

School Rules

Royal Gymnasium Petrovice Ltd.

I. Rights and obligations of pupils and their legal representatives

The rights and obligations of pupils and their legal representatives are based on Act No. 561/2004 Coll., Sections 21 and 22, on pre-school, primary, secondary, higher vocational and other education (Education Act).

1. Rights

1. Pupils have the right to be treated with courtesy by teachers and all school staff, and to express their opinions, provided that they adhere to the principles of decent conduct. Every pupil has the right to express comments on the work of the school or to submit any complaints to the school principal through the class teacher, in writing or in person.
2. If a student needs help solving academic or personal problems, they can contact any teacher, class teacher, educational counselor, school management or school psychologist.
3. Pupils have the right to establish self-governing bodies within the class (class self-government), to elect and be elected to them, to work in them and, through them, to address comments, suggestions or complaints to the class teacher or the school principal and his/her deputy.



4. Pupils have the right to establish a self-governing body within the school (student parliament), whose members may include representatives of each class. The school management organizes regular meetings with the student parliament, at which pupils present their suggestions, proposals, comments and complaints. The school management is obliged to deal with these opinions and statements.

5. The school has a Parents' Council, whose members may include representatives of parents from each class, and through it, legal representatives of minor pupils can also express their opinions and statements.

6. In the case of adult pupils, their legal representatives, or persons who fulfill a maintenance obligation towards adult pupils, also have the right to information about the course and results of education.

2. Obligations

1. A student is obliged to attend school regularly and on time according to the established schedule and to participate in all compulsory, optional and non-compulsory subjects that he or she has chosen.

2. Students are required to behave decently and politely towards other students, teachers and other school employees.

3. It is the student's duty to comply with the school rules, regulations and instructions on health and safety that he/she has been made aware of. If a student is injured during class or at an event organized by the school, he/she is obliged to immediately report the injury to the teacher or to the school secretariat.



4. The student is obliged to follow the instructions of the school's teaching staff issued in accordance with legal regulations and school rules.
5. During classes, the student is obliged to observe discipline, rules of polite behavior, and fulfill the tasks and instructions assigned for teaching the given subject.
6. The student is obliged to prepare for classes in such a way that he/she is able to actively participate in the lessons and sufficiently master the subject matter being discussed.
7. Legal representatives of minor pupils and adult pupils are obliged to provide the school with information pursuant to Section 28, paragraph 2 of Act 561/2004 Coll., which becomes part of the school register.
8. Legal representatives of minor pupils and adult pupils are also obliged to provide the school with evidence of the reasons for the pupil's absence from school and to comply with the provisions of Part II of these regulations.
9. Legal representatives of minor pupils are obliged to personally participate in the discussion of facts relating to the pupil's performance and behaviour, at the invitation of the school principal or class teacher.
10. A student comes to school in school uniform and is obliged to wear the school uniform during school hours, while on school premises and during school events. Violation of this obligation is considered a gross violation of school rules and is dealt with in accordance with the rules of student conduct.



School uniform can be of two types: a) everyday b) ceremonial.

The everyday uniform consists of mandatory and optional parts and is intended for wearing on regular school days. The mandatory parts include the top part (T-shirt, shirt) with the school logo, the bottom part includes trousers. The top and bottom parts can be worn in any color combination offered. The everyday uniform cannot be replaced by another assortment.

The formal uniform for boys includes a white shirt, grey jacket and grey dress pants. Cannot be replaced with another assortment.

The formal uniform for girls includes a white shirt, a grey jacket and a grey skirt. It cannot be replaced with another assortment. Girls can also wear nylon stockings in black or nude.

II. Operation and internal school's schedule

1. The school building is open to students on school days from 7:45 a.m. to 5:30 p.m.
2. When entering the school building (and when leaving it), the student is required to go through the security turnstiles and use the entrance card, which will record attendance. The card can only be used once, it cannot be transferred.
3. All students are required to change their shoes when entering the school building. Students must put away their belongings – clothing that is not part of the school uniform – in the lockers provided. Under no circumstances may this clothing be stored in the classroom or worn over the school uniform.
4. At the beginning of the lesson, students are required to be in their seats in the classroom and have their materials ready.



5. It is forbidden to have any food or dishes on the table during class. It is also forbidden to chew during class. Violation of these regulations will result in a warning.

6. Students will be punished for unjustified late arrivals to classes and also for unexcused missed classes according to the rules for evaluating student education and behavior in Part V of these regulations.

7. If a student has to leave the school building and its premises during classes for serious reasons, he/she shall inform the relevant teacher and class teacher or his/her representative, in the extreme case

In the event of illness or injury, a minor student may only leave the school building accompanied by a legal guardian.

8. During classes and breaks, lower grammar school students are not allowed to leave the school building. Upper grammar school students may only leave with the consent of their legal guardians.

9. Due to the negative impact of electronic devices on children's mental health, lower secondary school students (prima-quarta) are not allowed to use mobile phones in the school building. They must remain switched off or in silent mode in their school bag at all times when the student is at school. A student may only use a mobile phone on the instructions of a teacher and under the supervision of a teacher. In urgent cases, a student must first ask permission to use the phone from their class teacher. In the absence of the class teacher, the deputy class teacher will allow the use of the phone.



