

SCHOOL RULES – Sunny Canadian International School – Primary School and Grammar School

1. School Mode

- 1.1. The school is open from 7:30 a.m., classes start at 8:00 a.m. and follow the given timetable. Pupils record their arrival and departure in the school's electronic system.
- 1.2. Pupils from the Lower Canada and Upper Canada building tribal classes will record their arrival and departure to the school's electronic system at the reception in the Upper Canada building.
- 1.3. Pupils from the core classes of the Maple building will record their arrival and departure in the school's electronic system at the reception in the Maple building.
- 1.4. From 7:45 a.m., the incoming first-grade pupils gather in a designated classroom, from where the teachers transfer the first lessons to the main class at 8:45 a.m. Second-grade pupils gather in designated supervised areas, from where they move to the classroom at 7:50 a.m. according to their schedule.
- 1.5. Pupils who come to class come to class no later than 10 minutes before the start of classes.
- 1.6. Upon arrival to the classroom, pupils prepare teaching aids for the desks according to the timetable. They expect the start of classes in their seats.
- 1.7. Before the start of each lesson, all pupils are in the classrooms and ready for lessons. After the bell rings, the pupils sit in their seats.
- 1.8. If the teacher does not show up to the classroom for an hour 5 minutes after the bell rings, the class service goes to report his absence to the deputy headteacher or at the school reception.
- 1.9. The timetable is published at the beginning of the school year and posted on the school's website, the number of hours of the curriculum according to areas and fields of study are given by the school educational programs "Sunny Canadian International School – a bridge to the whole world" corresponding to the Framework Educational Program for Primary Schools and the Framework Educational Program for Grammar Schools issued by the Ministry of Education, Youth and Sports of the Czech Republic.
- 1.10. Surveillance – premises:
 - 1.10.1. Dressing Room (morning, lunch break, afternoon)
 - 1.10.2. Reception / Reception (morning)
 - 1.10.3. School Morning Club, School Club (morning, afternoon)
 - 1.10.4. Playground (lunch break)
 - 1.10.5. Library (lunch break)
 - 1.10.6. Studentský klub / Students' club (morning, lunch break)
 - 1.10.7. Gym / Sports Hall (lunch break)
 - 1.10.8. Relax zone / Relax zone (breaks)
 - 1.10.9. Terrace (breaks)
 - 1.10.10. Maple building - supervision is provided by one worker for each floor
- 1.11. All pupils are not allowed to enter the roof garden area of the Maple building without the supervision of an adult school employee.
- 1.12. In accordance with the Rules of Employment, pedagogical staff are obliged to provide quality supervision of pupils during breaks, before the start of classes, after their end and during pupils' personal time off, especially in areas where risky behaviour could occur.
- 1.13. Pupils from the Lower Canada and Upper Canada building core classes enter the common areas of the Maple building only under the supervision of a teacher during breaks.
- 1.14. Students in grades 7 and 8 from the Upper Canada Building's core classes who have scheduled classes in the classrooms of the Maple Building are moved independently to and from the classroom set out in the pre- and post-class schedule. However, they do not stay unsupervised in the common areas of the Maple Building during recess.

- 1.15. Grade 6 students from the Upper Canada Building's core classes who have scheduled classes in the classrooms of the Maple Building are picked up by the teacher in the relevant hours set out in the schedule before class in the Skywalk connecting corridor next to the Fairweather classroom. After class, they accompany them to the connecting hallway. They do not stay unsupervised in the common areas of the Maple building during the break.
- 1.16. Pupils must not stay in the school building without the supervision and knowledge of the teachers. If a pupil arbitrarily leaves the school building and other school premises or a school event without the knowledge of the teacher or other pedagogical staff of the school, he or she has seriously violated the School Rules and the parents assume responsibility for the minor pupil.
- 1.17. Teachers can spend some lessons with pupils outside the school. If they are not on the school premises, they follow the internal rules of excursions and trips.
- 1.18. The school keeps accurate records of pupils' arrivals and departures. When leaving after school, the legal guardian or an authorised person picks up the child in person at the teacher in the entrance hall of the primary school, unless it is stated in the departure sheet, which is signed by the legal representatives as an annex to the education contract, that the pupil is going home alone. The legal guardians or an authorised person assume personal responsibility for the child after the child has been taken over.
- 1.19. A minor pupil may leave school during direct teaching (going to the doctor, etc.) only on the basis of a written notification from their legal representatives. They take full responsibility for them from the moment the pupil leaves the school building. Legal guardians or authorised persons pick up pupils at the school reception during breaks so as not to disturb the course of lessons.
- 1.20. Primary school pupils can go home on their own only if their legal guardians sign a consent to leave independently, even from school events outside the school, if the place of its beginning or end is indicated next to the event in the OnLine School. Primary school pupils leave the building and the school premises within 15 minutes after the end of the lesson, or go to the after-school club. After the end of the lesson, they can move around the school premises only with the consent of the teacher and under his supervision. If primary school pupils do not have the written consent of their legal guardians to leave independently, after the end of classes (compulsory and optional), legal guardians or authorised persons take over their children from the teacher in the last lessons. In the event that legal guardians or authorised persons are not present, the teacher will hand over their pupils to the after-school club/school club, where parents or authorised persons will be able to pick them up. 15 minutes after the end of school is included in the tuition fee. After registering their child, parents can use the after-school club/school club, which provides a programme for pupils from the end of school to 5:00 p.m. The use of the after-school club/school club is provided free of charge for registered children. If a child is not registered for a school after-school club/school club or does not go to an after-school club and stays at school for more than 15 minutes after the end of school, the pupils' stay at school begins to be counted according to the price list set by the founder. Supervision in the after-school club/school club can spend time with children in the garden.
- 1.21. Grammar school pupils leave school within 15 minutes after the end of school or go to the school club. After school, they can only move around the school premises with the consent of the teacher and under his supervision.
- 1.22. In the case of an excursion or a school event outside the school, parents of primary school pupils without permission to leave on their own will transport and pick up the child at the start and end point of the event marked in the School OnLine. In the event that they cannot do so for some reason, they will ask the teacher – guarantor of the event in writing to transport the child back to school.
- 1.23. Pupils are provided with food for a special fee (morning snack, lunch, afternoon snack, second afternoon snack) and a drinking regime is provided.
- 1.24. Lunch takes place during the lunch break according to the set schedule. The lunch break includes a walk in the garden (depending on the weather). During the lunch break, the pupils are supervised

by supervising teachers. Grade 1 pupils are accompanied by a teacher or supervisor when they walk through the corridors, in the canteen or outside. Grade 2 pupils can move around the school premises on their own.

- 1.25. During the lunch break, grammar school pupils are allowed to move freely around the premises where supervision is exercised. Entry into the Lower Canada building is only possible with the knowledge or authorisation of the teacher. Pupils can leave the building during the lunch break and after school on their own, with the exception of underage pupils whose legal guardians actively disagree with this point, of which they inform the school in writing immediately after the start of the school year. During the lunch break, pupils record their departure and arrival with a chip in the Maple building.
- 1.26. The operation in the canteen is regulated by the internal rules of the canteen.
- 1.27. Compulsory subjects are followed by optional subjects, which are included in the tuition fee. The legal representatives agree to the participation of pupils in these optional subjects by signing a contract.
- 1.28. Pupils register for optional subjects at the beginning of the school year. If they do not attend, parents pick them up after the compulsory part of the lessons, unless the pupils go to the after-school club/school club or hobby club.
- 1.29. Marginal lessons in the timetable may be replaced by study leave for grammar school pupils in the absence of the teacher.

2. Information for parents and excuses for pupils' absences

- 2.1. To inform parents about the results and behaviour of individual pupils and about the organisation of lessons, electronic pupil books of the School OnLine system are used. Access data are generated and handed over to each pupil and parent together with operating instructions. Important information about the operation of the school is published on the school's website.
- 2.2. Representatives of the minor pupil are obliged to excuse his/her absence from class that day immediately in the morning by phone at the school reception.
- 2.3. Absence from school may be excused due to illness or for serious demonstrable reasons. Exemption from one lesson and for up to three days will be provided by the class teacher, for a longer period by the school headteacher on the basis of a written request. A written request for this release is submitted by parents/adult pupils on the prescribed form at least 2 weeks in advance. Each absence must be duly excused in the School OnLine system. In very exceptional, individually determined cases (especially in the case of frequent absences of a pupil indicating neglect of school attendance), the school may also require a certificate from the attending physician or general practitioner for children and adolescents as part of the excuse issued by the legal guardian (see the Methodological Instruction of the Ministry of Education, Youth and Sports of the Czech Republic on a uniform procedure for the release and exemptions of pupils from classes, prevention and punishment of truancy, No. 10 194/2002 – 14 of 11 March 2002). The legal guardian/adult pupil is obliged to document the reasons for the pupil's absence from school within 3 calendar days. Late excuses for absences and unjustified frequent absences of adult pupils (who have the right to excuse their absences themselves) may be punished by an educational measure or reduced behavioural grades, depending on their severity. Any relaxation and absence of a pupil must be recorded in the class register. Missed lessons in cases of pupil's participation in school events are not counted.
- 2.4. The pupil visits the doctor during school hours only when necessary and if it is not possible at another time.
- 2.5. During lessons, a pupil may not leave school alone unaccompanied, in exceptional cases in the case of pupils over 15 years of age with the knowledge of the class teacher and only on the basis

of the written consent of the legal guardian, who takes over responsibility for the pupil from the moment the pupil leaves the school. A pupil who is sick goes home or to the doctor in agreement with the pedagogical staff and only accompanied by their legal guardians or another authorised adult who has signed the consent to assume responsibility. An adult pupil may leave school alone, in justified cases, he must record his arrival and departure at the school reception and notify the class teacher or any of the representatives present, primarily the representative for the grammar school, of his absence.

