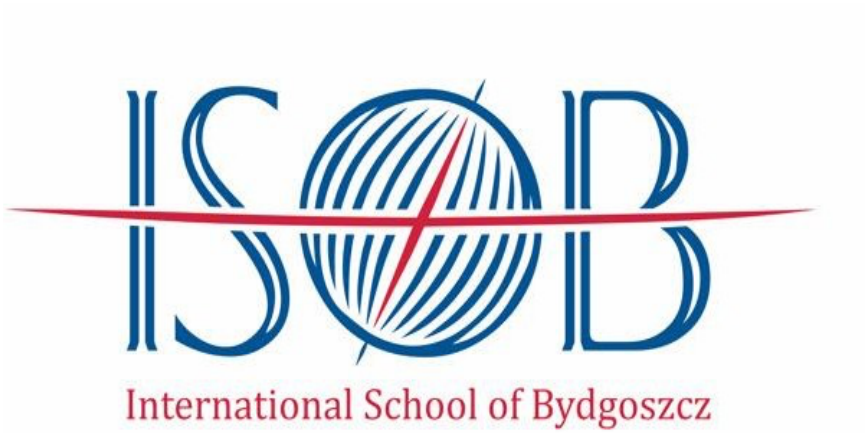


Middle Years Programme

Handbook for parents and students

2026/2027

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The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and so is being implemented both in international schools and in some state systems.

The MYP programme builds upon skills and units of inquiry learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning "focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside" (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP is followed by the IB Diploma Programme established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country.

The IB MYP Philosophy

The IB MYP emphasizes **Holistic Learning**.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes Intercultural Awareness and Communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and other subjects.

The IB MYP is Student-Centred.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