If a parent needs to contact their child, they will do so through the class teacher or the school secretariat.

Upper secondary school students may use mobile phones in the building only within classrooms, not in common areas of the school. During lessons, their phones must be kept in their bags.

The school iPad or the student's own electronic device that replaces the school iPad may be used solely as a teaching aid. All other activities – playing videos, music, playing games, etc. – are not permitted without the teacher's consent.

It is also not possible to make any audio or video recordings without the consent of the teachers. Taking photos, videos or posting text against an individual may be considered cyberbullying.

It is not possible to replace mobile phone functions (calling, chatting, etc.) with a smartwatch in the school building. During written tests, the smartwatch must be kept in the school bag.

Any abuse and cheating through artificial intelligence is not permitted, as is any form of plagiarism.

Any violation of these regulations will result in disciplinary action based on severity.

10. Students aged 13 and over may use artificial intelligence only for teaching purposes, exclusively under the supervision of a teacher and with the written consent of their legal guardian.

11. On school excursions, trips and other events organized by the school, students are required to follow the instructions of pedagogical supervision and comply with the provisions of these school regulations.



12. A student's absence from class must always be excused properly and on time, i.e. on the first, or at the latest on the third calendar day (for minor students, by their legal representatives, for adult students, possibly by them themselves).

Legal representatives of minor pupils and adult pupils inform the class teacher within three days at the latest about the reasons for the pupil's absence and excuse the absence in the school's information system; later excuses are contrary to the law and therefore inadmissible. In the case of repeated frequent absences, a meeting with the parents will be held. If the problem with absences persists, the school may require that absences due to illness lasting longer than 3 days be documented by the attending physician. Increased absences in a subject may be a reason for conducting commission exams.

13. If a student cannot attend classes for reasons known in advance, his/her legal representative shall request in writing the class teacher for release from classes. If an adult student cannot attend classes for reasons known in advance, the student or his/her legal representative shall request in writing the class teacher for release from classes.

14. Release (according to Article 10) for a maximum of three days is approved by the class teacher, for a longer period by the school principal, to whom the pupil submits an application (Application for long-term release of the child from classes) through the class teacher. The pupil must submit an application for release no later than 7 days before the start of the expected absence from school.



15. If a student is unable to attend classes for reasons that he or she could not have foreseen in advance, the student's legal representative is obliged to notify the class teacher of the reason for the student's absence within three days at the latest. The class teacher shall excuse the student's absence from classes on the basis of a letter of excuse signed by the student's legal representative, which shall document the reason for the absence and the precise length of the absence. If an adult student is unable to attend classes for reasons that he or she could not have foreseen in advance, he or she or his or her legal representative is obliged to notify the class teacher of the reason for the student's absence within three days at the latest. The class teacher shall excuse such absence also on the basis of a letter of excuse signed by the adult student. However, if the absence in any subject is higher than 25%, the teacher of the subject in question may require a commission examination.

16. Students arrange doctor visits mainly outside of school hours.

17. Apologies and other important communications are entered into the school information system (School Online).

18. If a student does not attend classes for at least five school days and his/her absence from classes is not excused, the school principal shall invite the student in writing, and if he/she is a minor, his/her legal guardian, to immediately provide evidence of the reasons for the student's absence. If the student has completed compulsory school attendance, the school principal shall notify the student that otherwise he/she will be assessed as having abandoned his/her studies.

If a student does not attend school or does not provide a reason for absence within ten days of receiving the notice, he/she is considered to have left school on the first day of unexcused absence, and on that day he/she ceases to be a student at the school.



III. Handling of property and equipment

1. Students behave in a way that protects and does not damage the school building, its facilities and equipment, their own property and that of their classmates and school employees.
2. If students violate provision 1, they are obliged to restore the damaged item to its original condition at their own expense. The student will be punished according to the provisions of Part V of these regulations.
3. The student shall return the equipment, textbooks and books borrowed from the school undamaged within the specified deadline. In the event of destruction, damage or loss, the student is obliged to adequately replace the borrowed item in agreement with the teacher.

IV. Safetyquality and protection of students' health

1. It is the school's duty to familiarize students with the school rules, the rules of professional classrooms, gyms and the school cafeteria, and with the rules of health, safety and fire protection at the beginning of the school year. Adult students are trained by a specialist in the field of health, safety and fire protection.
2. Before the start of the course, the course leader will familiarize students who will participate in sports training courses (skiing, hiking, boating, cycling) with the course rules and safety principles during the course.
3. Bullying among students, i.e. violence, restriction of personal freedom, humiliation, etc., committed by individual students or groups of students against other students or groups, is strictly prohibited and is considered a gross violation of school rules. Depending on the circumstances, the school principal will consider the possibility of further sanctions for students who violate this prohibition and will inform their legal representatives of his findings.



4. Pupils come to school cleanly dressed, behave in a disciplined manner, and follow the instructions of school staff. They protect their own health and that of others. Pupils are prohibited from entering school under the influence of alcohol or other addictive substances. Pupils save electricity and water, keep their workplace clean, and comply with all hygiene and safety regulations and fire prevention measures.

