide pupils with the necessary information to ensure their health and safety.

10. All school staff are obliged to report data related to pupils' injuries, provide first aid and keep records of accidents as instructed by the school management.

11. After the last lesson of morning and afternoon lessons, the teacher hands over the pupils who are registered to the school group to the school group's teachers. The teacher takes the others to the locker rooms and then take the pupils who have lunch at school to the school canteen. Supervision in the locker rooms of pupils leaving the building after morning classes is performed by another authorized staff member. After the last lesson, during the afternoon lessons, the teacher takes the pupils to the locker room and makes sure that all pupils leave the building. The teacher is responsible for all pupils leaving the school.

12. Teaching staff comply with regulations to ensure health and safety at work as well as fire safety rules; if they discover defects and deficiencies that endanger the health and safety of people, or other defects of a technical nature, or insufficient security of the building, it is their duty to inform the superior of these facts and, within their capabilities and possibilities, to prevent damage. They monitor the health of the pupils and, in the event of a sudden illness of the pupil, inform the school administration and the legal representatives of the sick pupil without undue delay. The sick pupil can be sent for medical examination or treatment only if accompanied by an adult. Class teachers will ensure that each pupil has contact details of their legal representatives and other necessary information in the pupil's book.

In the event of an accident, they will provide first aid to the pupil or another person, as well as ensure necessary medical assistance. The accident is immediately reported to the school management, and they make an entry in the accident book and / or other prescribed forms. The processing and completion of the records is provided by the employee, who witnessed the incident or first learned about it.

13. Pedagogical and technical staff of the school must not allow pupils to activities outside the building without the supervision of an adult, must not send them alone to the doctor, etc. The school is responsible for pupils at the time indicated in the pupil's timetable, including optional subjects, breaks and lunch breaks.

**IV. Accident records.**

1. The accident is recorded by the school staff member who supervised the pupils at the time of the accident. If the accident was subsequently reported by the pupil or his/her legal representatives, the record is again made by the employee who performed supervision during the time when the accident supposedly occurred or by the class teacher.

b) The book of accidents records all accidents of children, pupils (hereinafter referred to as "accidents") that occurred during education and activities directly related to it, no later than 24 hours from the moment the school (school institution) learns about the accident.

c) In the case of fatal accidents and accidents which resulted in the absence of a child, pupil from school or school premises, the school prepares records of the accident on the prescribed forms in a similar manner.

d) As per the school regulations, a fatal accident means a damage to health which caused death after the accident or as a result of which the pupil died no later than one year after the accident. Any accident, even the one registered in the book of accidents, must be recoded at the request of the pupil's legal representative, an adult pupil, the founder, the pupil's health insurance company, the relevant inspectorate of the Czech School Inspectorate or the police department. The school (school institution) will make a record of the accident that does not cause the pupil to be absent from the school or school premises if there is a possibility that the pupil will be compensated for harm and moral damage caused by the accident. One copy of the accident report shall be handed over by the school or school institution to the adult pupil or, in the case of a minor pupil, to his/her legal representative.

e) Accident report. The school or school institution shall report injuries to a minor to his/her legal representative without undue delay. If the established facts indicate that a criminal offense or misdemeanor was committed in connection with the accident, or if it is a fatal accident, the school or school institution shall report without undue delay to the local department of the Police of the Czech Republic. Furthermore, the school or school institution shall report without undue delay to the insurance company with which the school or school institution is insured in the event of its liability for damage to the life and health of pupils if the school or school institution has such insurance.

f) The record of the accident that resulted in absence or if there is a possibility that the pupil will be compensated for harm and moral damage caused by the accident is sent by the school (school institution) for the past calendar month, no later than the fifth day of the following month - to the founder, the pupil's health insurance company and the relevant inspectorate of the Czech School Inspectorate.

g) The school (school institution) shall also send the record of the fatal accident to the local authorized department of the Police of the Czech Republic within 5 working days after the submission of the report pursuant to the previous paragraph.

h) Personal data that are part of the book of accidents may be processed only for the purpose of registration of accidents, or as a basis for drawing up an accident record and are subject to general data protection regulations.

**V. Rules for evaluating pupils' learning outcomes.**

**I. Principles of evaluation of the progress and results of learning and behavior at school and at events organized by the school, principles and rules for self-evaluation of pupils,**

1. Teaching staff shall ensure that pupils, legal representatives of children and minor pupils, or guardians are informed in a timely manner about the progress and results of the education of the child, pupil.

2. Each semester, a certificate is issued to the pupil; for the first semester, an extract from the report card can be issued to the pupil instead of a report card.

3. The evaluation of a pupil's learning outcomes on a report card is expressed by a grade level (hereinafter referred to as "grading"), verbally or by a combination of both methods. The school decides on the method of evaluation with the consent of the school board.

4. The school transfers the verbal evaluation to the grading or the grading to the verbal evaluation in the case of a pupil's transfer to a school that assesses performance in another way, at the request of this school or the pupil's legal representative.

5. For a pupil with a learning disability, the school director shall decide on the use of verbal assessment at the request of the pupil's legal representative.