DISPOSITION	DESCRIPTION
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

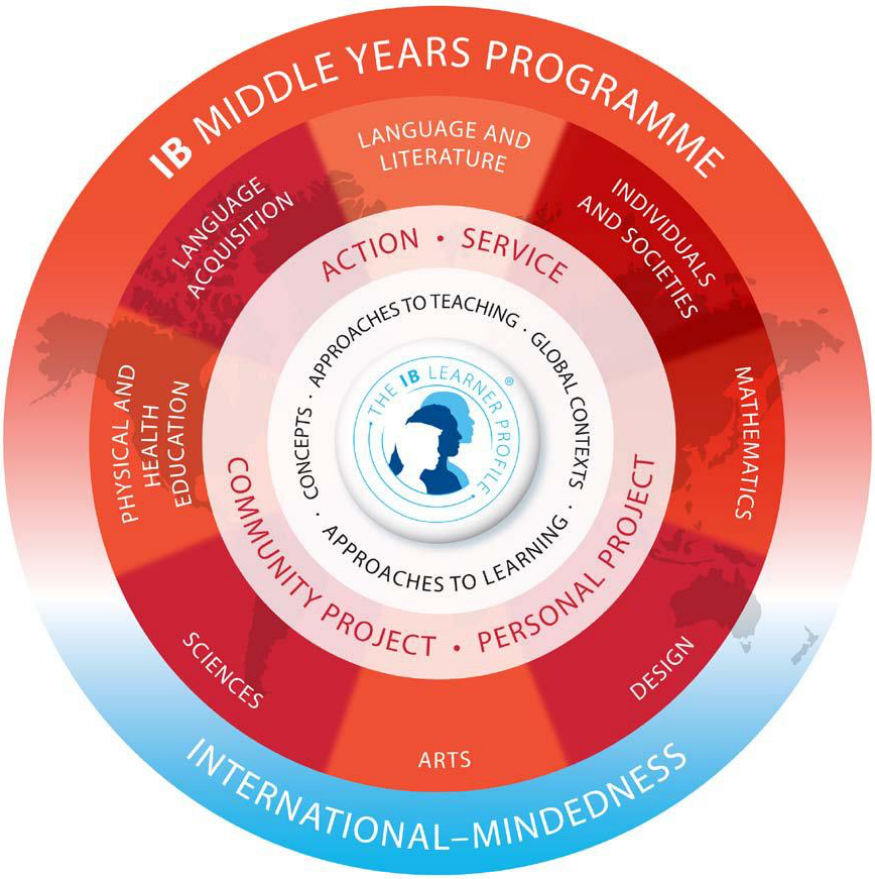
The IB Middle Years Programme at ISOB

The International School of Bydgoszcz adopted the IB MYP because the philosophy and objectives of this programme reflect those of the school. In addition, the IB MYP:

- is an international programme with no bias towards any particular national system,
- provides for vertical consistency across Grades with the IB Diploma in Grades 11 and 12 and with the PYP; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP,
- provides assessment, within the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based,
- has strong, interdisciplinary elements,
- is flexible enough to allow ISOB to design the curriculum to fit student needs,
- does not proscribe content of subject areas but does provide a framework for their delivery,
- supports curriculum development and external evaluation.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the section on the ISOB Assessment Policy.

The IB MYP Curriculum Model



A Concept-driven Curriculum

A concept is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter, or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local, and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings,
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge,
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic to increase motivation for learning,
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding,
- achieve higher levels of critical, creative, and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts.

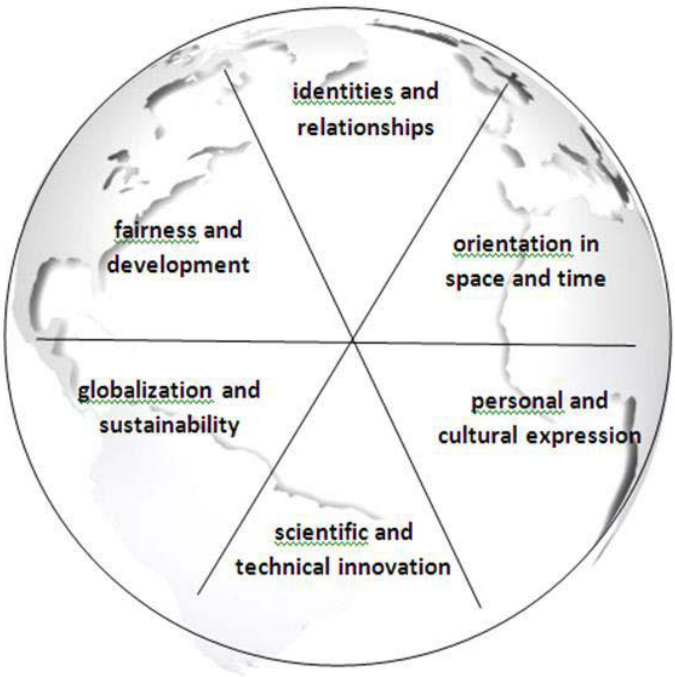
Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national, and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. **For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education**. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram.



MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (see below), creating relevance for adolescent learners.

Primary Years Programme (PYP) **Trans-disciplinary themes:**	**Middle Years Programme (MYP G6 – 10)** **Global contexts:**
Who we are?	identities and relationships
Where we are in place and time?	orientation in space and time
How we express ourselves?	personal and cultural expression
How the world works?	scientific and technical innovation
How we organize ourselves?	globalization and sustainability
Sharing the planet	fairness and development

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Organized around Global Contexts, field trips are a way to integrate students into the ISOB school community and our host country. They provide real-world contexts for learning that are at the centre of IB MYP pedagogy. For these reasons, student participation in all school field trips is a required component of our academic program. Students who do not participate in field trips are often unable to make up these opportunities for learning.