2.6. Adult pupils follow the same rules as legal guardians.

3. Contact with school staff

- 3.1. Legal guardians communicate with the school's pedagogical staff during teacher-parent-pupil consultations, during pupil conferences or class meetings, as well as during consultation hours published on the school's website.
- 3.2. Negotiations with the school management take place on a pre-agreed date.

4. Pupils' rights

- 4.1. Pupils have the right to education and to participate in lessons according to the timetable.
- 4.2. Pupils have the right to be informed about the course and results of their education.
- 4.3. Pupils have the right to rest and free time at the time specified by the timetable – breaks, lunch break.
- 4.4. Pupils may establish pupils' self-governing bodies within the school (e.g. the Student Parliament), vote and be elected to them, work in them and through them address the school head and the school board, with the school head or school board being obliged to justify their opinions.
- 4.5. Grammar school pupils have the right to be elected and to vote for the school board under the conditions set out in Sections 21 and 167 of the Education Act.
- 4.6. Pupils may express their views on all decisions relating to essential matters of their education in an appropriate manner, with attention to their age and level of development.
- 4.7. Pupils have the right to information and counselling from the school in matters relating to education.
- 4.8. Pupils have the right to protection from physical and psychological violence and negligent treatment by anyone.
- 4.9. Pupils have the right to turn to school staff at any time, with the teacher's knowledge, to ask them for help and advice if they feel distressed. In other cases, they can contact them with the consent of the teacher or outside of class, at the time set for the agreed consultation.
- 4.10. Pupils have the right to special care in justified cases pursuant to Act No. 561/2004 Coll., on Pre-School, Primary, Secondary, Tertiary Vocational and Other Education (Education Act), as amended, and Decree No. 27/2016 Coll. on the Education of Pupils with Special Educational Needs and Gifted Pupils (effective from 1 September 2016), for example in the case of a learning disability, disability, extraordinary talent recognised by a professional.
- 4.11. Every pupil has the right to be protected from socially pathological phenomena and from manifestations of discrimination (e.g. physical and psychological violence, restriction of personal freedom, humiliation, xenophobia, racism, anti-Semitism, misuse of information technology to disparage dignity, etc.). The school prevents these phenomena through its educational activities. If signs of these phenomena are registered, the following procedures will be followed in accordance with the applicable legal regulations and methodological guidelines of the Ministry of Education, Youth and Sports (in cooperation with the pupil's legal representatives, class teacher, school psychologist and authorities and institutions responsible for investigating these events), in particular according to:
 - 4.11.1. Act No. 359/1999 Coll., on the Social and Legal Protection of Children,

- 4.11.2. The Civil Code as amended
- 4.11.3. the methodological instruction of the Ministry of Education, Youth and Sports on the prevention and resolution of bullying among pupils of schools and school facilities,
- 4.11.4. methodological instruction of the Ministry of Education, Youth and Sports on the prevention of socially pathological phenomena in children and youth,
- 4.11.5. methodological instruction of the Ministry of Education, Youth and Sports on education against manifestations of racism, xenophobia and intolerance.

5. Pupils' responsibilities

- 5.1. Pupils behave courteously towards adults and other pupils of the school, follow the instructions of the pedagogical and operational staff, follow the school rules and act in accordance with the values of the school (respect, responsibility, joy, humanity, honesty and excellence).
- 5.2. The pupil greets all school staff. The pupils greet the pedagogical staff when they enter the classroom, when they leave, as well as when another adult enters the classroom during lessons.
- 5.3. Pupils are not allowed to enter the interior of the building on roller skates or similar sports shoes, to bring bicycles or scooters without permission, to lead or bring animals in.
- 5.4. The pupil is obliged to prove by signing that he or she has become acquainted with the content of the School Rules and the documents resulting from them. These are: Internal Rules of the After-School Club, Internal Rules of the School Canteen, Internal Rules of the Library, Internal Rules of Computer Classrooms, Internal Rules of the Gymnasium, Internal Rules of Vocational Classrooms, Fire Regulations, Fire Alarm Directives, Fire Evacuation Plan, Rules for the Use of Own Electronic Devices for Pupils of the 2nd Grade and Grammar School.
- 5.5. Primary school pupils and grammar school students check their school e-mail inboxes once a day and keep them in a state capable of receiving messages.
- 5.6. Pupils handle textbooks and school supplies gently, keep their place, classroom and other school premises clean and tidy, protect property from damage; bring textbooks and school supplies to school according to the timetable and teachers' instructions.
- 5.7. Pupils devote themselves to their studies and fulfil all assignments arising from educational programmes honestly and independently, do not resort to copying, hinting and plagiarism, and are obliged to comply with copyright. A violation of this rule is considered a serious violation of the School Rules.
- 5.8. Pupils act in such a way as not to mislead teachers, their legal guardians, parents and classmates.
- 5.9. All pupils of the school are obliged to actively prevent socially pathological phenomena and manifestations of discrimination (e.g. physical and psychological violence, restriction of personal freedom, humiliation, xenophobia, racism, anti-Semitism, misuse of information technology to disparage dignity, etc.), the occurrence of bullying, vandalism, brutality and crime. In the event of their occurrence, they are obliged to immediately inform the class teacher or the school management.
- 5.10. Pupils arrive on time for classes according to the valid timetable. Each late arrival is recorded in the class book. In the event of three late arrivals, a negative note is given.
- 5.11. Pupils do not bring to school items that are not related to teaching and could endanger their own health and safety or that of others. The school does not bear limited liability for any loss of items that are not related to school teaching (e.g. money, valuable items, jewellery, mobile phones, smart watches, PCs in the case of primary school pupils, etc.).
- 5.12. Pupils use the break to rest, refresh themselves, use the toilet and for hygiene.
- 5.13. Primary school pupils are not allowed to use mobile phones (or smart watches).
- 5.14. Pupils in grades 6-9 and grammar school are obliged to bring other prescribed devices (tablet with keyboard or laptop) to school that allow access to the Internet for educational purposes.
- 5.15. Pupils of the Grammar School can use mobile phones and smartwatches in accordance with the school's internal regulations.

- 5.16. Other provisions on the use of technology are set out in the Bring Your Own Device Policy, see below.
- 5.17. If a primary school pupil violates the above rules, the pedagogical staff has the right to temporarily take over the phone (smart watch, electronics) for the necessary time and store it with the representative (or, in their absence, with the receptionist, who will store it in a safe. The legal guardians pick up the electronics at the office of the primary school representative. The teacher writes a note in the class book with the addition that the pupil has grossly violated the school rules.
- 5.18. Grammar school pupils have their mobile phones (or smartwatches) switched off during lessons and securely secured against theft.
- 5.19. Making video and audio recordings of persons during classes or school events and publishing them on any website without their consent is strictly prohibited.
- 5.20. In the event of a violation of these rules, the class teacher will propose to discuss the withdrawal of the right to use mobile devices during teaching at the pedagogical council.
- 5.21. Pupils are constantly mindful of their own safety and that of others. They avoid shouting, running, fighting, and other activities that can affect their own and others' health and well-being.
- 5.22. During the lessons, the pupils concentrate on learning. They do not consume any food, they have a bottle of water in their bag or under the desk.
- 5.23. General conditions for wearing the Sunny Canadian Int. School School Clothing Set:
 - 5.23.1. A set of school clothes is worn by all primary school pupils every day except Friday in a complete set that corresponds to the specification specified in point 5.22.2.
 - 5.23.2. A school clothing set has 2 specific sets, namely (a) a daily wear set and (b) a festive set. The sets are defined as follows:

Festive set – girls: jacket, white shirt, skirt/dress, trousers, button-up sweater, white tights/Sunny knee socks, belt, scarf/tie.

Festive set – boys: jacket, trousers, white shirt, belt, tie/bow tie.

Daily wear set – girls: any combination from the school collection.

Daily wear set – boys: any combination from the school collection.

Physical Education Clothing – Girls: Sunny T-shirt/tank top, Sunny leggings/shorts.