6. A pupil who completes compulsory school repeats the year if he/she did not pass or could not be assessed at the end of the second semester. This does not apply to a pupil who has already stayed for a second year at a given elementary school level.

7. The school director may, at the request of his/her legal representative, allow a pupil who has completed compulsory school attendance and failed or could not be assessed at the end of the second semester to repeat the year after assessing his/her previous academic results and reasons stated in the application.

8. Educational measures are commendations or other awards and disciplinary measures. Commendations, other awards, and other disciplinary actions may be given or imposed by the school director or class teacher.

9. Particularly gross verbal and intentional physical attacks by a pupil against school staff are always considered a serious culpable breach of the obligations stipulated by this Act..

**Basic education - disciplinary measures**

1. The school director may, at his/her own discretion or on the initiative of another entity or individual, award a pupil commendation or other award for outstanding humanity, civic or school initiative, meritorious or courageous work or long-term successful work after discussion at the Pedagogical Board.

2. The class teacher may, at his/her own discretion or on the initiative of other teachers after consultation with the school director, give the pupil a commendation or other award for a school initiative or long-term successful work.

3. In case of disciplinary problems, the teacher solves minor offenses with the class teacher. If the problem persists, an educational consultant or prevention methodologist are involved, followed by the school management. Serious offenses are resolved immediately in cooperation with the class teacher, prevention methodologist and the educational consultant.

4. In the event of a breach of the obligations set out in the school rules and depending on the severity of the breach, the pupil may be given:

• note of the class teacher,

• reprimand of the class teacher,

• reprimand of the school director

5. The class teacher shall immediately notify the school director of the teacher's reprimand. The pedagogical council is notified about the reprimand imposed by the school director.

6. The school director or class teacher will promptly notify the pupil and his/her legal representative of the award of a commendation and other awards, or a note or reprimand and the reasons thereafter.

7. The award of a commendation and other awards as well as the imposition of a note or reprimand shall be recorded in the relevant school documentation.

8. If a pupil cannot be assessed at the end of the first semester, the school pupil shall set an alternative date for his/her assessment, so that the assessment for the first semester is carried out no later than two months after the end of the first semester.

9. A pupil who has completed all compulsory subjects set by the school curriculum at the end of the second semester will advance to the next year, with the exception of subjects established by the educational program and subjects from which he/she was exempted, unless he/she was allowed to repeat the year according to § 52 paragraph 6. the third sentence of the education act. A primary school pupil who has already repeated the school year in the first stage and

 a pupil in the second stage of primary school who has already repeated the school year in the second stage will also advance to a higher year, regardless of the pupil's grades.

10. If a pupil cannot be assessed at the end of the second semester, the school director shall set an alternative date for his/her assessment, so that the assessment for the second semester is carried out no later than the end of September of the following school year. In the period from September until the time of assessment, the pupil attends the next higher grade, or the ninth study year again.

11. If the pupil's legal representative has doubts about the correctness of the assessment at the end of the first or second semester, he/she may request the school director to review the results within 3 working days from the day he/she learned about the assessment, but no later than 3 working days after issuance of the pupil assessment report; if the pupil's teacher in the given subject is the school director, the results will be reviewed by the municipal authority

Unless otherwise specified, the school director or the municipal authority shall schedule a commission examination of the pupil, which shall take place no later than 14 days from the application or within the timeframe agreed with the pupil's legal representative. The Czech School Inspectorate will provide assistance at the request of the school director or the municipal authority.

In the event that the request for review of the pupil's assessment results concerns the assessment of behavior or subjects of educational focus, the school director or municipal authority, in case if the pupil's teacher in the given subject is the school director, shall comply with the rules for evaluating pupil education results set out in accordance with § 30 para. 2. In case of violation of these rules, the school director or the municipal authority will change the result of the evaluation; if the rules for the evaluation of pupils' educational results have not been violated, the result of the evaluation shall be confirmed no later than 14 days from the date of the application. The Czech School Inspectorate will provide assistance at the request of the school director or the municipal authority. The school director may allow a pupil to repeat a year at the request of his/her legal representative and based on a recommendation of a specialist if there are serious health reasons, regardless of whether the pupil has already repeated the year at a given level.

**Pupil self-assessment rules (example):**

1. Self-assessment is an important part of pupil assessment, it strengthens pupils' self-esteem and self-confidence.

2. It is included in the process of education continuously by all teachers, in a way appropriate to the age of the pupils.

3. Error is a natural part of the learning process. Teachers discuss errors with the pupils, the pupils can correct some of the work themselves, the evaluation of the pupil's performance cannot be done only by grading, it must be accompanied by an analysis of the pupil's errors. Mistake is an important learning tool.

4. In the self-assessment, the pupil tries to express:

a) what he/she is good at

b) what he/she can't do yet and what reserves he/she has

c) how this will be achieved

5. Teachers encourage the pupil to comment on their performance and results.

6. Pupils' self-assessment should not replace classical assessment (assessment of a pupil by a teacher) but should only supplement and expand evaluation processes and so that pupils are more active.

7. At the end of the semester, the pupil will complete a written or oral self-assessment in the following areas:

a) responsibility

b) motivation to learn

c) self-confidence

d) relations with the class team.