5. Students are prohibited from smoking (including all types of electronic cigarettes) inside and outside the school premises and at other events organized by the school. The smoking ban also applies to the area in front of the school building.

6. Students are strictly prohibited from carrying, possessing, distributing and using alcohol and other addictive substances in the school building and at all other events organized by the school.

7. Students only bring to school things that are related to teaching, they do not bring to school large sums of money, valuables, weapons, fireworks, which may not be used even in the school area, and live animals. The school is not responsible for the loss of items that are not related to teaching, nor for the loss of money.

IN.School counseling center

The members of the ŠPP are a school psychologist, a prevention methodologist, an educational counselor, and a special education teacher.

The activities of ŠPP employees are governed by applicable legal regulations and a code of ethics. Members work in accordance with the General Data Protection Regulation (GDPR) and Act No. 110/2019 Coll., on the Protection of Personal Data.



School psychologist

A school psychologist performs consulting, advisory, diagnostic, methodological and information activities, works with pupils, teachers and parents. The basic areas of work are diagnostics of teaching and educational problems, screening and diagnostics of gifted children, determining the social climate in the classroom, surveys, questionnaires in the school. Then there is crisis intervention, individual counselling, group work with pupils, support for cooperation between the class and the teacher. Another area of work consists of seminars, coordination of counselling services in school and outside of school, discussions and education.

A school psychologist cooperates with specialized school and other counseling facilities, especially pedagogical-psychological counseling centers, as well as with health and social facilities and institutions, with state and non-state authorities, with child and youth care organizations, etc.

Prevention methodology

The school prevention methodologist works in the field of prevention of socially pathological phenomena. He/she provides methodological, coordination and advisory activities in the prevention of risky behavior, such as bullying, use of addictive and psychotropic substances, truancy, aggression, risky sexual behavior, risks of school failure, etc.

Increases general awareness among parents, teachers and students to ensure maximum primary prevention of these phenomena. Understands the school atmosphere, knows individual classes and their climate well. Works closely with class teachers. Visits classes and regularly maps the situation in them. Supports a safe and healthy environment.

Evaluates warning signs associated with the possibility of risky behavior and provides counseling. Participates in the creation and implementation of the school's School Prevention Program.

It organizes lectures, discussions and courses related to the above issues. 



Educational counselor

The scope of work of an educational counselor is legislatively anchored by the Decree of the Ministry of Education, Youth and Sports No. 72/2005 Coll., amended in Decree No. 116/2011 Coll. The standard activities of an educational counselor include advisory, methodological and information activities. He/she keeps written documentation of these activities.

- Career guidance and advisory assistance in deciding on the further educational and professional path of students - information on study options, advice for legal representatives and students.
- Ensuring participation in events/fairs related to future education/career.
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- Methodological assistance to school teaching staff on issues of students' career decisions, inclusion, individual educational plans, pedagogical support plans for students in need of support measures, and work with gifted students.
- Providing professional information in the field of career counseling and care for students with special educational needs to school teaching staff.
- Providing information about the activities of specialized educational and other counseling facilities in the region - focus, competencies, possibilities for using services.
- Collecting professional reports and information about students in the guidance care of specialized guidance facilities and ensuring their provision in accordance with personal data protection regulations.
- Keeping written records that allow you to document the scope and content of the educational counselor's activities - proposed and implemented measures.



Special educator

A school special education teacher performs activities focused on professional support for pupils with special educational needs as stipulated by the Decree of the Ministry of Education, Youth and Sports No. 72/2005 Coll., amended by Decree No. 116/2001 Coll.

The main task of a school special education teacher is to reduce the risk of educational and upbringing problems and negative phenomena in the development of a student, improve the quality of care for students with special educational needs, and provide methodological assistance to teachers and legal representatives of students.

- Intervention support in the implementation of the pedagogical support plan.
- Long-term and short-term individual/group special educational care for the purpose of implementing support measures.
- Participation in the creation of an individual educational plan for pupils with special educational needs or a pedagogical support plan for pupils at risk of developing special educational needs (in cooperation with teachers, school management, the pupil's legal representatives, the pupil and other partners of the support team inside and outside the school).
- Continuous evaluation of the effectiveness of the support measures provided for pupils with special educational needs.
- Preventive listening in classrooms to detect students with possible difficulties.
- Preventive intervention activities in the area of school failure/educational problems with the application of special pedagogical approaches.
- Participation in career counseling – choosing a student's educational path and their individual guidance.
- Modifications to the school environment, provision of special aids and teaching materials.



- Individual consultations for parents, ensuring ongoing communication and contact with the student's legal representatives.
- Individual consultations for educational staff in the area of special educational needs and the risk of developing special educational needs.
- Consultations with staff of schools and other counseling facilities.
- Collection and analysis of data on students, evaluation and interpretation of examination results in the pedagogical-psychological counseling center.
- Establishing an individual support plan within and outside the school (type, scope, frequency, duration of intervention activities).