Physical education clothing – boys: Sunny T-shirt, Sunny shorts.
- 5.24. Conditions for wearing the school collection at primary school
 - 5.24.1. On festive days, which are announced in advance by a letter or email from the headmistress, and at the same time every Wednesday, all school pupils wear a festive set from the school's clothing collection.
 - 5.24.2. From Monday to Thursday, except for festive days and Wednesdays, primary school pupils wear clothes only from the school clothing collection. This applies in any weather.
 - 5.24.3. All primary school pupils wear a school sports kit for each physical education lesson.
 - 5.24.4. On Friday, pupils wear clothes of their choice and discretion. The clothes may or may not be from the school collection.
- 5.25. Conditions for wearing the school collection at the grammar school
 - 5.25.1. On festive days, which are announced in advance by a letter from the headmistress, and at the same time every Wednesday, all grammar school pupils wear a festive set from the school's clothing collection.
 - 5.25.2. On other days, students can wear clothes either from the school collection or of their own choice.
 - 5.25.3. All grammar school pupils wear a school sports kit for each physical education lesson.
- 5.26. Pupils are obliged to wear footwear that corresponds to safety during lessons, at the discretion of the teacher or according to the rules of the classroom.
- 5.27. Violation of the rules for wearing the school collection of clothes (uniforms) is treated as a serious violation of the School Rules.

6. Conditions for ensuring the safety and health protection of pupils and their protection against socially pathological phenomena and against manifestations of discrimination, hostility or violence

- 6.1. At the beginning of the school year, the class teacher acquaints the pupils with the OHS rules, fire alarm directives and the evacuation plan and writes a record of it in the class book. Before events outside the school, pupils are informed by the class teacher or the organizer of the event about the principles of OHS. The teacher makes an entry in the class book about the pupils' instruction.
- 6.2. During teaching in the gymnasium, in vocational classrooms, in the school canteen, after-school club and in the school garden, and in the school playground and during transport by school bus, pupils comply with the specific safety regulations for these areas given by the school's internal rules. Teachers are obliged to familiarise pupils with them during the first lesson of the school year and to additionally instruct pupils who were absent from the first lesson. The teacher makes an entry in the class book about the pupils' instruction.
- 6.3. Pupils practice evacuating the school twice a year.
- 6.4. School employees and pupils comply with the regulations for ensuring health and safety at work and fire safety regulations; if they find defects and deficiencies that threaten the health and safety of persons or other defects of a technical nature, it is their duty to inform their superior of these facts, in the case of pupils, the teacher, and to prevent damage within their abilities and possibilities.
- 6.5. In all indoor and outdoor areas of the school and at all school and extracurricular events, it is strictly prohibited to:
 - 6.5.1. handle open flames (except when fire handling is part of pupils' professional experiments in teaching or outdoor activities)
 - 6.5.2. to develop any activities of political parties, political movements and their promotion at school, to further promote racism, fascism or other ideologies.
 - 6.5.3. induce other classmates to violate the School Rules or to conduct that could result in a violation of the School Rules,
 - 6.5.4. install or run any program on computer stations without the consent of the computer network administrator or teacher,
 - 6.5.5. to allow strangers and foreign pupils into the school building.
- 6.6. Pupils are prohibited from handling electrical appliances, switches and electrical wiring without the supervision of the teacher. Pupils and staff may use their own electronics connected to electricity only if all components (own equipment and charger) are marked that they regularly undergo a proper revision once a year and are in accordance with the revision data. Pupils and school staff will submit proof of this revision upon request. Pupils and staff are fully responsible for damage caused by their equipment.
- 6.7. Pupils are obliged to report any injury, injury or accident that occurs during teaching in the classroom, in the corridor or on the playground, detected defects that may endanger the safety of pupils or damage the property of the school or pupils.
- 6.8. Pupils are obliged to sort waste under the supervision of the class teacher. There are containers in the classrooms and in the corridor of the school.
- 6.9. Pupils also maintain cleanliness in the vicinity of the school, the school canteen and in the school playground area. Pupils are obliged to behave in a disciplined manner, to keep order in all areas of the school, to change into shoes suitable for the activity, to take exemplary care of textbooks and school supplies and to report their damage or loss to the teacher.
- 6.10. Pupils are obliged to represent the school and its good name by their actions and behaviour. Pupils are obliged to behave at school and outside of school in such a way as not to endanger their own health or that of their classmates or other persons.
- 6.11. Teachers monitor the health status of pupils and in the event of a sudden illness of a pupil, they

inform the school management and the parents of the affected pupil without undue delay. Any injury, nausea or sudden changes in health, injury or accident that occurs during the pupils' stay in the school building or outside the building during an event organised by the school are immediately reported by pupils to the teacher or pedagogical supervision, or to the school operational staff. At the same time, the child's legal representatives are informed about the injury. In the event of a reasonable suspicion of an infectious disease in a pupil, the pupil's legal representatives will be immediately informed and the pupil will be separated from other pupils until their arrival (while ensuring all health and safety protection conditions, i.e. in particular supervision) to prevent the spread of infection.

- 6.12. All persons in the school adhere to the norms of social behaviour, consideration, greeting, thanks and mutual respect are a matter of course.

7. Protection against risky behaviour

- 7.1. All pedagogical staff, especially the school prevention methodologist, continuously monitor the specific conditions and situation in the school in terms of the occurrence of manifestations of risky behaviour, apply various forms and methods enabling early detection of pupils at risk.
- 7.2. The school prevention methodologist ensures cooperation with parents in the field of prevention, informs them about the school's prevention programme and other activities. The school prevention methodologist cooperates with other institutions focused on the social and legal protection of children and youth on the basis of the school headteacher's mandate.
- 7.3. Smoking and the use of ancillary substances (e.g. energy drinks and caffeinated drinks) are not allowed in or around the school and during all school events. It is also not allowed to use imitation promotional substances or consume beverages, etc., from packaging imitating alcohol packaging, and it is also not allowed to smoke or use cigarette substitutes in the school and its surroundings.
- 7.4. School pupils are strictly prohibited from carrying, possessing, distributing and abusing addictive substances on the school premises, in its surroundings and at events organised by the school. A violation of this prohibition is considered a gross violation of the School Rules. When dealing with such a violation of the School Regulations, the school head will use all legal possibilities to sanction persons who participated in the violation of this prohibition. The school head or an employee authorized by him will inform the legal representatives of pupils who have been found to have violated this prohibition of the findings and at the same time will inform them of the possibility of professional assistance.
- 7.5. Pupils are not allowed to bring things dangerous to life and health, such as weapons, explosives, pyrotechnic objects, chemicals, drugs, alcoholic beverages, tobacco products or other narcotic or psychotropic substances, etc., or other things that could endanger the moral education of pupils, into the school premises and to all school events.
- 7.6. Manifestations of bullying among pupils, i.e. physical or psychological violence, restriction of personal freedom, humiliation, xenophobia, racism, misuse of information technology to disparage dignity, etc., which would be committed by individual pupils or groups of pupils against other pupils or groups (especially in situations where younger and weaker pupils are affected in this way) are strictly prohibited on and off the school premises, as well as during school events, and are considered a gross offence against the school rules. The ban also applies to the internet network. Depending on the circumstances, the school head will consider the possibility of further punishment for pupils who exceed this ban and will inform their legal representatives of their findings and, if necessary, use other legal means.
- 7.7. Pedagogical staff ensure that ethical and legal education, education for a healthy lifestyle and preventive education are included in the educational process in accordance with the school educational program.
- 7.8. The creation or distribution of materials with objectionable content (xenophobia, racism, pornography and others) is not allowed and will be dealt with with disciplinary action.

- 7.9. In the event of suspicion of using an addictive substance, the pupil will undergo a test for the presence of addictive substances based on the consent of the legal guardian. If the school does not have consent, or if the health of the pupil or his/her surroundings is seriously endangered in the context of the use of addictive substances, the school acts in accordance with the crisis procedure – the pupil is supervised in separate areas designated for this purpose ("morodka") and informs legal guardians, medical assistance, or the police.

8. Minimal prevention program

- 8.1. The minimum prevention programme that the school has developed serves to create a safe, respectful and cooperative environment at school. It includes the School Anti-Bullying Programme. The Minimum Prevention Programme focuses primarily on the prevention of bullying and shows how to deal with bullying. It also includes cyberbullying.
- 8.2. The school prevention methodologist introduces himself to the pupils and explains the principle of prevention and the function of prevention lessons within the lessons.
- 8.3. Pupils and parents can contact a class teacher, prevention methodologist, educational counsellor or school psychologist if they suspect bullying or violence.