8. Marks are not the only source of motivation.

**II. Grades of assessment of performance and behavior in the case of using grading system, principles of using verbal assessment,**

1. The pupil's behavior at school and at events organized by the school shall, if the grading system is used, be assessed on the basis of a grade:

a) 1 - very good,

b) 2 - satisfactory,

c) 3 - unsatisfactory.

Grade 1 (very good): the pupil follows the rules of conduct and the school's internal rules. Minor offenses are infrequent. The pupil is open to educational activities and tries to correct his/her own mistakes.

Grade 2 (satisfactory): the pupil's behavior is in conflict with the rules of conduct and the school's internal rules. The pupil commits a serious offense against the rules of decent behaviour or the internal rules of the school; or repeatedly commit minor offenses. As a rule, despite the reprimand of the school director, the pupil commits other offenses, disrupts the educational activities of the school, endangers his/her own health and safety and those around.

Grade 3 (unsatisfactory): the pupil's behavior at school is sharply contrary to the rules of decent behavior. They commit such serious violations against the internal rules of the school or offenses that they seriously endanger the education, health and safety of others. The pupil intentionally disrupts the educational activities of the school in a gross way. As a rule, further offenses are committed through Grade 2.

2. The results of pupil’s education in individual compulsory and optional subjects set by the school curriculum and the pupil's behavior at school and at events organized by the school are described in such a way the that the level of education of the pupil, which he/she has achieved especially in relation to the expected outcomes formulated in the curricula of individual subjects of the school educational program, to his/her educational and personal preconditions and to the age of the pupil, is clear. Verbal assessment includes an assessment of the pupil's learning outcomes in their progress, an assessment of the pupil's diligence and approach to education, as well as in the contexts that affect his or her performance, and an indication of the pupil's further development. It also provides the rationale for assessment and recommendations on how to prevent and overcome possible pupil failures.

3. The pupil's learning outcomes in individual compulsory and optional subjects determined by the school curriculum shall be assessed, if the classification is used, on a basis of the following degrees:

a) 1 - excellent,

b) 2 - commendable,

c) 3 - good,

d) 4 - sufficient,

e) 5 - insufficient.

4. When using this scale, the results of the pupil's education and the pupil's behavior at school and at events organized by the school are evaluated in such a way that the level of education of the pupil which he/she has achieved, especially with regard to the expected outcomes formulated in the curricula of individual subjects of the school educational program, to his/her educational and personal preconditions and to the age of the pupil, is clear. The grading includes the evaluation of the pupil's diligence and his approach to education, also in the contexts that affect his performance.

5. In the assessment of a pupil in accordance with points 1 and 3, a number shall be used in the first grade to record the mark, in the second grade the verbal indication of the mark in accordance with paragraphs 1 and 3 shall be used.

6. The pupil's overall assessment on the report card is expressed in the following terms :

a) passed with distinction,

b) passed,

c) failed

d) ungraded

7. The pupil is graded:

а) passed with distinction, if none of the compulsory subjects stipulated by the school educational program is evaluated in the certificate with a grade below 2 - commendable, the average value of the degrees of achievement in all compulsory subjects stipulated by the school educational program is not higher than 1.5 and behavior is rated as very good,

b) passed, if none of the compulsory subjects set by the school educational program is evaluated in the report with a grade of 5 - insufficient or the equivalent of a verbal assessment,

c) failed, if any of the compulsory subjects stipulated by the school educational program is evaluated on the report with a grade of 5 - insufficient or the equivalent of an verbal assessment or if the subject is not evaluated at the end of the second semester,

d) not assessed, if it is not possible to assess the pupil in one of the compulsory subjects set by the school educational program at the end of the first semester

## 8. In the evaluation of pupils who are not citizens of the Czech Republic and who attend school in the Czech Republic, the level of knowledge of the Czech language is considered a significant achievement that affects the pupil's performance. When evaluating their knowledge in the Czech language and literature that is determined by the Framework Program for Basic Education, at the end of two consecutive semesters after starting school in the Czech Republic, the level of Czech language is always considered as an achievement that affects pupil performance

## 9. Degrees of achievement evaluation in case of application of the grading system and their characteristics, including predetermined criteria. For the purposes of grading system, subjects are divided into three groups:

## • subjects with a focus on theory,

## • subjects with a focus on practical activities and

## • subjects with a focus on educational and artistic specialization.

## The criteria for individual classification levels are formulated primarily for the overall classification. However, the teacher does not overestimate any of the above criteria and assesses the pupil's performance comprehensively, in accordance with the specifics of the subject.

**9.1**. **Grading of subjects with predominant focus on theory**.

The predominant theoretical focus is languages, social sciences, natural sciences and mathematics.

When grading results in subjects with the predominant theoretical focus, the following is assessed in accordance with the requirements of the curriculum:

• coherence, accuracy and consistency of acquisition of required knowledge, facts, concepts, definitions, laws and relationships, quality and scope of acquired skills to perform the required intellectual and physical activities,

• ability to apply acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of social and natural phenomena and laws,

• quality of thinking, especially logic, independence and creativity,

• activity in approaching activities, interest in them and attitude towards them,

• accuracy, conciseness and professional and linguistic accuracy of oral and written expression,

• quality of performance results,

• mastering of effective methods of independent study.