In Grade 10, the school assesses the Global Contexts through a significant, obligatory, extended Personal Project completed by each student individually.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that **help them "learn how to learn".**

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

Communication	**I. Communication skills**	
	Exchanging thoughts, messages, and information effectively through interaction	*How can students communicate through interaction?*
	Reading, writing, and using language to gather and communicate information	*How can students demonstrate communication through language?*
Social	**II. Collaboration skills**	
	Working effectively with others	*How can students collaborate?*
Self-management	**III. Organization skills**	
	Managing time and tasks effectively	*How can students demonstrate organization skills?*
	IV. Affective skills	
	Managing state of mind • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience	*How can students manage their own state of mind?*
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	*How can students be reflective?*
Research	**VI. Information literacy skills**	
	Finding, interpreting, judging and creating information	*How can students demonstrate information literacy?*
	VII. Media literacy skills	
	Interacting with media to use and create ideas and information	*How can students demonstrate media literacy?*
Thinking	**VIII. Critical thinking skills**	
	Analysing and evaluating issues and ideas	*How can students think critically?*
	IX. Creative thinking skills	
	Generating novel ideas and considering new perspectives	*How can students be creative?*
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	*How can students transfer skills and knowledge across disciplines and subject groups?*

Service as Action

The students in Grades 6-10 are required to carry out projects for their community. Project can be a direct service for the benefit of another person or people (e.g. a charity event), but it can also be research (seeking information and sharing it with others), indirect service (supporting an activity indirectly), or advocacy (disseminating information on an important topic and calling for a change)*. The learners can engage in social work, volunteering and all forms of activity for the class, school, and the local community.

The SA Coordinator informs the students about the various possibilities of fulfilling the SA's obligation. It is up to the students to choose the type of project they would like to participate in. They should keep a record of the days and stages of work. In addition, after completing the activities, they should write a reflection and explain how the learning outcomes have been met. They are also obliged to collect and upload photos, videos and other documents via ManageBac that would constitute evidence of the implementation of the project.

Failing to meet Service as Action requirements results in lowering the behaviour grade. If the student does not complete at least one SA project, it will be noted in the final report at the end of the school year. Excellent and very good behaviour grade can be granted if the student completes all SA project and submits all required evidence on ManageBac on time. SA Coordinator and a student's form teacher have the right to consider every situation individually.

Students graduating from G8 who met the requirements regarding SA projects in grades 6-8 they receive a note on their final certificate confirming the **volunteering service.**

The volunteering service annotation is placed on the certificate on the parents or guardians request.

In Grade 10, the students present their projects in front of their schoolmates, teachers, parents and other guests. The SA is a prerequisite for the completion of MYP and continuation at DP.

All the rules and details of the requirements related to SA are published in the document "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service".

* Based on: *Cathryn Berger Kaye, The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum & social action, Free Spirit Publishing, Minneapolis 2010*

The Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their topic over the preceding summer break.

Project topics may be creative or research -based and, ideally, they should reflect a student's personal interest. Students begin the PP process in mid -October and finish in early April. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Each student is obliged to get acquainted with the PP Guide (available on the school website). Through the use of a process journal, the supervisor will provide support and guidance through the PP process. Personal Project is the only component in MYP obligatorily liable to external moderation.

Students transitioning from the MYP have to have their personal project assessed at least IB 3 to be admitted to the DP.

To celebrate the end of the PP process, the school hosts a Personal Project showcase on a specific day with presentations and performances, usually at the beginning of April.

The International Baccalaureate at ISOB, Grades 6-10

Group 1: Language and Literature (also known as Languages A)

Polish, English, other Mother-Tongue Language

Language A is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Main Objectives

The study of MYP Language A is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction,
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works,
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts,
- analyze the effects of the creator's choices on an audience,
- justify opinions and ideas, using examples, explanations and terminology,
- evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention,
- organize opinions and ideas in a sustained, coherent and logical manner,
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process,
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience,
- select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression,
- write and speak in a register and style that serve the context and intention,
- use correct grammar, syntax and punctuation,
- spell (alphabetic languages), write (character languages) and pronounce with accuracy,
- use appropriate non-verbal communication techniques.