9. Prevention of substance use

- 9.1. It is prohibited to carry, possess, offer, mediate, sell, distribute and abuse addictive substances on the school premises. This provision applies to all types of addictive substances and also applies to any types of cigarettes and alcohol not only at the school, but also in its vicinity and during extracurricular events organized by the school. All persons are prohibited from using addictive substances on the school premises or handling them at school. This does not apply to cases where a person uses addictive substances as part of the treatment process prescribed by a medical facility.
- 9.2. It is forbidden to enter the school and all events organized by the school under the influence of addictive substances.
- 9.3. In the event that the school becomes aware of such behaviour, it will proceed in accordance with the educational measures specified in particular in Article 7 of the Chapter Protection against Risky Behaviour of these Rules and report this fact to the pupil's legal representatives.
- 9.4. The school is obliged to notify the authority for the social and legal protection of children of the municipal authority of the municipality with extended competence of facts that indicate that the pupil is using addictive substances.
- 9.5. Anyone who has been sanctioned in connection with an addictive substance has the right to assistance from all interested parties (school, child social and legal protection authority, medical facility, etc.) and the school will take measures to simplify this assistance (information on who to contact if necessary, etc.).

10. School counselling centre

- 10.1. The school counselling centre falls within the area of counselling services at school. Counselling services at school are provided by an educational counsellor, a school prevention methodologist, a school psychologist on the basis of external cooperation, a school special education teacher, a career counsellor and their counselling team consisting of selected school teachers. Information and confidential data about pupils and their parents that school counselling staff learn in connection with the performance of their counselling activities are protected in accordance with Act No. 110/2019 Coll. as amended.

The school counselling centre programme mainly fulfils the following objectives

- 10.2. to work with all school subjects and thus create a broad basis for the primary prevention of school failure and socially undesirable phenomena;
- 10.3. monitor the effectiveness of preventive programmes applied by the school and create a methodological background for their creation and implementation;
- 10.4. test and monitor the classroom and school climate;
- 10.5. to implement a new concept of career guidance;
- 10.6. to prepare conditions and expand the possibilities of integration of pupils with special educational needs and gifted pupils;
- 10.7. to build a favourable social climate for the integration of cultural differences and the acceptance of social differences at school;
- 10.8. to strengthen the ongoing and long-term care for pupils with poor grades and to create the preconditions for its reduction;
- 10.9. to deepen early intervention in current problems for individual pupils and class groups;
- 10.10. to provide methodological support to teachers in the application of psychological and special pedagogical aspects of education into school educational programmes;
- 10.11. to deepen and improve cooperation and communication between the school and parents;
- 10.12. integrate the counselling services provided by the school with the services of school counselling facilities (in particular pedagogical and psychological counselling centres, special education centres, educational care centres) and with labour offices.

11. Crisis plan

- 11.1. The school has a crisis plan to deal with all manifestations of risky behaviour of pupils, and at the beginning of the school year, all pupils and school staff, as well as the legal representatives of pupils, are acquainted with this plan.

12. Rights of pupils' legal guardians

- 12.1. The pupil's legal representatives have the right to information about the course and results of his/her education until he/she reaches the age of majority and for the period when he/she fulfils the maintenance obligation towards the pupil.
- 12.2. The pupil's legal representatives have the right to vote and be elected to the school board.
- 12.3. The pupil's legal representatives have the right to information and counselling assistance from the school for the pupil in matters relating to education according to the school educational programme.
- 12.4. The pupil's legal representatives may request the pupil's release from classes in accordance with the rules of these Rules.

13. Obligations of pupils' legal representatives

- 13.1. Legal guardians will ensure that the pupil attends school properly.
- 13.2. At the invitation of the school, the legal representatives will personally participate in the discussion of serious issues related to the pupil's education.
- 13.3. Legal guardians inform the school about a change in medical fitness, health problems of the pupil or other serious facts that could affect the course of education.
- 13.4. Legal guardians shall document the reasons for the pupil's absence from classes in a timely manner in accordance with the conditions set out in the School Regulations.
- 13.5. Legal guardians notify the school of the data necessary for the school register and other data that are essential for the course of education or the safety of the pupil, and immediately notify them of changes in these data.

- 13.6. Legal guardians check the electronic pupil's book. Class teachers can verify their visit to the OnLine School in the application system.
- 13.7. The legal guardian is obliged to demonstrably familiarize himself with the content of the School Regulations and the documents resulting from them.

14. Conditions for the handling of school or school facility property by pupils

- 14.1. Pupils behave respectfully towards school property and do not intentionally destroy it. In the case of any arbitrary damage or destruction of school property, property of pupils, teachers or other persons by a pupil, payment is required from the parents of the pupil who caused the damage in justified cases. If damage has been caused that the pupil can repair or compensate for himself, this is his personal duty. In the event of more serious damage or it is impossible to resolve compensation with the parents, the occurrence of the damage is reported to the Police of the Czech Republic or to social welfare authorities.
- 14.2. Pupils report the loss of belongings immediately to their class teacher. Pupils make sure that their belongings are sufficiently secured, they are responsible for the key to their locker and make sure that it is locked.
- 14.3. Pupils of the school are provided with textbooks and teaching texts free of charge, pupils are obliged to return the textbooks according to them after completing their education, and they keep workbooks and other documents. Lost or significantly damaged textbooks are replaced by a newly purchased piece.

15. Rules for the evaluation of pupils' educational outcomes

- 15.1. General principles of evaluation
- 15.1.1. The evaluation of the course and results of education and the behaviour of pupils must be: unambiguous, comprehensible, comparable by predetermined criteria, factual and versatile.
- 15.1.2. The evaluation is pedagogically justified, professionally correct, and demonstrable.
- 15.1.3. Assessment, especially in its formative form, is accompanied by the expression of the positive aspects of performance, clarification of the essence of any failure, instructions on how to overcome gaps and shortcomings and how to further deepen the pupil's success.
- 15.1.4. Teachers develop and support pupils' self-assessment.
- 15.2. Forms of evaluation and feedback
- 15.2.1. Direct forms of assessment include:
- Grading
 - verbal evaluation
 - Consultation with parents
 - Self-assessment
- 15.2.2. Indirect assessment methods also include informal interviews with legal guardians, parents and pupils at various school and non-school events, which are based on building a positive climate in mutual communication.
- 15.3. Report cards
- 15.3.1. Each semester, a pupil is issued a school certificate; for the first term, an extract from the report may be issued to the pupil instead of a report card.
- 15.3.2. The evaluation of the pupil's educational results on the report card is expressed by the grading grade (hereinafter referred to as the "grading"). In the case of a pupil with special needs (learning disability, language level), the school head decides on the use of verbal evaluation on the basis of a request from the pupil's legal representative.
- 15.3.3. In the case of the use of verbal evaluation on the report card, this is governed by the rules for the evaluation of pupils' education.

15.3.4. Evaluation of results – the results of education in compulsory and non-compulsory subjects are evaluated in the form of classification or verbal evaluation. In both cases, the evaluation is based on set criteria and respects the general principles of assessment.

15.3.5. Grades of grade

- 1 – excellent
- 2 – laudatory
- 3 – Good
- 4 – sufficient
- 5 – Insufficient

15.3.6. Comparison of the grade with the success rate expressed as a percentage:

Excellent	90 % – 100 %
Commendable	76 % – 89 %
Good	60 % – 75 %
Sufficient	40 % – 59 %
Insufficient	0 % – 39 %

15.3.7. The criteria for evaluating the overall level of educational results of a pupil are as follows: *Knowledge, reading literacy, writing literacy, presentation and speech, effort*. It is optional to choose the category *creativity* and for languages the category *listening*. In each category, the pupil must receive at least 1 mark per quarter. For the subjects of education, the criteria can be meaningfully adjusted and announced to parents and pupils in advance.

KRITÉRIA HODNOCENÍ PRO ROK 2025/2026 - 1. STUPEŇ ZŠ, JUNIOR HIGH A GYMNÁZIUM
EVALUATION CRITERIA FOR THE YEAR 2025/2026 - 1ST STAGE, JUNIOR HIGH AND HIGH SCHOOL



KNOWLEDGE/ZNALOSTI



READING LITERACY/ČTENÁŘSKÁ GRAMOTNOST



WRITING LITERACY/PISATELSKÁ GRAMOTNOST



PRESENTATION AND SPEAKING/ PREZENTACE A MLUVENÍ PROJEV



EFFORT/USILÍ

Note: At least one grade in each category each quarter. The only exception is physical education.



LISTENING/POSLECH
(ONLY FOR MLD AND ENGLISH DEP)



CREATIVITY/KREATIVITA

Poznámka: Každé čtvrtletí alespoň jedna známka v každé kategorii. Jediná výjimka je tělesná výchova.