**Educational results are graded according to the following criteria:**

*Level 1 (excellent)*

The pupil masters the required knowledge, facts, concepts, definitions and regularities in a comprehensive, accurate and complete manner and understands the relationships between them. Promptly performs the required intellectual and physical activities. Independently and creatively applies the acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of phenomena and patterns. The pupil thinks logically, clearly shows independence and creativity. His/her oral and written speech is correct, accurate and concise. The graphic expression is precise and aesthetic. The results of activities are of a good quality, with only minor shortcomings. He/she is able to independently study suitable texts..

*Level 2 (commendable)*

The pupil masters the required knowledge, facts, concepts, definitions and laws in a coherent way, accurately and completely. Promptly performs the required intellectual and physical activities. Independently and productively or with little advice from the teacher, the pupil applies the acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of phenomena and laws. The pupil thinks correctly, logic and creativity are reflected in thinking. Oral and written expression tend to have minor deficiencies in accuracy, precision and conciseness. The quality of the activity results is usually without significant shortcomings. The graphic expression is aesthetic, without major inaccuracies. He/she is able to study suitable texts independently or with little help.

*Level 3 (good)*

The pupil has insignificant gaps in the consistency, accuracy and completeness of the acquisition of the required knowledge, facts, concepts, definitions and regularities. The pupil shows shortcomings in performing the required intellectual and physical activities. He/she can correct more significant inaccuracies and errors with the help of the teacher. Mistakes are made in the application of acquired knowledge and skills, in solving theoretical and practical tasks. The pupil applies knowledge and evaluates phenomena and patterns according to the teacher's suggestions. The thinking is quite correct, but not very creative, there are mistakes in logic. In oral and written speech, there are shortcomings in accuracy, precision and conciseness. There are more frequent shortcomings in the quality of the activity results, the graphic expression is less aesthetic and has few drawbacks. The pupil is able to study independently guided by the teacher's instructions.

*Level 4 (sufficient)*

The pupil has significant gaps in the consistency, accuracy and completeness of the acquisition of the required knowledge. He/she is not very quick at performing the required intellectual and physical activities and has major shortcomings. There are serious mistakes in the application of acquired knowledge and skills in solving theoretical and practical tasks. The pupil is not independent when using knowledge for interpretation and evaluation of phenomena. There are serious mistakes in the logic of thinking, thinking is not creative. The oral and written speech has serious shortcomings in accuracy, precision and conciseness. There are shortcomings in the quality of the activity results and in the graphic expression, the graphic expression is not very aesthetic. Serious shortcomings and mistakes can be corrected by the pupil with the help of the teacher. He/she has big difficulties studying independently.

*Level 5 (insufficient)*

The pupil has not mastered the required knowledge comprehensively, accurately and completely with serious and significant gaps. The ability to perform the required intellectual and physical activities has very significant shortcomings. There are very serious mistakes in the application of acquired knowledge and skills in solving theoretical and practical tasks. When interpreting and evaluating phenomena and laws, the pupil is unable to apply the knowledge even with the teacher's suggestions. The pupil does not show independence in thinking and has frequent logical mistakes. The oral and written speech has serious shortcomings in accuracy, precision and conciseness. There are serious shortcomings in the quality of the activity results and in the graphic expression. The pupil cannot correct serious shortcomings and mistakes even with the help of a teacher. He/she cannot study independently.

**9.2 Grading in subjects with predominant practical focus.**

When grading subjects with predominant practical focus in accordance with the requirements of the curriculum, the following is assessed:

• attitude to work to the work team and to practical activities,

• acquisition of practical skills and habits, mastering effective ways of working,

• use of acquired theoretical knowledge in practical activities,

• activity, independence, creativity, initiative in practical activities,

• quality of performance results,

• organization of own work and workplace, maintaining order at the workplace,

• compliance with occupational health and safety regulations and care for the environment,

• economical use of raw materials and energy, overcoming obstacles at work,

• operation and maintenance of laboratory equipment, tools and measuring instruments.

**Educational results are graded according to the following criteria:**

*Level 1 (excellent)*

The pupil consistently shows a positive attitude towards work, the work team and practical activities. The pupil promptly, independently and creatively uses the acquired theoretical knowledge in practical activities. The pupil performs practical work promptly, independently applies the acquired skills and knowledge. Controls the safety of procedures and ways of working; makes only minor mistakes, the results of the work are without significant shortcomings. The pupil purposefully organizes his/ her own work, keeps the workplace in order. The pupil complies with occupational health and safety regulations and actively takes care of the environment. The pupil uses raw materials and energy sparingly. Masterfully operates and maintains laboratory equipment, tools and measuring instruments. Actively overcomes existing obstacles.