Group 2: Language Acquisition (also known as Languages B)

English, French, Spanish, German, Polish

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level.

Assessment

Teaching and learning in language acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning (language acquisition). Students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Students with no prior knowledge of a foreign language who wish to study in the MYP should start in phase 1.

Since English is the language of instruction all candidates must communicate in English. (at least A2)

Note: The phases are not organized into age groups or MYP year. Phases 4, 5 and 6 allow for a smooth transition from an MYP foreign language course to DP group 2 courses — and, for a number of students, to group 1 courses. The MYP framework for a foreign language reflects the concepts and skills of the presumed knowledge for these DP courses.

Language acquisition objectives are organized into four communicative processes:

A. Listening

As appropriate to the phase, the student is expected to be able to:

- identify explicit and implicit information (facts and/or opinions, and supporting details),
- analyse conventions,
- analyse connections.

B. Reading

As appropriate to the phase, the student is expected to be able to:

- identify explicit and implicit information (facts and/or opinions, and supporting details),
- analyse conventions,
- analyse connections.

C. Speaking

As appropriate to the phase, the student is expected to be able to:

- use a wide range of vocabulary,
- use a wide range of grammatical structures generally accurately,
- use clear pronunciation and intonation in comprehensible manner,
- communicate all or almost all the required information clearly and effectively.

D. Writing

As appropriate to the phase, the student is expected to be able to:

- use a wide range of vocabulary,
- use a wide range of grammatical structures generally accurately,
- organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices,
- communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Group 3: Individuals and Societies

History, Geography, Civics

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student. The Individuals and Societies aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Main Objectives

A. Knowing and understanding

Students develop factual and conceptual knowledge about Individuals and Societies. In order to reach the aims of Individuals and Societies, students should be able to:

- use terminology in context,
- demonstrate knowledge and understanding of subject-specific content and concepts using descriptions, explanations and examples.

B. Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance,
- formulate and follow an action plan to investigate a research question,
- use research methods to collect and record relevant information,
- evaluate the process and results of the investigation.

C. Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose,
- structure information and ideas in a way that is appropriate to the specified format,
- document sources of information using a recognized convention.

D. Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories,
- synthesize information to make valid arguments,
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations,
- interpret different perspectives and their implications.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Group 4: Experimental Sciences

Biology, Chemistry, Physics, Environmental Systems and Societies

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and natural environments.

Main Objectives

The course objectives are closely aligned to the four science assessment criteria:

A. Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge,
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations,
- analyze and evaluate information to make scientifically supported judgments.

B. Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation,
- formulate a testable hypothesis and explain it using scientific reasoning,
- explain how to manipulate the variables, and explain how data will be collected,
- design scientific investigations.

C. Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data,
- interpret data and explain results using scientific reasoning,
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation,
- evaluate the validity of the method,
- explain improvements or extensions to the method.

D. Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue,
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue,
- apply communication modes effectively,
- document the work of others and sources of information used.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses.

Assessment

Each semester students are graded on the 4 assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics

Mathematics

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A. Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems,
- apply the selected mathematics successfully when solving problems,
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts,

B. Investigating patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns,
- describe patterns as general rules consistent with findings,
- prove, or verify and justify, general rules.

C. Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations,
- use appropriate forms of mathematical representation to present information,
- move between different forms of mathematical representation,
- communicate complete, coherent and concise mathematical lines of reasoning,
- organize information using a logical structure.

D. Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations,
- select appropriate mathematical strategies when solving authentic real-life situations,
- apply the selected mathematical strategies successfully to reach a solution,
- justify the degree of accuracy of a solution,
- justify whether a solution makes sense in the context of the authentic real-life situation.