15.3.8. The output evaluation is an internal advisory document that the school voluntarily provides only at the request of the legal representative at the end of the 1st semester of the school year in which the pupil completes his/her education at primary school and applies for admission to secondary school. The output evaluation contains a statement on:

- achieved the output level of education defined by the Framework Educational Programme for Primary Schools
- the pupil's abilities and talents
- prerequisites for further education or employment of the pupil
- pupils' behaviour during compulsory school attendance

- other important facts in the education of the pupil

15.4. Verbal evaluation

- 15.4.1. The criteria for verbal evaluation are the same as those in the case of classification.
- 15.4.2. When using verbal evaluation, the pupil's educational results in individual compulsory and non-compulsory subjects set out in the school educational programme are evaluated in such a way that the pupil's level of education, which he or she has achieved, especially in relation to the expected outcomes of individual subjects of the school educational programme, his or her educational and personal prerequisites and age, is clear. Verbal evaluation includes an assessment of the pupil's educational results in their development, an assessment of the pupil's approach to education in the context that affects his/her performance, and an indication of the pupil's further development; it also contains justification and recommendations on how to prevent and overcome any potential failures of the pupil. The numerical equivalent for the circumstances of the pupil's possible later study at another school is also recorded in the school documentation.
- 15.4.3. In the case of verbal evaluation, this is governed by Decree No. 48/2005 Coll. on Basic Education and Certain Requirements for Compulsory School Attendance in the Sense of the Current Wording.

15.5. Method of obtaining materials for evaluation

- 15.5.1. In the overall classification, the teacher takes into account the age specifics of the pupil, the individual needs of less gifted or exceptionally gifted pupils, the special educational needs of pupils and extraordinary circumstances that may affect the pupil's performance.
- 15.5.2. Teachers obtain the basis for assessment and grading in particular: by systematic diagnostic observation of pupils, monitoring of their performance and readiness for teaching, various types of examinations (written, oral, graphic, practical, movement), control written works, analysis of the results of various pupils' activities, consultations with other teachers of the given subject (for subjects taught in English and Czech), as well as with psychological, health professionals and parents, if necessary. Classification in individual subjects does not include the evaluation of pupils' discipline and behaviour.
- 15.5.3. A pupil (except for pupils in the 1st year of primary school) must have at least one mark in each subject per quarter in each assessment category. Grades are obtained by teachers continuously throughout the classification period.
- 15.5.4. In the case of 20% of the total absence from a subject or an absence due to which the teacher cannot evaluate the pupil during the entire grading period, the teacher has the right to use the pupil's control examination.
- 15.5.5. The teacher enters the classification of a smaller-scale work into the School Online system no later than 72 hours after the evaluated output.
- 15.5.6. The teacher notifies the pupil of the result of each grading, justifies the grading and points out the pros and cons of the evaluated speeches, performances and creations. After the oral examination, the teacher announces the result of the assessment to the pupil immediately. The results of the evaluation of large written examinations and works are communicated to the pupil within 14 days at the latest. The teacher communicates all the grades that he/she takes into account in the overall grading to the pupil's representatives, especially through entries in the electronic pupil's book – at the same time as communicating the grades to the pupils.
- 15.5.7. The teacher will schedule control written works and other types of examinations in one subject evenly throughout the school year.
- 15.5.8. The teacher informs pupils and their parents at least one week in advance of the date of the written examination, which is to last the whole lesson or longer. Pupils may take only one examination of this nature on one day, and two examinations per day in the

- announced examination period under uniform conditions set in advance and announced.
- 15.5.9. The teacher is obliged to keep a systematic record of each pupil's classification in a conclusive manner so that he can always prove the correctness of the pupil's overall classification and the method of obtaining grades (oral examination, written examination, etc.). In the event of long-term absence or termination of employment during the grading period, the teacher will hand over this classification summary to the substitute teacher or the school management.
- 15.5.10. When determining the grade of achievement in individual subjects at the end of the grading period, the quality of work and learning results achieved by the pupil for the entire grading period are evaluated. The grade is determined on the basis of the average of the grading for the relevant period by a system of rounding to one decimal place. Teachers of individual fields of study may assign weight to grades, and they demonstrably inform pupils and parents about the assessment criteria at the beginning of the school year. The final grade for the grading period must correspond to the grades obtained by the pupil and communicated to the parents.
- 15.5.11. In the event of an extraordinary and long-term deterioration in the pupil's grades, the class teacher informs the parents in agreement with the other teachers.
- 15.5.12. The pupil's legal representatives are informed about the pupil's achievements and behaviour: the class teacher and the teachers of individual subjects in the middle of the first and second semester at teacher-parent-pupil consultations and at any time during the school year, if the pupil's legal representatives so request. Information is provided to parents mainly during personal meetings at class meetings or during individual consultations. Data on the classification and assessment of behaviour are communicated only to the pupil's representatives or to the adult pupil, not publicly.
- 15.5.13. If the pupil's classification is determined on the basis of written or graphic works, teachers keep these works for the period during which the pupil's classification is determined or during which the pupil's legal representatives or the adult pupil can appeal against it – i.e. the whole school year, including the main holidays, in the case of pupils with postponed classification or resit examinations until 30 October of the next school year. Corrected written works must be submitted to all pupils and, on request at school, also to parents. Teachers keep corrected works in the original or in a scan, in case of an attempt to distort the results after grading.
- 15.5.14. Teachers adhere to the principles of pedagogical tact, in particular they do not classify pupils immediately after their return to school after an absence of more than one week. Upon agreement with the teacher, pupils make up for the missed lessons. If a pupil is released for a period of one week due to family recreation, he or she is obliged to make up for the missed subject matter no later than one week after starting school. The teacher only classifies the subject matter covered and the fulfilment of the pupil's study duties. The grade does not include the assessment of the pupil's behaviour. Before the examination of the subject matter, pupils must have enough time to learn, practise and experience, and the examination of knowledge should be carried out only after sufficient practice of the subject matter.
- 15.5.15. Class teachers and the school psychologist/special education teacher are obliged to inform other teachers about the recommendation of psychological examinations that are related to the method of assessment and classification of the pupil and the method of obtaining documents.
- 15.5.16. The basis for the assessment of behaviour is compliance with the School Rules. Educational measures are proposed by the class teacher after discussion with other teachers.
- 15.5.17. When assessing behaviour, the pupil's age, moral and intellectual maturity are taken into account.

15.6. Copying, plagiarism

15.6.1. The school encourages pupils to present the results based on their efforts, to consistently distinguish between their own and adopted ideas, to work with citations and citations. In the curriculum and during exams (entrance exams, school-leaving exams), copying and plagiarism are considered a very serious offense that would damage not only the reputation of the student, but also the entire school and ultimately can lead to expulsion from school or failure to complete their studies.

15.6.2. Copying and plagiarism are assessed as a disciplinary offence and are added together as other negative behaviour as follows:

- Copying or plagiarism in written expression is rated 5 because an inauthentic work does not provide a usable basis for evaluation.
- First case of copying – a negative remark was given;
- The second case of copying – a reprimand was given to the class teacher;
- The third case of copying – a class teacher is reprimanded and a meeting with legal guardians is held;
- The fourth case of copying – a reprimand from the school principal.

15.6.3. In the case of copying, the pupil cannot receive a new test with the same tested subject matter, the pupil must prove his/her knowledge in a different way, which is determined by the subject teacher.

15.7. Educational measures

15.7.1. Educational measures include praise and appreciation, reprimands and reprimands.

15.8. Praise and awards

15.8.1. Extraordinary academic or sporting achievements of pupils, their diligence, their help in the organization of school events and humanly meritorious achievements, etc., are especially appreciated.

15.8.2. Commendations and awards are awarded in the form of a diploma or certificate, or a material gift, which are issued together with the school report. The headteacher's praise is printed on the report card.

15.8.3. Awards and commendations are given in these categories.

- Commitment to the benefit of the school
- Exceptional performance within the subject
- Extracurricular, artistic or sports activities
- Research papers
- Exceptionally solid behaviour during the educational process at school and outside of it
- Special cooperation in organisational tasks
- Exceptional solidarity behaviour in the team

15.8.4. Types of praise

15.8.4.1. Praise of the school head - The school head may, on the basis of his/her own decision or on the basis of the initiative of another legal or natural person, award a pupil with a commendation or other award for:

- An extraordinary manifestation of humanity.
- a civic or school initiative.
- meritorious or brave deed.
- many years of continuous successful work.
- getting 9 only positive remarks.