VI. Rules for evaluating results education and student behavior

1. General principles

The evaluation of the educational results of pupils is expressed on the report card by a classification level. During the evaluation and during the continuous and overall classification, the teacher applies appropriate demands and pedagogical tact towards the pupil. During the overall classification

The teacher takes into account the age-related characteristics of the student and the fact that the student may have fluctuated in academic performance during the grading period due to a certain indisposition.

2. Obtaining the background for evaluation and classification

The classification is distributed evenly throughout the classification period. The minimum number of marks per semester is regulated by the following table:



Weekly allowance of hours	Min. number of marks per quarter	Min. number of marks per semester
1	2–3	5
2	3–4	7
3	4–5	9
4	5–6	11

If a student fails to appear for any test, it is their responsibility to arrange an alternative date with the teacher.

The final grade on the report card is not the arithmetic average of the grades for the grading period. The student's work during lessons and his approach to the subject are also taken into account.

3. Student assessment rules

A student cannot be punished with a bad grade for his/her absence.

In the event of an absence, the student has half a period of time to make up and master the subject matter. After this period has expired, the student may be assessed for the subject matter. If the number of days is odd, this period is rounded up by one day in the student's favor - e.g., a student is absent for 3 days, they must make up the subject matter within 2 days.

In the event of a planned absence, students are recommended to inquire about the curriculum being discussed with their teachers.

No grades in the Online School are deleted or changed (unless it is a teacher's mistake).



At the lower level of grammar school, half-yearly and quarterly assignments are reported to students at least 7 days in advance and are recorded in the Online School.

The teacher is obliged to correct written assignments/tests and enter grades into the School online within 7 days.

In the subjects Czech language, mathematics, foreign languages, at the lower level of grammar school, the tested material in the form of a larger written work (weight 0.75) can be re-examined once after prior agreement between the teacher and the student, within 7 days of the first assessment. The student thus receives another grade, which is included in the classification.

The teacher is authorized to assign homework to students and may require them to be completed. Homework cannot be evaluated with a grade, even voluntary homework. The teacher may take into account the (non)completion of homework when determining the final grade on the report card and when imposing educational measures or assessing behavior. Projects and papers with a completion time of at least 1 week can be evaluated with a grade.

4. Classification records of supporting documents

The teacher writes the grades of individual students in the electronic student book, and the grade must have clear information - date or topic, form of examination. Parents are informed about their child's performance and behavior at class meetings, which are held 4 times a year, or during individual consultations with the teacher after prior arrangement. They get an overview of grades for individual subjects from the electronic student book.



5.Method of assessing pupils with special educational needs (SEN)

1. The method of evaluating and classifying a student is based on knowledge of the symptoms of impairment and is applied in all subjects in which the student's disadvantage is manifested.
2. When assessing and classifying pupils, teachers emphasize the motivational component of assessment; classification is not based on a simple number of errors, but rather on the phenomena that the pupil has mastered. It is recommended to use various forms of assessment, such as point assessment, assessment with the number of errors, etc.
3. The teacher emphasizes the type of speech in which the student is likely to perform better and experience success.
4. When classifying students, it is recommended to prioritize broader verbal assessment.

The classification will be accompanied by an evaluation, i.e. an expression of the positive aspects of the performance, an explanation of the nature of the failure, instructions on how to overcome gaps and shortcomings. The method of evaluation will be discussed by the class teacher and educational advisor with other teachers.



5. The class teacher will communicate the essence of the individual approach and the method of assessment and classification of the given student to the other students in the class in an appropriate manner.
6. The teacher respects the recommended methods of work and assessment of the student, described in the psychological examination report. He/she chooses such methods of testing the student's knowledge that show the least possible disadvantage (e.g. supplementing phenomena instead of dictations, oral examinations instead of written assignments or vice versa, shortened scope of written assignments, etc.).
7. Depending on the type of disability, the teacher uses special methods, procedures, forms and means of education and assessment, compensatory, rehabilitation and teaching aids, special textbooks and didactic materials.
8. Other supporting measures:

Pedagogical Support Plan (PLPP):

For students with mild learning difficulties.

In the pedagogical support plan, we set specific and realistic goals for a particular student, i.e. how and for what we evaluate the student. When creating the PLPP, we rely on pedagogical diagnostics.

All teachers who teach the student work with the PLPP. We also introduce it to the parents, or the student himself, if it is an older student. We continuously evaluate the PLPP.



6. Method of assessing pupils with a different mother tongue (OMJ)

Ongoing evaluation:

Since a foreign/non-native student does not speak Czech at all or has significant deficiencies in it, he/she cannot be assessed with a grade and compared with classmates in the class for whom Czech is their native language. In these cases, the school prefers verbal assessment, which better captures individual progress and direction towards a specific learning goal. The student is assessed verbally until it is absolutely necessary, and in the shortest possible time.

Over time, the assessment is switched to grades.

Pedagogical intervention:

In an effort to strengthen the language skills of our students, our school offers pedagogical interventions in the field of Czech language. This professional support is designed as a systematic and individually focused initiative, which aims to effectively support the development of competences in the Czech language.