*Level 2 (commendable)*

The pupil shows a positive attitude towards work, the work team and practical activities. Independently, but less creatively and with less confidence, uses the acquired theoretical knowledge in practical activities. Performs practical activities independently, there are no significant errors in procedures and methods of work. The results of work have minor shortcomings. The pupil purposefully organizes his/ her own work, keeps the workplace in order. The pupil complies with occupational health and safety regulations and actively takes care of the environment. The pupil makes small mistakes in using raw materials and energy sparingly. Laboratory equipment , tools and measuring instruments are operated and maintained with minor deficiencies. He/she overcomes obstacles at work with the occasional help of a teacher.

*Level 3 (good)*

The pupil shows an attitude towards work, the work team and practical activities with minor fluctuations. With the help of the teacher, the pupil applies the acquired theoretical knowledge in practical activities. The pupil makes mistakes in practical activities and needs occasional help of a teacher in procedures and methods of work. The results of the work have shortcomings. The pupil organizes his/ her own work less efficiently, keeps the workplace in order. The pupil complies with occupational health and safety standards and makes little contribution to the creation and protection of the environment. At the teacher's suggestion, the pupil is able to use raw materials and energy sparingly. The pupil needs to be partially prompted to maintain laboratory equipment, tools and measuring instruments. The pupil overcomes obstacles at work only with the frequent help of a teacher.

*Level 4 (sufficient)*

The pupil does not show interest in work, work team and practical activities. The acquired theoretical knowledge can be used in practical activities only with the constant help of the teacher. The pupil makes bigger mistakes in practical activities, skills and habits. The pupil needs constant help of a teacher in choosing procedures and methods of work. The pupil has serious shortcomings in work results. The pupil can organize his/her work with the constant help of a teacher, pays less attention to order in the workplace. The pupil pays less attention to compliance with occupational health and safety standards and the environment. The pupil violates the principles of economical use of raw materials and energy. Serious deficiencies occur in the operation and maintenance of laboratory equipment, tools and measuring instruments. The pupil overcomes obstacles at work only with the help of a teacher.

*Level 5 (insufficient)*

The pupil does not show interest in work, work team and practical activities. The pupil is not able to apply the acquired theoretical knowledge in practical activities even with the help of the teacher. The pupil has significant shortcomings in practical activities, skills and habits. The pupil is unable to progress at work even with the help of a teacher. The results of his/her work are incomplete, incomplete, inaccurate, do not reach the set indicators. The pupil cannot organize work at the workplace, does not care about order in the workplace. The pupil ignores the rules of health safety at work and does not pay attention to the protection of the environment. The pupil does not use raw materials and energy economically. Serious deficiencies occur in the operation and maintenance of laboratory equipment, tools and measuring instruments

**9.3 Grading of subjects with a predominant educational focus**

The subjects of predominant educational focus are: art education, music education and singing education, physical and sports education.

A pupil enrolled in special physical education is classed according to health condition based on partial relief recommended by a doctor.

When grading subjects with a predominant educational focus, the following is assessed in accordance with the requirements of the curriculum:

• degree of creativity and independence of speech,

• acquisition of the necessary knowledge, experience, activities and their creative application,

• knowledge of the laws of the activities and their application,

• quality of speech,

• pupil's attitude towards activities and interest in them,

• aesthetic perception, approach to the work of art and the aesthetics of other society,

• in physical education, taking into account the pupil's general health condition, physical fitness, performance and care for his or her own health.

**Educational results are graded according to the following criteria:**

*Level 1 (excellent)*

The pupil is very engaged in activities. The pupil works creatively, independently, uses fully his /her personal skills and develops them very successfully according to the requirements of the curriculum in individual and group performances. His/ her expression is aesthetically impressive, original, sensitive, accurate in music and physical education. The pupil applies the acquired knowledge, skills and habits creatively. The pupil has a strong active interest in art, aesthetics, defense and physical activity. The pupil successfully develops aesthetic taste and physical fitness.

*Level 2 (commendable)*

The pupil is active, creative, mostly independent using his personal skills, which he/ she successfully develops in individual and collective performances. His/ her speech is aesthetically impressive and has only minor shortcomings in regards to curriculum requirements. The pupil creatively applies the acquired knowledge, skills and habits in new tasks. The pupil has an active interest in art, aesthetics and fitness. The pupil develops the required aesthetic taste, defense and fitness skills.

*Level 3 (good)*

The pupil is less active, creative, independent and quick in activities. The pupil does not make sufficient use of his/her abilities in individual and collective performances. The speech is not very impressive, with mistakes. His/her knowledge and skills have frequent gaps, and the pupil needs the help of a teacher in their application. The pupil lacks an active interest in art, aesthetics and physical education. The pupil does not develop properly aesthetic taste and physical fitness

*Level 4 (sufficient)*

The pupil is not very engaged and creative in activities. The development of his/her abilities is unsatisfactory. The pupil solves problems with frequent mistakes. The pupil applies knowledge and skills only with considerable help from the teacher. The pupil shows very little effort and interest in activities, does not sufficiently develop aesthetic taste and physical fitness.