Skills

Students will develop the following skills over their period of study in mathematics:

- knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework,
- problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts,
- communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables),
- thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy,
- information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism,
- information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology,
- collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view,
- reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- number,
- algebra,
- geometry and trigonometry,
- statistics and probability,
- discrete mathematics.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: Art

Visual Art, Music

Art is a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through art helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP art values the process of creating artwork as much as the finished product.

Main Objectives

Art objectives interrelate with each other and form the basis of the student's experience in art. Personal engagement surrounds the student at the centre and connects directly with each of the other objectives.

The course objectives are closely aligned to the four art assessment criteria:

A. Investigating

In order to reach the aims of arts, students should be able to:

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

B. Developing

In order to reach the aims of arts, students should be able to:

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in the line with the statement of inquiry

C. Creating/Performing

In order to reach the aims of arts, students should be able to:

- create or perform an artwork

D. Evaluating

In order to reach the aims of arts, students should be able to:

- appraise their own artwork or perfromance
- reflect on their development as an artist

Skills

Through a study of the three core arts disciplines of Music, Visual Art students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts,
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes,
- communicate a critical understanding of the art form studied in the context of their own artwork,
- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions,
- apply skills, techniques and processes to create, perform and/or present art,
- reflect critically on their own artistic development and processes at different stages of their work,
- evaluate their work,
- use feedback to inform their own artistic development and processes,
- show commitment in using their own artistic processes,
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks,
- support, encourage and work with their peers in a positive way,
- be receptive to art practices and artworks from various cultures, including their own.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts and Music courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

Media & Film

Media and film involves a close study of the media as a means of mass communication and its impact on different types of audiences. Possible topics could include bias, censorship, and representation. Texts will be drawn from a wide range of media including: film, advertising, journalism, radio and television. Tasks will be assessed with arts criteria.

Group 7: Design

Design

MYP Design at the ISOB is compulsory for all students in Grades 6-10 and covers digital design area. Students complete summative design projects at the end of each unit, with some shorter ongoing tasks. Design course use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Two-dimensional (2D) tangible solutions created using computer aided manufacturing techniques are typically the result of a digital design course. Distinct digital design courses include web design, interactive media design, programming and control, and so on.

Main Objectives

The course objectives are aligned to the four design assessment criteria:

A. Inquiring and analysing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience,
- identify and prioritize the primary and secondary research needed to develop a solution to the problem,
- analyze a range of existing products that inspire a solution to the problem,
- develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution,
- develop a range of feasible design ideas which can be correctly interpreted by others,
- present the final chosen design and justify its selection,
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution,
- demonstrate excellent technical skills when making the solution,
- follow the plan to create the solution, which functions as intended,
- fully justify changes made to the chosen design and plan when making the solution,
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D. Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution,
- critically evaluate the success of the solution against the design specification,
- explain how the solution could be improved,
- explain the impact of the solution on the client/target audience.

Skills

In Grades 6-10, students learn skills which they then apply to given projects.

Knowledge

Students learn also about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials

are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Assessment

Students are assessed throughout the year. Each criterion is assessed twice, with focused tasks used to address particular skills. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Group 8: Physical and Health Education (also known as PHE)

Physical Education

ISoB's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group -confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

Main Objectives

The course objectives are assessed through four criteria:

A. Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge,
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations,
- apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health,
- analyze and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively,
- demonstrate and apply a range of strategies and movement concepts,
- analyze and apply information to perform effectively.

D. Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills,
- develop goals and apply strategies to enhance performance,
- analyze and evaluate performance.

Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

Language Policy at ISOB

At International School of Bydgoszcz, we believe that language is a primary means of communication and learning and as such supports the school's Mission and Philosophy. The school's goal is to help in the development of our students, so that they become responsible, self-confident world citizens with established sense of service to others.

The acquisition of language is a life-long process and is a central component of intellectual and personal growth of a human being. Many languages exist side by side within the ISOB community, so students may explore and compare languages and cultures that are associated with them and this approach makes a significant contribution to whole child development.