Teaching the Czech language in a designated school:

The school offers students and parents the opportunity for free language training, which takes place at designated schools. This language training is planned to interfere as little as possible with the standard curriculum of the main school.

Report card evaluation:

The student is evaluated on the report card by a combination of grades and verbal assessment in those subjects where he/she has not yet mastered the curriculum of the given grade. If the student is not progressing in a specific subject, the student's legal guardian may request that the verbal assessment be continued.



7. Assessment and provision of education for gifted and exceptionally gifted pupils

For gifted and exceptionally gifted students, with the consent of the legal guardian, a pedagogical support plan or individual educational plan can be developed to support, develop and maximize the application of above-average performance, knowledge and interest. It will also enable the fulfillment of any other specific needs of the student.

For the successful education of these pupils, the principle of differentiation and individualization of the educational process is applied when organizing activities and determining the content, forms and methods of teaching. In justified cases, pupils are allowed to participate in the teaching of one or more subjects in the higher grades of the school. The educational content is enriched for gifted and exceptionally gifted pupils, and specific tasks or projects are assigned after prior agreement. These pupils can receive extra marks for completing the assigned materials, documents and the scope of the curriculum beyond the normal framework. If they show interest, they can take advantage of offers to participate in competitions. Gifted and exceptionally gifted pupils are offered 1 hour of pedagogical intervention per week for further individual development in their area of interest with a teacher of the appropriate specialization.

8. Commissioned exams

Commission examinations are held only for the relevant classification period and in accordance with the applicable legislation - Act No. 561/2004 Coll., on preschool, primary, secondary, higher vocational and other education (Education Act) amended by the provisions of Decree No. 374/2006 Coll.

A student takes a commission exam if:

a) conducts remedial exams.



b) has an absence rate of more than 25% in the subject in the monitored classification period and the relevant teacher will propose to the school principal to order an exam to supplement the assessment materials. If a pupil has an absence rate of more than 75% in one classification period, he must take the commission exam on the curriculum of the entire period, otherwise he will not be classified in the subject.

c) is completing compulsory schooling abroad or has interrupted education, and at the same time asks the school principal for promotion to a higher grade. The scope of the curriculum is decided by the school principal. The exam is always taken before a committee. The committee may require the student to submit written work (e.g. essays, homework, protocols, etc.) assigned in regular classes. The committee may also require the submission of additional materials (e.g. homework may be part of the exam), or the completion of a written work on the day of the exam.

A student may take a maximum of one commission exam under letters a), b) in one day. A commission exam held for reason a) in the second semester is announced by the school principal no earlier than in August of the relevant school year.

The school principal will inform the student's legal representative of the date of the commission exam, the composition of the commission, and its result in a timely and demonstrable manner.

The final grade of the commission exam according to letters a), b), d) corresponds to the grade that will subsequently be recorded on the student's report card. The grade from the commission exam according to letter c) is one of the classification documents. Its weight for the overall classification is determined by the teacher in agreement with the other members of the commission. If a student fails to appear for the commission exam for serious reasons, he must be duly excused.

Composition of the commission for the commission examination:

chairman - school principal or teacher designated by him/her

examining teacher – teacher of the subject in the given educational area

assistant professor - teacher of a subject in a given educational area



9. The Educational Abbotration

Educational measures are praise or other awards and disciplinary measures. The granting of educational measures is assessed individually by the class teacher or school principal. When assessing educational measures, the following procedure is usually followed:

Class teacher's reprimand	Reprimand from the class teacher	School principal's reprimand	2nd level of behavior	3rd level of behavior
5 notes	10 notes	20 notes		
A proven lie	Repeated lying	Downloading unauthorized apps or software to iPad	Filming and photographing a teacher or fellow student on any recording device without their permission	Repeatedly filming and photographing a teacher or classmate on any recording device without their permission
Repeated abusive language	Constant rude swearing	Speeches showing signs of bullying	Gross bullying	Repeated violent bullying
Repeated reprimands by teachers or school staff	Consistently refusing teacher instructions, talking back		Verbal abuse of a teacher	Prolonged unexcused absence or neglect of school
Inappropriate behavior in the cafeteria and school premises	Repeated inappropriate behavior in the school cafeteria and school premises	Smoking on the school premises and within 100 m of the school premises	Smoking in the school building or using alcohol or other intoxicants or drugs	
	Intentional damage to a student's property	Bringing any weapon to school (knife, stun gun...)	Gross and unreasonable assault on a classmate or assault with a weapon	Intentional bodily harm or repeated threats with weapons
	Petty theft	Repeated petty theft	Proved grand theft	
	Deliberate damage to school property	Repeated damage to school property		
		Unexcused absence (1-2) or wilful leaving of school or school-organized events	Unexcused absences (3 or more) or repeated wilful absence from school or school-organized events	



When a class teacher reprimands a student, the student is excluded from long-term stays and international events organized by the school for the given semester. When a principal reprimand or a reduced grade for behavior is issued, this exclusion applies for the entire school year. Notes are valid for one semester. Class teacher reprimands and class teacher reprimands are also valid for one semester. A principal reprimand is valid for one school year. Disciplinary measures can be issued repeatedly.