*Level 5 (insufficient)*

The pupil is mostly passive in activities. The development of skills is unsatisfactory. Expression is mostly wrong and has no aesthetic value. The pupil cannot apply the minimum acquired knowledge and skills. He does not show interest in work and does not make an effort to develop his/her aesthetic taste and physical fitness

**10. Principles for the use of verbal assessment, including pre-established criteria.**

10.1. The school director decides on the verbal evaluation of the pupil's educational results in the report card at the request of legal representatives.

10.2. The class teacher, after consultation with the teachers of other subjects, will transfer the verbal assessment to the grades or the grades to the verbal assessment if the pupil is transferred to a school that evaluates differently, at the request of that school or the pupil's legal representative.

10.3. If the pupil is assessed verbally, the class teacher, after consultation with other teachers, will transfer the verbal assessment to the grades for the purposes of the admission procedure of the secondary education.

10.4. In the case of a pupil with a learning disability, the school director decides on the use of verbal assessment based on a request from the pupil's legal representative.

10.5. The results of pupil’s education in individual compulsory and optional subjects set by the school curriculum and the pupil's behavior at school and at events organized by the school are described in such a way that the level of education of the pupil, which he/she has achieved especially in relation to the expected outcomes formulated in the curricula of individual subjects of the school educational program, to his/her educational and personal preconditions and to the age of the pupil, is clear. Verbal assessment includes an assessment of the pupil's learning outcomes in their progress, an assessment of the pupil's diligence and approach to education, as well as in the contexts that affect his or her performance, and an indication of the pupil's further development. It also provides the rationale for assessment and recommendations on how to prevent and overcome possible pupil failures.

10.6. Principles for mutual scoring and verbal evaluation

|  |  |
| --- | --- |
| Progress |  |
| **Curriculum mastery** |  |
| 1 – excellent | Completely acquired |
| 2 – commendable | Acquired |
| 3 – good | Mostly acquired |
| 4 – sufficient | Acquired with considerable gaps |
| 5 – insufficient | Not acquired |
|  |  |
| **Thinking** |  |
| 1 – excellent | Quick, intelligent, understands context well, independent |
| 2 – commendable | Thinks quite independently |
| 3 – good | Less independent in thinking |
| 4 – sufficient | Non- independent thinking, only with help |
| 5 – insufficient | Answers incorrectly to guiding questions |
|  |  |
| **Expression of thoughts** |  |
| 1 – excellent | Concise and relatively accurate |
| 2 – commendable | Quite accurate |
| 3 – good | Expresses thoughts not accurately enough |
| 4 – sufficient | Expresses ideas with considerable difficulty |
| 5 - insufficient | Cannot express ideas, answers the guiding questions incorrectly |
|  |  |
| **General application of knowledge** |  |
| 1 – excellent | Applies knowledge consistently and consciously, works independently, accurately and with confidence |
| 2 – commendable | Can use knowledge and skills in solving tasks, makes minor mistakes |
| 3 – good | Solves problems with the help of the teacher and with this help easily overcomes difficulties and eliminates mistakes |
| 4 – sufficient | Makes significant mistakes, corrects them with difficulty |
| 5 - insufficient | Cannot complete practical tasks even with help |
|  |  |
| **Activity, interest in learning** |  |
| 1 – excellent | Active, learns conscientiously and with interest |
| 2 – commendable | Learns conscientiously |
| 3 – good | Does not need major motivation to learn and work |
| 4 – sufficient | Shows little interest in learning, needs constant motivation |
| 5 - insufficient | Help and incentives to learn are not yet effective |
|  |  |
| **Behaviour** |  |
| 1 – very good | The pupil consciously observes the rules of conduct and the provisions of the internal rules of the school. Minor offenses occur infrequently. However, the pupil is open to educational activities and tries to correct his/her mistakes. |
| 2 – satisfactory  | The pupil's behavior conflicts with the rules of conduct and the provisions of the school's internal rules. The pupil commits serious offences against the rules of decent behavior and the internal rules of the school; or repeatedly commit minor offenses. As a rule, despite the reprimand of the class teacher, he/she commits other offenses, disrupting the academic discipline of the school. The pupil endangers his/her own safety and others. |
| 3 – unsatisfactory | The pupil’s behavior at school is in serious conflict with the rules of decent behavior. The pupil commits such offenses against school rules or behavior in such a serious way that it seriously disrupts the learning process and health and safety of others. The pupil intentionally disrupts the learning process. As a rule, despite the reprimand of the school director, continues to commit other offenses. |

**11. Method of evaluating pupils with special educational needs.**

1. A pupil with special educational needs, is a person with a disability, a health condition, or a social disadvantage. For the purposes of school regulations, a medical disability is considered a mental, physical, visual, or hearing disability, a speech disability, multiple disabilities, autism and developmental or behavioral disorders. A disability is a health disorder, a long-term illness or a mild health disorder causing learning and behavioral disabilities that need to be addressed to avoid educational gaps. Social disadvantage is a family environment with a low social and cultural status, a threat of socio-pathological phenomena, a court-ordered institutional education or compulsory protective education, or the status of an asylum seeker and a participant in the asylum procedure in the Czech Republic.

2. The method of assessment and grading of a pupil is based on the knowledge of the symptoms of disability and is applied in all subjects affected by the pupil's disability and at both levels of primary school.