15.8.4.2. Praise of the class teacher - The class teacher may, on the basis of his/her own decision or on the basis of the initiative of other teachers, award a commendation or other award to the pupil after discussion with the school headteacher for:

- A distinctive manifestation of the school initiative
- Long-lasting successful work

- Getting 6 only positive remarks

15.9. Reprimands and reprimands

15.9.1. In the event of a breach of the obligations set out in the School Regulations, the following educational measures may be granted to the pupil depending on the seriousness of the violation:

- Class teacher's reprimand – during the semester, a pupil has 3 notes in the pupil's book that he or she is violating the school or internal school rules, or has grossly violated the school rules on a one-off basis, the parents are informed in writing about the reprimand.
- Class teacher's reprimand – during the semester, the pupil has 6 notes in the pupil's book that he or she is violating the school rules or the internal rules of the school, or has grossly violated the school rules on a one-off basis, the parents are invited by the class teacher to discuss the pupil's behaviour.
- Headteacher's reprimand – during the semester, a pupil has 9 notes in the pupil's book that he/she violates the school or internal school rules, or has grossly violated the school rules on a one-off basis. A reprimand from the headteacher is imposed for 3 notes for violating the rules for wearing a school uniform described in points 5.23, 5.24, 5.25 of the School Regulations. In addition to the number of remarks, the headteacher also takes into account the circumstances of the pupil's involvement and the level of education of the pupil in the context of intellectual maturity. A reprimand from the headteacher can be imposed on a pupil only after discussion in the pedagogical board. Parents are invited by the headteacher to discuss the pupil's behaviour.

15.9.2. Notification of the granting of an educational measure

- The class teacher shall immediately notify the school head of the imposition of a reprimand on the class teacher.
- The class teacher shall immediately notify the pupil and his/her legal representative in writing of the granting of the educational measure, with a justification demonstrably provided.
- The awarding of awards and the imposition of a reprimand/reprimand are recorded in the school's documentation.
- The award of the school head's commendation is recorded on the report card for the semester in which it was awarded.

15.10. Behavior Assessment

15.10.1. General principles for assessing behavior

- The classification of pupils' behaviour is proposed by the class teacher after consultation with the teachers who teach in the class and with other teachers, and is decided by the headteacher after discussion at the pedagogical council.
- The criterion for the classification of behaviour is compliance with the rules of conduct (school rules), including compliance with the internal rules of the school during the classification period.
- The classification of behaviour takes into account the age, moral and intellectual maturity of the pupil; the educational measures granted to strengthen discipline are taken into account only if these measures were ineffective.
- The school evaluates and classifies pupils mainly for their behaviour at school and at events organised by the school. Repeated violations or serious violations of the School Regulations may be the reason for termination or non-renewal of the education contract.

15.10.2. Behavioral Assessment Grades (Grading)

- very good - 1
- satisfactory - 2
- unsatisfactory - 3

15.10.3. Specification of Behaviour Assessment Criteria (for Classification)

- 15.10.3.1. Grade 1 (very good) – The pupil consciously observes the rules of conduct and actively enforces the provisions of the school rules. He/she has a positive attitude towards the class and school team, contributes to its strengthening and to the formation of working

conditions for teaching and for education outside of school. Minor offences are committed very rarely.

- 15.10.3.2. Level 2 (satisfactory) – The pupil's behaviour is continuously (in the pupil's record book he has 12-14 notes per semester about the violation of the school or internal school rules, or he has seriously violated the school rules on a one-off basis) or in serious violation of the rules of good behaviour and the provisions of the school's internal rules. He commits a more serious offence on a one-off basis, or repeatedly commits less serious offences. However, the pupil is open to educational action and tries to correct his mistakes.
- 15.10.3.3. Grade 3 (unsatisfactory) – the pupil's behaviour has been in sharp contradiction with the rules of good behaviour or the internal rules of the school for a long time, he or she has 15 or more notes in the pupil's book per semester about a violation of the school or internal rules of the school, or he or she has committed a particularly gross violation of the school rules on a one-off basis; as a rule, despite a reprimand from the school head, he/she knowingly commits other offences that seriously endanger the educational activities of the school, his/her own education, safety, dignity or the health of other persons.
- 15.10.4. The possibility of expulsion from study for pupils who have completed compulsory school attendance is regulated by the School Regulations in point 17.3.
- 15.10.5. Behaviour assessment in the form of verbal evaluation is an expression of the current level of achievement of the expected goals formulated in the school educational programme, in the school regulations and in the criteria for the overall assessment of behaviour. It captures the pupil's development, contains justification and recommendations on how to prevent and overcome potential failures.
- 15.10.6. To record the classification, a digit is used at the 1st level, a verbal designation at higher grades, and a numerical equivalent is also entered in the school documentation for the circumstances of the pupil's possible later studies at another school.
- 15.11. Pupil's overall grade stated on the report card
- 15.11.1. The overall grade of the pupil is expressed on the report card by the grade:
- passed with honors
 - passed
 - Failed
 - Not rated
- 15.11.2. Specification of the overall evaluation criteria (for classification)
- 15.11.2.1. Has passed with honours if he/she is not assessed on the report card with a grade worse than 2 (commendable) in any of the compulsory subjects set out in the school educational programme, the average grade of grades in all compulsory subjects set out in the school educational programme is not higher than 1.5 and his/her behaviour is assessed as very good.
- 15.11.2.2. Passed if he/she is not assessed on the report card with a grade of 5 (insufficient) or an appropriate verbal assessment in any of the compulsory subjects set out in the school educational programme.
- 15.11.2.3. Fails if he/she is assessed on the report card with a grade of 5 – insufficient or an appropriate verbal assessment in any of the compulsory subjects set out in the school educational programme, or if he/she is not assessed in it at the end of the second term.
- 15.11.2.4. Not graded if it is not possible to evaluate the pupil in any of the compulsory subjects set out in the school educational programme at the end of the first term.
- 15.11.3. To register the classification, a verbal designation is used at the second level of primary school and grammar school.
- 15.11.4. The school will transfer the verbal assessment into a grading or, conversely, always if

the pupil transfers to another school and is requested by the legal guardian or the school to which the pupil is transferring. When transferring the overall assessment of a pupil to another form of assessment, the set criteria and principles set out in these Classification Rules are based on the set criteria and principles.

15.12. Promotion to a higher grade

15.12.1. A pupil who has passed all compulsory subjects set out in the school educational programme at the end of the second semester of the relevant year will advance to a higher grade, with the exception of subjects in which the pupil is not evaluated. A pupil in the first year advances to the next year regardless of the grade, the headteacher may only allow the repetition of a year upon a request documented by the relevant recommenders in accordance with Section 52 of the Education Act effective from 1.9.2026.

15.12.2. If it is not possible to assess a pupil at the end of the first term, the headteacher will set an alternative date for his/her assessment, so that a) the assessment for the first term is carried out at the grammar school by the end of June at the latest, b) it is carried out at the primary school no later than two months after the end of the first term. If it is not possible to evaluate a pupil even on an alternative date, the pupil is not assessed for the first term. If a pupil is not assessed in a compulsory subject taught only in the first term or on an alternative date, he/she has not passed.

15.12.3. If it is not possible to evaluate a pupil at the end of the second term, the school head will set an alternative date for his/her assessment, so that the assessment for the second term is carried out no later than 15 September of the following school year. Until the time of assessment, the pupil attends the next higher year or the ninth year again. If a pupil is not assessed on this date either, he/she has not passed. At a grammar school, the resit examination after the second term may be held in August at the earliest, unless an earlier date is agreed. In the case of a pupil in the last year, a written request for an earlier date is granted, and the application is delivered to the headteacher.

15.12.4. Ninth-grade pupils and pupils who have not yet repeated a year at the given level of primary school, who have failed at the end of the second semester at the most of two compulsory subjects, with the exception of subjects with an educational focus, take resit examinations.

15.12.5. A pupil who could not be graded for serious objective reasons (especially for health reasons) even on an alternative date repeats the year (if he or she does not meet the conditions for advancing to a higher grade regardless of grade).

15.13. Substitute classification

15.13.1. Review of pupil assessment results

15.13.1.1. If an adult pupil or the legal representative of a minor pupil has doubts about the correctness of the assessment at the end of the first or second term, he/she may, within 3 working days from the date on which he/she demonstrably learned of the assessment, but no later than 3 working days from the issuance of the school certificate, ask the school head to review the pupil's assessment results; if the pupil's teacher in the given subject is the school head, the regional authority. Unless otherwise stipulated below, the school head or the regional authority will order a commission examination of the pupil, which shall take place no later than 14 days after the delivery of the application or on a date agreed with the pupil's legal representative. The Czech School Inspectorate will provide cooperation at the request of the school headteacher or the regional authority.

15.13.1.2. In the event that the request for review of the results of assessment relates to the evaluation of behaviour or subjects of educational focus, the school head, if the pupil's teacher in the subject of the educational focus is the headteacher, the regional authority, shall assess compliance with the rules for the evaluation of pupils' educational results pursuant to Section 30 (1) of the Act. 2. In the event of a violation of these rules,

the school head or the regional authority shall change the result of the evaluation; if the rules for the evaluation of pupils' educational results have not been violated, the school head shall confirm the result of the evaluation no later than 14 days from the date of delivery of the application. The Czech School Inspectorate shall provide cooperation at the request of the school head or the regional authority.

- 15.13.1.3. In justified cases, the regional authority may decide to hold a resit examination and a commission examination pursuant to paragraph 9 of the Education Act at another secondary school. At the request of the regional authority, a school inspector participates in the examination.