Praise:

The awarding of commendations depends on the decision of the class teacher or school principal. The most common ways in which students are awarded are:

with praise from the class teacher –

- for successful placement in the school round of subject Olympiads and competitions
- for quality work in class self-government and other activities

with the praise of the school principal –

- for successfully representing the grammar school in the district and higher rounds of competitions and

subject Olympiads for performances and activities that can be considered extraordinary

Behavior classification:

1 – very good 2 – satisfactory 3 – unsatisfactory

Stage 1:

The student complies with the provisions of the secondary school regulations and school rules. He has a positive relationship with the school, teachers and classmates. He may occasionally commit minor offenses against the provisions of the secondary school regulations and school rules. He is always open to educational intervention and tries to correct his mistakes.



Stage 2:

The student's behavior is essentially in accordance with the provisions of the secondary school decree and the school rules. He/she commits a more serious offense or repeatedly commits less serious offenses against the provisions of these regulations.

Stage 3:

The student commits a serious offense against the secondary school decree or school rules or commits such serious offenses that they seriously endanger the education of other students.

The following are reflected in the evaluation of behavior:

- late arrivals to school
- unexcused hours or problems with excused absences
- repeated failure to fulfill study obligations, including homework
- failure to notify the class teacher of a planned absence
- consumption and storage of substances harmful to health on school premises
- cheating (copying in written work, unauthorized use of information from the Internet)
- inappropriate behavior at school events (courses, trips, excursions)

10. Principles of continuous assessment and evaluation of educational results on the report card

1. The student is classified in accordance with Act No. 564/2004 Coll., (Education Act), as amended, with Decree No. 13/2005 Coll., on secondary education and conservatory education, as amended, with Decree 48/2005 Coll. and with these school regulations.



2. Evaluation of student learning outcomes

- A report card is issued to the student every semester. For the first semester, a student may be issued an extract from the report card instead of a report card.
- The evaluation of a student's educational results on the report card is expressed by classification or verbally or a combination of both. The method of evaluation is decided by the school principal with the approval of the school board.
- The school will convert the verbal assessment into a classification or the classification into a verbal assessment in the event of a student transferring to a school that assesses in a different way, at the request of this school, an adult student or the legal guardian of a minor student.
- A student who has passed all compulsory subjects specified in the school curriculum at the end of the second semester of the relevant year, with the exception of subjects in which the student is not assessed, will advance to the next grade.
- If it is not possible to assess a student at the end of the first semester, the school principal will determine an alternative date for his/her assessment, so that the assessment for the first semester is carried out no later than the end of March. If it is not possible to assess a student even at the alternative date, the student will not be assessed for the first semester.
- If the student cannot be assessed at the end of the second semester, the school principal will determine 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. Until the assessment, the student attends the next higher year. If the student is not assessed at this date, he/she has failed.



- A student who has failed at most 2 compulsory subjects at the end of the second semester, or a student who has failed at most 2 compulsory subjects taught only in the first semester at the end of the first semester, takes a retake exam in these subjects no later than the end of the relevant school year on a date set by the school principal. Retake exams are subject to a commission.
 - A student who fails to pass the retake exam or fails to appear for it has failed. For serious reasons, the school principal may set a replacement date for the retake exam for the student no later than the end of September of the following school year.
 - If an adult student or the legal guardian of a minor student has doubts about the accuracy of the assessment at the end of the first or second semester, he or she may, within 3 working days of the day on which he or she demonstrably learned about the assessment, but no later than 3 working days after the report card is issued, request the school principal to conduct a commission examination of the student; if the student's teacher in the given subject is the school principal, the regional authority. The commission examination takes place no later than 14 days from the delivery of the application or on a date agreed with the adult student or the legal guardian of the minor student.
 - In justified cases, the regional authority may decide to hold a retake exam and a commission review at another secondary school. At the request of the regional authority, a school inspector will attend the exam.
3. The grade of achievement is determined by the teacher who teaches the relevant subject. In a subject taught by more than one teacher, the grade of achievement of the pupil for the classification period is determined by mutual agreement. When determining the resulting grade of classification, the teacher bases it on the data he or she obtains during the entire classification period:
- By continuously monitoring the student's readiness for teaching and performance.
 - Various types of exams (oral, written, etc.) according to the differences in individual subjects.



- Written test papers quarterly, semi-annually or comprehensively prescribed subject syllabus. The number of these papers lasting one teaching hour or more will be announced by the teacher at the beginning of the grading period, and the deadline for their preparation at least a week in advance. A maximum of one paper of this nature is allowed to be written in one day. The number of written test papers is determined by the educational content of the relevant subjects.
 - Oral examination in front of the class – the teacher always announces the classification to the student and justifies it.
 - By analyzing the results of various student activities (activity, attention, interest in the subject, homework, etc.).
4. The teacher will correct all written work within 7 days of writing it, inform the students of the grading, and allow them to review the corrected work.
 5. When teaching and classifying a student with proven SPU, the teacher takes into account the nature of the disorder and respects the recommendations of the professional workplace. He chooses appropriate and adequate methods of obtaining data for classification. He emphasizes the type of speech in which the student has the potential to perform better.
 6. If a student has an absence rate of more than 25% in a given subject, the relevant teacher may propose an additional exam before a committee that serves to supplement the assessment materials. The committee is appointed by the school principal and consists of three members. A report is drawn up on the results of the additional exam, which is archived by the school principal. The examiner or deputy principal will notify the student of the exam date and its scope, and the exam is usually held within two months of the regular grading date. The committee may require the student to submit written work (homework, essays, etc.). The grading of this exam is only an additional grade to the other grading for the entire relevant semester; its weight for the overall grading is determined by the examination committee.