In providing quality education in English for children of all nationalities we acknowledge that English language learners will face a challenge hence the recognition of the important role that mainstream teachers play in developing students' language competence and a belief in the importance of mother tongue development. English Department, Special Educational Needs Department and Mother Tongue Support (MTS) focus on developing proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational programme and achieving the academic standards.

English is the language of instruction within the school and as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects.

Every teacher at the International School of Bydgoszcz is a language teacher and recognizes the importance of this role within the IB philosophy. Therefore, the school management encourages and supports teachers' professional development in the field of language learning and teaching (i.e. by schedule flexibility, refunding language courses, participation in the Erasmus+ projects). In addition to this, teachers are responsible for adapting their materials and teaching style to take into account the needs of students who are not native speakers of English.

Subject teachers are encouraged to correct mistakes in English as well as content of written work and to provide missing vocabulary where feasible. Teachers should encourage students to speak English in class (except in Polish, French, Spanish or German classes).

By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity towards others which in turn enhances their personal growth, cognitive development, and facilitates international understanding. Through the strong emphasis on language, our goal is to foster a deep understanding about language and provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

Standard Forms of Language and Handwriting

Students should be exposed to the language and culture of different countries and no one form is considered to be 'standard'. It is necessary for students to appreciate the different forms of language, for example, British or American English. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate. Students also produce a variety of different forms of handwriting dependent on previous school experience. Throughout the school all forms of handwriting are acceptable, provided that it is neat and legible.

IB Language Programmes

The IB offers two different language programs: Language Acquisition and Language and Literature. Language and Literature is designed to support native (or mother- tongue) speakers and is based on the study of literature; Language Acquisition is designed for students who are still learning the language and is aimed at mastering the target language.

In Grades 6-10, students usually study two languages as Language Acquisition, but if a student's linguistic competence is high enough, they can attend two Language and Literature courses and one Language Acquisition course. All non-domestic students are required to take up Polish Language Acquisition course as the language of our host country.

Language choices for MYP students are as follows:

The English Language

English, as the language of instruction is compulsory throughout the school. The course offered is suitable for students with a variety of English levels, from native speakers to those with a basic command of English.

In the PYP English is a working language in all the classes and grades. Teachers differentiate activities to meet individual students' needs. To support students' linguistic development, ESL classes are offered.

In the MYP ISOB offers three English language courses in MYP: English as a English Language Acquisition and English Language and Literature.

In case of students who successfully completed phase 4 of Language Acquisition course, there is a possibility to transfer to Language and Literature course to further enhance their language learning. The choice is made at the discretion of ISOB's language department members.

In Year 1 of the MYP students attend one course of English that constitutes the mixture of acquisition and literature courses and is targeted at levelling the possible differences in linguistic competences of the students transitioning from the PYP.

After a year, students are assigned to one of the courses based on their skills, the scope of linguistic competence, prior learning experiences and English teachers' recommendations.

MYP Language Requirements for e-assessment purposes

Please note that to meet the requirements for the ISOB IB Middle Years Programme in G9 and G10, a student must follow at least two languages and one of these must be Language and Literature if a student wants to participate in the optional e-assessment. As a result, students who plan to take e-assessment exam at the end of MYP are obliged to attend Language and Literature course for 2 years as it is a part of the e-assessment procedure.

Language learning in DP

In DP, students choose their Language A – Literature or Language B on entering the programme. Here English is one of the languages they can choose from, the total number of language courses vary year to year based on the needs of students. If student's choice is English, they can qualify either for English A – Literature or English B- based on their language proficiency and literary analysis skills. As it is generally understood, Language A – Literature programme is for native speakers and near-native proficient students, Language B is language acquisition course; both offered at high level (HL) and standard level (SL).

Students who were in "English Literature" (English A) group in MYP cannot choose English B in DP.