15.13.2. Commission exam

- 15.13.2.1. The commission examination is taken by the pupil in accordance with the rules set out in Act No. 561/2004 Coll., and Decree No. 13/2005 Coll., as amended.
- 15.13.2.2. The commission examination may include a written and oral part.
- 15.13.2.3. The length of the written part must not exceed 45 minutes, the length of the oral part must not exceed 30 minutes.
- 15.13.2.4. The report on the commission examination contains the evaluation of the partial parts of the examination and the overall evaluation of the commission examination.
- 15.13.2.5. The assessment committee is appointed by the headteacher. If the teacher is the headteacher, the committee is appointed by the relevant regional authority. The committee consists of three members – it consists of the chairperson, who is usually the headteacher or a teacher authorised by him, the examining teacher, who is usually the teacher of the given subject, and an assessor, who is qualified for the same or a related subject. The grading grade is determined by the committee by a majority of votes. A protocol is made about the board examination.
- 15.13.2.6. The committee will examine the pupil immediately, no later than within 10 days. If it is not possible to re-examine the pupil on this date due to his/her absence, the headteacher may set a new date for the assessment examination only exceptionally, for serious health reasons. The result of the assessment examination may no longer be challenged by a new application for the assessment examination. The result is determined by the committee by voting. The result is communicated by the headteacher in writing to the pupil's representative, further examination of the assessment is inadmissible.

15.14. Make-up tests

- 15.14.1. A primary school pupil who has failed at most 2 compulsory subjects at the end of the second term, or a pupil who has failed at the end of the first term at most of 2 compulsory subjects taught only in the first term, shall take a resit examination in these subjects no later than the end of the relevant school year on the date set by the school head. Resit examinations are commission-based. A grammar school pupil takes a resit examination for the first semester only in a compulsory subject taught only in the first term.
- 15.14.2. A pupil who fails to pass the resit examination or fails to attend it has failed. For serious reasons, the school headteacher may set an alternative date for the resit examination for the pupil by the end of September of the following school year at the latest. Until the alternative date of the resit examination, the pupil attends the next higher year.
- 15.14.3. A pupil may take only one resit examination per day.
- 15.14.4. If a pupil fails to appear for the resit examinations on the set date without a justified excuse (medical certificate), he or she shall be classified as unsatisfactory in the subject in which he or she was supposed to take the resit examination.

15.15. Assessment of pupils with special educational needs

- 15.15.1. In the case of a pupil with a sensory or physical impairment, speech impairment, demonstrated by a specific developmental learning or behavioural disorder, the character of the disability will be taken into account in his/her assessment and classification

according to Act No. 561/2004 Coll., on pre-school, primary, secondary, tertiary professional and other education (Education Act), as amended, and Decree No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils (effective from 1 September 2016).

- 15.15.2. In the case of a pupil with a proven specific developmental learning disorder, the school head decides on the use of a broader verbal assessment based on the request of the pupil's legal representative.
- 15.15.3. In order to determine the level of pupils' knowledge and skills, the teacher, in coordination with the school psychologist or special pedagogue, chooses such forms and types of examinations that correspond to the pupil's abilities and on which the disorder does not have a negative effect.
- 15.15.4. If a pupil is graded, the classification is accompanied by an assessment, i.e. an expression of the positive aspects of performance, clarification of the nature of any failure, instructions on how to overcome gaps and shortcomings, how to further deepen success, etc.
- 15.15.5. If in some cases a pupil is not graded, this does not mean that his assessment should be limited at the same time. Especially in the case of those pupils who are not graded, it is appropriate to evaluate them as often as possible and to take into account the motivational and diagnostic function of the assessment as well as its regulatory function.
- 15.15.6. In the overall classification, the teacher takes into account the age specifics of the pupil, the individual needs of less gifted or exceptionally gifted pupils, the special educational needs of pupils and extraordinary circumstances that may affect the pupil's performance.
- 15.16. Principles and rules for pupils' self-assessment
 - 15.16.1. The school helps pupils to evaluate the course and results of learning, supports their self-confidence and a sense of success in learning. It tries to cultivate self-esteem in pupils – the experience of their own value, orient them towards coping with requirements and create a positive attitude towards learning.
 - 15.16.2. Teacher:
 - leads pupils to develop lifelong learning skills and develop their self-confidence,
 - shows pupils the connection between learning and personal interests,
 - leads pupils to understand the importance of the topic they are learning for their lives,
 - adapts teaching to the interests and needs of pupils as far as possible,
 - helps pupils to know in what and how they can improve,
 - He chooses appropriate forms of self-evaluation at his own discretion.
- 15.17. Repeating the year
 - 15.17.1. A pupil may repeat a year only once during attendance at the first stage and once during attendance at the second stage. Regardless of their grade, a pupil of the first (second) stage who has already repeated a year within the first (second) grade will also advance to a higher grade.

16. Individual support lessons in English and other foreign languages

Pupils who failed to succeed within the average class result of the English language test are offered individual support in English language lessons. (In the 1st grade, individual instruction is supported to supplement the curriculum of the 1st year, in the 2nd grade the curriculum from the 2nd year is supplemented, etc.) Pupils who entered school later than in the 3rd year and did not learn another foreign language offered by the school are offered individual support in foreign language lessons.

Pupils who are placed in a group with individual support in English language lessons are taught individually and return to their class whenever their results correspond to this after meeting the

standards according to the SEP for the given year. The aim of English language support lessons is to improve the level of individuals, new and existing pupils are provided with individual help and attention focused on their linguistic level and its improvement. Thanks to individualised support, pupils in small groups can concentrate and possible school failure or frustration is prevented. Pupils who are placed in a group with individual support in foreign language lessons focus on the subject matter individually according to the current needs and decisions of the support programme teacher.

In the event that there are not enough pupils in a given year or years to be included in individual English language support lessons, gifted or talented pupils are selected and focus on the development of more advanced linguistic skills.

Pupils are assessed and then assigned to English language groups according to an introductory test and are offered individual support as needed.

Each pupil is assessed and ranked during the admission procedure and at the beginning of each school year.

Pupils who are placed in the relevant language level as part of the individual support of English or another foreign language are introduced to the plan created by the EAL/FLL/GLL teacher and the head of the language section. Each quarter, the plans are reviewed and adjusted and can be expected to do the following or a combination of them:

Individually prepared lessons/lessons of English or another foreign language in small groups, support during some or all of the lessons of English or another foreign language.

Individual approach in some or all English or other foreign language lessons.

Recommendations for extracurricular activities (individual lessons of English or another foreign language or clubs in English).

Pupils attending individual English lessons are graded by the teacher who supervises the lesson; with the exception of a special recommendation from the Pedagogical and Psychological Counselling Centre on the pupil's verbal evaluation. Pupils with individual support in foreign language lessons are graded with a grade based on the agreement of the teachers who supervise the lessons. Upon the recommendation of the teacher and at the request of the legal guardians, the pupil may be evaluated verbally.

Parents of pupils with individual support in English or another foreign language are in contact with the EAL/FLL/GLL teacher, it is recommended to meet at least one of them during class meetings in the first and third quarters.

After successfully meeting the requirements for the given year according to the SEP, with the consent of the class teacher, the EAL/FLL/GLL teacher and the head of the given language section, the pupil can return to his class and continue with the standard study that takes place in the given language.

17. BYOD Policy - Guidelines regulating the use of information and communication technologies in schools.

17.1. Purpose of the Directive

BYOD serves as a preventive tool to address cyberbullying and unauthorized use of personal devices. Although the school provides intervention measures and educational opportunities to educate students on responsible digital behavior, many students do not strictly follow these rules. These policies are designed to protect students and maintain a safe and respectful learning environment.

17.2 Mobile phones

17.2.1. Pupils in grades 3–9 are strongly advised not to bring mobile phones and smart watches to school.

Pupils in grades 1 and 2 do not own mobile phones and strongly advise against owning them.

17.2.2. If a pupil has to bring a phone or a smartwatch, they must hand it in to the appropriate class box at the reception desk upon arrival at school. Phones are stored in locked boxes intended for the given class.

17.2.3. Pupils pick up their phones at the end of their school day.

17.3. Mobile devices for educational purposes (tablets with keyboards, laptops)

17.3.1. Pupils in grades 6–9 bring personal devices with an internet connection for educational purposes.

Acceptable devices include: tablets with a full-size keyboard or laptops.

17.3.2 You can use your device to take notes, access Microsoft Teams, and use educational apps or tools at the teacher's discretion.

17.3.3. Use of the device is limited to classroom learning activities and must follow the teacher's instructions.

17.3.4 The device must not be used during breaks or lunches and should be secured in the pupil's bag or locker. Use is permitted to the extent necessary for medical reasons.

17.4 Facilities on school trips

17.4.1. Day trips: Students may use mobile phones at the discretion of the teacher.

17.4.2 Overnight stay on trips: Phones will be picked up and safely stored by the head teacher.

17.4.3. Students will be scheduled to access their phones for calling home. Use outside of designated times is not permitted.