7. At pedagogical councils and regular work meetings, cases of students lagging behind in learning and shortcomings in their behavior are discussed. If there is a significant deterioration in the student's performance, the teacher immediately informs the student's legal representative and the class teacher. At the same time, he/she informs the deputy director or the school principal of the measures taken. In cooperation with the VP and TU, he/she evaluates the effectiveness of the measures taken and, in the event of persistent problems, informs the deputy director and the principal in a timely manner.
8. At the end of the grading period, on a date determined by the school principal, teachers of the relevant subjects will enter the results of the overall grading into the School Online information system. The teacher is not obliged to inform the student of the grading before the report card is issued.
9. The pupil's legal representative is continuously informed about the pupil's progress and behaviour in an appropriate manner, in particular:
 - class teacher and teachers of individual subjects at class meetings
 - by the class teacher or the teacher of the relevant subject, if the pupil's legal guardian requests it
 - via electronic student book
10. The teacher is primarily responsible for the accuracy and objectivity of the classification, and is obliged to keep proper records of evaluation and classification throughout the entire classification period.
11. Teachers carry out the classification of students on an ongoing basis so that it is distributed as evenly as possible between both quarters, according to specific possibilities, so as to ensure sufficient data for monitoring the student's ongoing results (e.g. in a quarter).



12. The student's overall assessment expresses the results of the classification in compulsory and optional subjects and in behavior as follows:

- passed with distinction: if the grade in any subject is not worse than commendable, the average is not worse than 1.5 and his behavior is very good
- passed: if no subject is assessed as insufficient
- failed: if a subject is assessed with an insufficient grade

11. Principles and rules for student self-assessment

Self-assessment is an important part of student assessment, as it strengthens students' self-esteem and self-confidence. Mistakes need to be understood as a natural part of the learning process. Therefore:

1. Teachers are required to guide students in commenting on their own performance and results.
2. Teachers discuss mistakes with students, students can correct some of the work themselves, and mistakes are thus seen as an important means of learning.
3. During self-assessment, the student tries to describe what he is doing well, what he is still not doing well, and how he will continue.
4. Grades are not the only source of motivation.

In the overall assessment of a pupil on a report card, the pupil's educational results are assessed in such a way as to make clear the level of education the pupil has achieved, particularly in relation to the expected outcomes of individual subjects in the school educational programme, to their educational and personal qualifications and age. The classification includes an assessment of the pupil's approach to education and in the contexts that influence their performance.



If a student is exempted from teaching a subject in the first or second semester, the word "exempt" is indicated on the report card instead of the grade.

If a student cannot be assessed in any or all subjects in the first or second semester, even in the substitute term, the word "not assessed" is indicated on the report card instead of the assessment.

The student's overall assessment is expressed on the report card in the following grades:

- a) passed with distinction,
- b) passed,
- c) failed,
- d) not rated.

Criteria for grades of achievement

1. A student's achievement in individual subjects is classified into the following grades:
 - 1 – excellent
 - 2 – praiseworthy
 - 3 – good
 - 4 – sufficient
 - 5 – insufficient



2. Classification in subjects with a predominance of theoretical focus:

Stage 1:

The student has a comprehensive, accurate and complete understanding of the knowledge, facts, concepts, definitions and laws required by the curriculum and understands the relationships between them. He/She readily performs the required intellectual and motor activities. He/She independently and creatively applies the acquired knowledge and skills to solve theoretical and practical tasks, in describing and evaluating phenomena and laws. He/She thinks logically and correctly, and his/her independence and creativity are clearly evident. His/Her oral and written expression is correct, precise and concise. His/Her graphic expression is precise and aesthetic. The results of his/her activities are of high quality, with only minor shortcomings.

Stage 2:

The student masters the knowledge, facts, concepts, definitions and laws required by the curriculum in a comprehensive, accurate and complete manner. He/she readily performs the required intellectual and motor activities. Independently or according to minor prompts from the teacher, he/she applies the acquired knowledge and skills in solving theoretical and practical tasks, in describing and evaluating phenomena and laws. He/she thinks correctly, logic and creativity are evident in his/her thinking. Oral and written expression tends to have minor shortcomings in correctness, precision and conciseness. The quality of the results of the activities is usually without significant shortcomings. Graphic expression is aesthetic, without major inaccuracies.