Students who chose French, Spanish or German in MYP cannot continue the language at AB Initio (beginner) level in DP.

Placement of students in language courses (based on 'DP language courses: overview and placement guidance').

When making placement decisions, the following guidance must be taken into consideration:

Language A: literature is suitable for students who have experience of using the language in an academic context. It is recognized that students have language backgrounds that vary significantly. There are some students for whom the target language is their only proficient language, whereas other students have complex language profiles and are competent in more than one language. Language A: Literature is offered at SL or HL.

The language ab initio and language B courses are language acquisition courses—designed to provide students the opportunity to develop in a language in addition to their home/personal/best language(s). They

are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language.

Language B is designed for students with some experience in the target language; providing students with an appropriate degree of challenge is important for their development. Language B is offered at SL or HL.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts.

Language ab initio SL is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

The following statements, developed from course Grade descriptors, provide guidance in placing students in an appropriate language course. A student who exhibits a majority of these statements would likely be able to handle the course whilst being appropriately challenged.

If a student can demonstrate a good understanding of the meaning and purpose of written texts, including literary texts; demonstrate a good understanding of the meaning and purpose of oral texts; recognize some subtleties of specific language use and their effects, speak mostly clearly and fluently and use a varied range of language mostly accurately; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express ideas and organize work coherently, handle ideas mostly effectively with generally full interaction; exhibit some difficulties with more difficult questions the recommended course is **Language A: literature**.

If a student can demonstrate a good understanding of the meaning and purpose of written texts; demonstrate a good understanding of the meaning and purpose of oral texts, speak generally clearly; respond appropriately to most questions but struggle with responding to difficult questions; demonstrate an adequate command of vocabulary and grammatical accuracy; use basic and some complex language correctly; show a reasonable ability to adapt writing to suit the intended audience and purpose; express ideas and organize work appropriately, respond appropriately and demonstrate comprehension; use pronunciation and intonation which facilitate the understanding of the message; make independent contributions; produce clear messages the recommended course is **Language B HL**.

If a student can demonstrate adequate understanding of the meaning and purpose of written texts; demonstrate adequate understanding of the meaning and purpose of oral texts, develop some ideas using a logical structure; use a range of basic cohesive devices; use basic grammatical structures accurately; use a range of basic vocabulary and appropriate register, respond appropriately and generally demonstrate comprehension; use pronunciation and intonation which often facilitate the understanding of the message; make some independent contributions; produce mostly clear messages the recommended course is **Language B SL**.

If a student has no prior experience in or has had very limited previous exposure to the target language the recommended course is **Language ab initio**.

Host Language - Polish

The curriculum is guided by the IBO's Scope and Sequence documents as well as the Polish curriculum documents. Thus, the school carefully takes care of meeting the aims and objectives of both the state system and the international system within the school.

It is considered and indeed mandated by law that all students attending compulsory school in Poland have the opportunity to learn Polish.

In the PYP Polish is offered to the native speakers as an obligatory subject (the state system requirement to follow the Polish curriculum) as Polish Mother Tongue Support classes.

For non-native students Polish is offered as an extra-curricular class – the Polish for Foreigners Club.

In the MYP Polish, as the host country language, is offered as part of the curriculum in two courses: Polish Language Acquisition (for foreign students at all grade levels in MYP) and Polish Language and Literature (for Polish students). Polish teachers make a decision if a student attends Polish Language and Literature or Polish Language Acquisition course after an interview with a candidate and based on a diagnosis at the beginning of the school year.

In the DP students can choose Polish as a Language and Literature course at both SL and HL.

Additional Languages

All students have the opportunity to learn a foreign language at the school. The school currently offers a choice between Spanish and German in the PYP. In the MYP and DP students can choose between Spanish, French and German as Language Acquisition and as Literature courses in DP at various levels.