3. In the method of evaluation and grading of pupils, the teaching staff focuses on the motivational component of evaluation, evaluate the skills that the pupil has mastered. When evaluating, it is recommended to use various forms of evaluation, e.g. scoring, evaluation by the number of errors, etc.

4. It is recommended to give a broader verbal assessment when grading such pupils. The method of evaluation is discussed by the class teacher and the educational advisor with other teachers.

5. The class teacher communicates in an appropriate manner to other pupils in the class the essence of the individual approach and the method of evaluation and grading of this pupil.

6. The teacher follows the recommended ways of work and evaluation of the pupil, described in the psychological examination report. He chooses such ways of testing the pupil's knowledge in which the disability is manifested as little as possible (e.g. other tasks instead of dictations, oral examination instead of written work or vice versa, reduced amount of written work,…)

7. Depending on the type of disability, special methods, procedures, forms and means of teaching and assessment, compensatory, rehabilitation and teaching tools, special textbooks and didactic materials are used.

8. The education of pupils with special educational needs and gifted pupils is regulated by decree No. 48/2005 Coll., on basic education, unless otherwise provided by a special legal regulation.

**III. Details of the commission and remedial exams**

1. Pupils of the ninth grade and pupils who have not yet repeated a grade at a given level of elementary school and who have failed no more the two of the compulsory subjects at the end of the second semester, with the exception of subjects of an educational focus, shall take remedial examinations.

2. Remedial examinations are held no later than the end of the relevant school year on the date set by the school principal. A pupil can take only one re-examination per day. Remedial exams are conducted with the participation of the commission.

3. An exam failure is considered in cases if pupil does not pass the re-examination or does not appear to take it. If there are serious valid reasons, the school director may schedule a new date for the pupil no later than September 15 of the next school year. Until then, the pupil is enrolled in the next grade, or remains in the ninth year.

4. In exceptional cases, the regional authority may decide to hold a re-examination with commission at another primary school. At the request of the regional authority, the school inspector participates in the exams.

**Differences for commission examinations at primary school and for re-examinations.**

1.The commission for the examination shall be appointed by the school director; in case that the teacher of the given subject is the school director the commission is appointed by the regional office.

2. The Commission shall consist of three members:

а) the chairman, who is the school director, or a teacher authorized by the director, or in case if the teacher of the given subject is the school director, another pedagogical employee of the school appointed by the regional authority,

b) the examining teacher, who is the teacher of the given subject in the pupil’s class, or another teacher of the given subject,

c) an assessor who is another teacher of the given subject or the subject of the same educational area determined by the framework program for basic education.

3. The result of the examination may no longer be challenged by a new application for re-examination. The result of the examination shall be determined by the commission by voting. The result of the examination is expressed by verbal evaluation or score. The school director communicates the result of the examination in a verifiable form to the pupil and the pupil's legal representative. If the grade changes at the end of the first or second semester, a new report card will be issued to the pupil.

4. After the examination the report is made, which becomes part of the school documentation.

5. A pupil may perform an examination in only one subject in one day. If, for serious reasons, it is not possible to examine the pupil within the set time limit, the body appointing the commission shall set an alternative date for the examination.

6. The specific content and scope of the examination shall be determined by the school director in accordance with the school curriculum.

7. The performance of the examination does not affect the possibility of performing a corrective test

**IV. Method of obtaining data for assessment,**

1. In the overall classification, the teacher takes into account the age of the pupil and the fact that the pupil may have fluctuation in learning performance during the classification period.

2. The evaluation of the progress and results of learning and behavior of pupils by the teaching staff is unambiguous, understandable, comparable with predetermined criteria, factual, comprehensive, pedagogically reasoned, professionally correct and verifiable.

3. Teachers obtain materials for evaluation and classification, in particular from: systematic diagnostic observation of pupils, monitoring of their performance and readiness to learn, various types of examinations (written, oral, graphic, practical etc...), control written works, analysis of results of various activities and from consultation with other teachers and, if necessary, psychological, and medical staff.

4. A pupil of the 2nd to 9th year of primary school must have at least two marks from each subject for each semester, of which at least one is for an oral examination. Grades are given by teachers throughout the entire assessment period. It is not permitted to examine pupils orally at the end of the assessment period on the material of the whole period. Testing is generally performed in front of the class team, individual examination after classes in the classrooms is not accepted. An exception is possible only in the case of a diagnosed developmental disorder, when this method is recommended in the psychologist's report.

5. The teacher informs the pupil of the result of each grading, gives reasons for this grading and points out the pros and cons of the evaluated performances, answers, work. After the oral examination, the teacher notifies the pupil of the result of the evaluation immediately. The results of the evaluation of written examinations , works and practical activities are announced to the pupil within 14 days at the latest. The teacher communicates all the marks of the overall assessment to the pupil's representatives, mainly through entries in the pupil's book - at the same time as communicating the marks to the pupils.

6. Control written works and other types of tests are distributed evenly by the teacher throughout the school year, so that they do not accumulate excessively at certain periods.