Stage 3:

The student has insignificant gaps in the coherence, accuracy and completeness of the acquisition of the required knowledge, facts, concepts, definitions and laws. He does not always perform the required intellectual and motor activities accurately. He can correct more significant inaccuracies and errors with the help of the teacher. He applies the acquired knowledge and skills when solving theoretical tasks with errors. He applies the knowledge and evaluates phenomena and laws according to the teacher's suggestions. His thinking is generally correct, but not always creative. Oral and written expression is not always correct, accurate and concise, and graphic expression is less aesthetic. More frequent shortcomings are manifested in the quality of the results of his activities.

Stage 4:

The student has serious gaps in the coherence, accuracy and completeness of the acquisition of the required knowledge. He is not very prompt and has major shortcomings when performing the required intellectual and motor activities. There are serious errors in the application of the acquired knowledge and skills. He is not independent when using knowledge to interpret and evaluate phenomena. There are serious errors in the logic of thinking, and his thinking is usually not very creative. His oral and written expression usually has serious shortcomings in correctness, accuracy and conciseness. The results of his activities are not of high quality, and his graphic expression is not very aesthetic. The student can correct serious shortcomings and errors with the help of the teacher.



Stage 5:

The student has not acquired the required knowledge comprehensively, accurately and completely, and has serious and significant gaps in it. His ability to perform the required intellectual and motor activities has very significant deficiencies. There are very serious errors in the application of the acquired knowledge and skills. He is unable to apply his knowledge when interpreting and evaluating phenomena and patterns, even with the teacher's prompts. He does not demonstrate independence in thinking, and there are frequent logical deficiencies. He has serious deficiencies in correctness, precision and conciseness in oral and written expression. The quality of the results of his activities and graphic expression is at a low level. He is unable to correct serious deficiencies and errors even with the help of the teacher. This level of classification can also be awarded if the student behaves dishonestly during exams, written work, homework, etc.

VII. Distance learning

If the Ministry of Education, Youth and Sports establishes rules by legal regulation or extraordinary measure that differ from the rules of these school regulations, then the provisions of the school regulations that conflict with them shall not apply.

Student responsibilities

Students are obliged to receive proper education, both in person and through distance learning, to the extent appropriate to the circumstances.

The student's legal representative is obliged to document the reasons for the student's absence from classes no later than 3 calendar days from the beginning of the student's absence, both in full-time and distance learning.

Legal representatives are required to document the reasons for the child's and pupil's absence from classes, even in their distance learning form.

In the event of emergency measures, the student is required to be equipped with respiratory protective equipment and to use it in the prescribed manner.



Regime

The regime of teaching hours and breaks, the schedule for face-to-face teaching, and the division of pupils into classes do not apply to distance learning. The specifics of this method of education are respected here, such as different technical equipment and pupils' capabilities, the demands of long-term work with a computer, long-term viewing of a monitor, inappropriate posture, etc. The length of teaching and breaks is determined by the teacher in distance learning according to the nature of the activity and taking into account the basic physiological needs of pupils, their abilities and reactions.

The school will adapt distance learning to the students' conditions and ensure

- online teaching, a combination of synchronous online teaching (a teacher works with a group of students at a specified time via the MS Teams communication platform) and asynchronous teaching (students work individually, choosing their own pace and time); the timetable of such teaching roughly corresponds to the timetable of face-to-face teaching and will always be determined for specific cases, e.g. differently in the case of distance teaching of the entire class, or a combination of distance teaching for one part of the class and face-to-face teaching for the other part,
- off-line teaching, without contact via the internet, either by sending written materials by post or by personal collection, by telephone,
- individual consultations of pupils and teaching staff,
- communication between teaching staff and legal representatives of pupils,
- publishing the assigned tasks and subsequently publishing the correct solution,



- informing the student about their results, providing feedback, applying formative assessment and guiding the student to self-assessment
- regular and ongoing communication with the student, in a manner appropriate to his/her capabilities, technical equipment and family circumstances,
- ongoing monitoring and observation activities of the school management.

During distance learning, education cannot be implemented to the extent planned for face-to-face teaching; the school will focus primarily on key outcomes in the Czech language, mathematics and a foreign language. Priorities in education will be determined operationally according to the duration of distance learning, whether it will involve short-term or long-term bans on the presence of pupils in schools.

The school records all changes in educational content and thematic plans, shifts in curriculum, and deletions of curriculum and uses them for possible adjustments to education in the next period and adjustments to its school educational program.

Evaluation of educational outcomes

In distance learning, provided in any form, the student always receives feedback on the results of his/her education and the fulfillment of assigned tasks. Formative assessment is primarily applied, both by classification level and verbal assessment. After the completion of certain units of the curriculum, a summative assessment of the student's results in mastering the curriculum of this unit is carried out.

The results of face-to-face education are also documented by the student's written work (tests, assessments); in distance learning, the results of his work are stored in the form of a personal portfolio, in paper or digital form.



Student involvement or insufficient level of involvement in distance learning will not be reflected in the assessment by classification level.

During distance learning, legal representatives are informed continuously, regularly at set intervals, via the school's communication platform (School OnLine), or - group chat, video calls that replace classic class meetings, or by email correspondence, by phone, in person.

These school regulations come into effect on September 1, 2024.

Mgr. Tereza Nehasilová
headmistress