17.5 Unauthorized Uploading and Taking Photos

17.5.1. Recording or publishing images, videos or audio recordings of persons during classes or school events is strictly prohibited without their explicit consent.

17.5.2 Violations may result in disciplinary action and loss of authorization to use the Device.

17.6 Liability and Liability

17.6.1. The pupil and his/her legal representative(s) are fully responsible for any equipment he/she brings into the school building.

17.6.2. The School accepts no responsibility for the loss, theft, damage or malfunction of any personal equipment brought to the School.

17.7. Consequences of BYOD Violations

17.7.1 Failure to comply may result in device seizure, withdrawal of BYOD authorization, and severe disciplinary action;

17.7.2 Confiscated devices will be safely stored and returned to parents only.

17.7.3 Repeated violations or targeted circumvention of the rules may result in the loss of BYOD authorization for the period in question and will be classified as fraud.

17.8. Grammar School Students

17.8.1. Pupils in classes 4G1 - 4G4 can bring mobile phones, smartwatches and personal educational devices to school.

17.8.2 These devices may be used during lessons at the discretion of the teacher and must be used responsibly, in accordance with the school's values and legal regulations.

17.8.3 Use during breaks and lunches is permitted in designated areas, as long as it does not disturb others or violate the School Rules.

18. Specific conditions for grammar school pupils

18.1. An adult pupil is obliged to

18.1.1. To document the reasons for his/her absence from classes, and to demonstrably inform his/her legal guardians of these reasons in accordance with the above rules. An adult pupil may excuse absences of up to 35 lessons per semester under the same conditions, in the case of absences exceeding 35 per semester, especially in cases of the pupil's absence indicating neglect of school attendance, the school will require a certificate from a doctor or other official proof of the reason for the pupil's absence.

18.1.2. To notify the school of data pursuant to Section 28 (2) and (3) of the Education Act. 2 and 3 of the Education Act and other data that are essential for the course of education or the safety of the pupil, and changes in these data.

18.1.3. Inform the school about a change in medical fitness, health problems or other serious facts that could affect the course of education.

18.1.4. Pay all costs (travel, etc.) associated with early departure from an event organized by the school due to illness or violation of the teacher's order.

18.2. Administrative measures

18.2.1. During school hours, pupils are not allowed to engage in any work activity for which an employment contract is concluded.

18.2.2. Pupils do not have private letters and other parcels and deliveries sent to school, they do not invite visitors and do not stay in the school premises for no reason.

18.2.3. If a pupil needs to bring medication with him to school and take it during the day, he is obliged to inform his class teacher about it.

18.2.4. Pupils arrange matters of a private nature (including medical examinations) in principle during non-school hours.

18.3. Behavior Assessment

18.3.1. Conditional expulsion from study is proposed by the school teacher for a serious offence against the School Rules (e.g. theft, vandalism, bullying, physical assault, a large number of unexcused lessons, etc.) or for other offences after the school headteacher has been reprimanded. Enrolment is made with the participation of the above-mentioned persons. The headteacher informs the pedagogical board of his/her decision and sets a probationary period (maximum 1 year).

18.3.2. Expulsion from study is proposed by the school teacher for an extremely serious offence against the School Rules (e.g. theft, vandalism, bullying, physical assault, etc.) or for other offences within the probationary period of conditional expulsion from study.

18.3.3. Conditional expulsion from study and expulsion from study are subject to administrative proceedings (Act No. 500/2004 Coll.). These measures are discussed with the participation of the student, and in the case of his/her minor, also his/her legal representative, school headteacher, class teacher and educational counsellor. If the headteacher deems it appropriate, a school psychologist is also invited. In the case of a particularly serious breach of legal obligations, expulsion is obligatory.

18.4. Repeating the year

- 18.4.1. The school head may allow a pupil who has fulfilled compulsory school attendance and who has failed or could not be assessed at the end of the second term to repeat a year after assessing his/her previous study results and the reasons stated in the application.
 - 18.4.2. The application for permission to repeat a year must be in writing and, if it is submitted by the legal representative of a minor pupil, it must also contain the pupil's consent. This application must be submitted no later than 31 August of the relevant school year or later, on the day on which the pupil failed the assessment of the resit examination on the alternative date or on the day on which the pupil who could not be assessed at the end of the second term failed the assessment on the alternative date.
 - 18.4.3. There is no legal entitlement to allow the repetition of a year, so it is only up to the headteacher to decide whether to allow the repetition of a year or not. If the headteacher complies with the request, he or she will issue a written confirmation of this fact. The pupil does not cease to be a pupil of the school and continues his or her education.
 - 18.4.4. Otherwise, the school headteacher shall issue a decision in administrative proceedings not to allow the repetition of a year, which must be duly justified in accordance with the provisions of Section 68 (3) of the Administrative Code. 3 of the Code of Administrative Procedure. According to the provisions of Section 36 (3) of the Code of Administrative Procedure. 3 of the Code of Administrative Procedure, the school head is also obliged to invite the adult pupil or the legal representative of the minor pupil to comment on the documents of the decision before issuing this decision. An adult pupil or the legal representative of a minor pupil may file an appeal against the decision not to allow the repetition of a year to the school headteacher within 15 days from the date of its delivery. The relevant regional authority shall decide on the appeal.
 - 18.4.5. In the event that the school headteacher does not comply with the request of an adult pupil or the legal representative of a minor pupil, the pupil ceases to be a pupil of the school on the day following the date on which the decision on not allowing the repetition of a year comes into force, but no earlier than 30 June of the relevant school year (pupils in the last year of secondary school) or 31 August (pupils in the lower grades of secondary school). Until the decision becomes final, the pupil attends the year for which he or she is applying for repetition.
- 18.5. Graduation
 - 18.5.1. A pupil who has fulfilled compulsory school attendance may leave education on the basis of a written notification delivered to the school head. The notification of a minor pupil includes the consent of his/her legal representative. A pupil ceases to be a secondary school pupil on the day following the date of delivery of this notification to the school head, or on the day specified in the notification of leaving education, in the case of a later day.
 - 18.5.2. If a pupil who has fulfilled compulsory school attendance does not attend classes for at least 5 school days and his/her absence is not excused, the school head will call on the adult pupil or the legal representative of the minor pupil in writing to immediately prove the reasons for the pupil's absence; at the same time, he/she will point out that otherwise the pupil will be assessed as if he/she had abandoned education. A pupil who fails to attend school within 10 days of receiving the invitation or fails to provide evidence of the reason for absence is assessed as if he/she had left education on the last day of this period; on this day, he/she ceases to be a pupil of the school.
 - 18.5.3. A pupil who has not advanced to a higher grade after completing compulsory school attendance ceases to be a pupil of the school on the last day of the relevant school year or after this day on the day following the day on which he or she failed the resit examination or failed the assessment on the alternative date, or on the day following the day on which the decision not to allow the repetition of the year comes into force.
- 18.6. Interruption of study
 - 18.6.1. The school head may interrupt the education of a pupil who has fulfilled compulsory school

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attendance for a maximum period of two years. If a pupil's studies have been interrupted, he/she ceases to be a pupil of the school for the duration of the interruption of his/her studies, and is therefore also deregistered from the health insurance company where he/she was registered as a pupil of the school.

- 18.6.2. After the expiry of the period of interruption of education, the pupil continues in the year in which the education was interrupted, or with the consent of the headteacher in the higher grade, if he/she proves appropriate knowledge. Upon request, the headteacher terminates the interruption of education even before the expiry of the interruption period, unless serious reasons prevent this.
- 18.6.3. The school head is obliged to interrupt the education of a pupil due to pregnancy and maternity if the teaching endangers the pupil's pregnancy according to a medical opinion.
- 18.6.4. In the case of studying abroad for up to one school year, the pupil's studies can be interrupted or bridged in the form of an IEP.

19. Final provisions

- 19.1. The School Regulations enter into force on 1 September 2026.
- 19.2. The school management will regularly check the fulfilment of these school rules and will keep documentation about it.
- 19.3. On the basis of Section 168 of Act No. 561/2004 Coll., the School Regulations are approved by the School Board.
- 19.4. The school headteacher is entitled to amend the school regulations at any time so that they suit the operation of the school, and draws the attention of the chairperson of the school board to this fact without delay. After the school board approves these changes, the headteacher notifies the legal guardians of the changes in the school regulations (e.g. by written notification by e-mail) and then announces the current wording on the school's website.
- 19.5. At the beginning of each school year, school employees, pupils and their legal representatives are acquainted with the School Rules. They confirm this fact by signing.

Sunny Canadian International School-
Základní škola a Gymnázium, s.r.o.
252 42 Jesenice, Osnice, Straková 522
IČ: 27383512
(10)



In Jesenice-Osnice on 31 August 2026

PhDr. Kateřina Koznarová, school principal