7. The teacher informs the pupils in advance about the date of the written exam if it lasts more than 25 minutes. The teacher informs the other teachers about it in the form of a class journal entry. Pupils can take only one such test per day.

8. The teacher must keep systematic records of each grading of the pupil in a convincing way so that the teacher can always prove the correctness of the pupil’s overall assessment and the method of giving marks (oral examination, written, ...). In case of long-term absence or termination of employment during the grading period, the teacher shall forward this assessment overview to the substitute teacher or the school management.

9. The teacher ensures that the marks are also recorded in the class journal and in the Bachelor, he/she takes care of their completeness. Marks from individual subjects, educational measures and other information on the pupil's behavior, work and activities at school are entered into the journal and the Bachelor.

10. The grading level is determined by the teacher who teaches the relevant subject. In case of a longer absence of the pupil from classes (spa treatment, medical stays, temporary placement in institutions, etc.) the teacher accepts the pupil's marks, which are communicated to the school by the school at the institution where the pupil was placed; the pupil is not re-tested.

11. In determining the degree of achievement in individual subjects at the end of the grading period, the quality of work and learning outcomes that the pupil has achieved during the entire classification period are evaluated. The degree is not determined on the basis of the average of the grading for the relevant period. The final mark for the grading period must correspond to the marks obtained by the pupil and reported to the parents.

12. Cases of pupils lagging in learning and shortcomings in their behavior will be discussed at the pedagogical council, usually on November 15 and April 15.

13. At the end of the assessment period, within the deadline determined by the school pupil, but no later than 48 hours before the assessment meeting of the pedagogical council, teachers of relevant subjects enter the numerical results of the overall grading in the class report and prepare proposals for re- examinations, for grading on alternative dates, etc.

14. The pupil's legal representative is informed about the pupil's achievement and behavior by: the class teacher and the teachers of individual subjects in the middle of the first and second semester; the class teacher or the teacher if it is additionally requested by the pupil's legal representatives.

15. The information is passed to the parents mainly during personal class meetings or consultation hours, to which the parents are invited in writing. For parents who could not attend the school at the specified time, the teacher will provide an individual consultation. Data on the grading and evaluation of pupil behavior are communicated only to the pupil's representatives, not publicly.

16. In the event of an extraordinary deterioration in the pupil's progress, the teacher shall inform the parents of the subject immediately and in a verifiable manner.

17. If the pupil's assessment is determined on the basis of written or graphic works, the teachers keep these works during the determined period or when the pupil's legal representatives can refer to it - i.e.. the whole school year, including the main holidays; in the case of pupils with deferred grading or re- examinations until 30.10. next school year. Corrected written assignments must be submitted to all pupils and, on request, to parents at school.

18. Teachers adhere to the principles of pedagogical tact, in particular - do not assess pupils immediately upon their return to school after their absence for more than one week, - pupils do not have to write the material in their notebooks during their absence if it is not the only source of information- the purpose of the examination is not to find gaps in the pupil's knowledge, but to assess what he/she can do, - the teacher assesses only the taught material, entering a new material for independent study of the whole class is not allowed, - before testing the knowledge, pupils must have enough time to learn, practice the curriculum. - to check the knowledge only after sufficient practice of the curriculum.

19. Class teachers (educational counselors) are obliged to acquaint other teachers with the recommendations of psychological examinations, which are related to the method of evaluation and grading of the pupil and the method of obtaining materials. Information on new examinations are part of the teachers’ reports (or educational advisors) on the pedagogical council.

**Evaluation of gifted pupils**

1. The school director may transfer an exceptionally gifted pupil to a higher year without completing the previous year. The condition for reassignment is to pass examinations in the curriculum or part of the curriculum of the year which the pupil will not finish. The content and scope of examinations are determined by the school director.

2. An individually educated pupil takes examinations in the relevant curriculum for each semester, at the school to which he/she has been admitted to fulfill compulsory school attendance. If it is not possible to evaluate an individually educated pupil at the end of the relevant semester, the school director shall set an alternative date for his/her assessment, so that the assessment is carried out no later than two months after the end of the semester. The school director will revoke the individual education permit if the pupil has not passed the exam at the end of the second semester of the relevant school year, or if the pupil cannot be assessed at the end of the semester or in an alternative term.

**VI. School meals**

According to regulation No. 107/2005 Coll. on school meals (§2, par. 3) the school director stipulates the conditions for the provision of school meals:

**VII. Final provisions**

1. The following staff of the school shall be responsible for monitoring the implementation of the provisions of this directive : the deputy pupil of the school.

2. The deputy director of the school shall keep written records of inspections

3. The previous version of this directive of 1 January 2007 is cancelled.

4. The directive shall enter into force on 18 September 2017

5. According to § 30 of the education act no. 561/2004 coll. the school director publishes these rules as follows: in the school hall and on the school website.

6. The school staff were acquainted with these rules at the operational meeting on August 29, 2017.

7. Pupils of the school were acquainted with these rules by class teachers , the acquaintance is recorded in class journals.

8. Pupils' legal representatives were informed about the publication of the school's rules by means of entries in the pupil's books and posting on the school's website.

 Mgr. Alena Červená

 School director