Native speakers of other languages are able to study their own mother tongue as DP Language A - Literature SL since ISOB offers it as a school supported self-taught subject. The school supported self-taught option is not considered appropriate for entries of more than five candidates in any Language A - Literature standard level. All self-taught candidates for the same language A - Literature should follow the same programme of study.

Mother Tongue Support (Spanish, German, French, English)

Mother tongue development is central to the development of cognitive skills in children. Students with good mother tongue skills develop good general language skills and therefore skills in English, the school's language of instruction. Recognition and appreciation of students' mother tongues increases their self-esteem, teaching them to take pride in their own language and the culture associated with it. Students learn literacy skills best in their mother tongue and the mother tongue is the language in which they can think most easily.

The Mother Tongue Support Programme supports the mother tongue of students whose first language is not English, and its purpose is to help students obtain or maintain fluency in their native language as well as to celebrate and value the student's home cultures. The Mother Tongue Support classes are additionally paid. The school, apart from offering a wide range of languages, promotes multilingualism by holding events like the International Day, the Polish Language Day, by inviting international guests or by making rooms available for private language lessons and providing facilities.

Parents are encouraged to support their child as much as possible at home in their mother tongue. The library may also provide books, CDs etc. in different languages on request. Teachers throughout the school are encouraged to recognize students' mother tongues and home cultures in lessons and school life.

Homework

Homework assignments are given to prepare students for the next lesson or to offer students the opportunity to practice newly acquired skills. **Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond, especially for the IB DP programme and further studying at the university of choice.**

Parents are encouraged to assist in monitoring student's progress toward the completion of the assignments and to support and encourage their children but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

To promote the habit of punctuality, our policy is that:

- school breaks and vacations are recovery periods for students, apart from ongoing assignments (e.g. reading or long-term experiments),
- in Grade 10, students are expected to be working on their Personal Projects, also on days off,
- **students are responsible for finding out about any and all missed assignments**. All missing assignments must be made up for. Assignments due during an absence should be submitted within a week upon return.
- if a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if a teacher requires it. **During summative assessment a student's presence is obligatory**. Special arrangements for exams will only occur due to sickness or bereavement,
- **students and parents are obliged to check the ManageBac regularly for homework and tasks information as well as for behavior comments, attendance and absenteeism justification**.

IB MYP Assessment and Criteria

At ISoB we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives. Criteria are adjusted by the IB to the subject specific levels of achievement in a specific grade.

Assessment in the IB MYP at ISoB is

1. Varied in approach

Students should be assessed in a variety of different ways: written assignments, quizzes oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. Formative as well as summative

Formative assessment means that students develop their skills through minor or more complicated tasks which lead up to a major final unit task. They will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

3. Criterion-related, not deficit-based

Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they learned?" or "what level of understanding can they demonstrate?"

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students with the tasks on the ManageBac. The subject criteria for all grades are based on the learning objectives mandated by the IB.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

Summary of the Specific-Subject Assessment Criteria

Subject	Criterion A	Criterion B	Criterion C	Criterion D
	(max 8)	(max 8)	(max 8)	(max 8)
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Using knowledge	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Using knowledge	Inquiring	Communicating	Reflecting
Arts	Using knowledge	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal project	Inquiring	Planning	Evaluating	Communicating

Assessment Policy

At International School of Bydgoszcz, we believe that the most important aim of MYP assessment is to support and encourage student learning. This means that information on student performance is gathered and analysed and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluating their own progress using self-assessment and reflection. In doing so, they should develop wider critical-thinking and self-assessment skills.

What is assessment like?

Assessment in MYP:

- is integral with planning, teaching and learning,
- is clear to students and parents,
- reflects the taught curriculum,
- matches the learning objectives,
- meets prescribed MYP criteria.

Why do we assess?

We assess to:

- recognize differences in learning styles,
- diagnose learning difficulties,
- extend the student's learning,
- encourage self-reflection,
- reward achievement,
- help evaluate accuracy of courses,
- generate sufficient data for providing accurate feedback.

What are the types of assessment?

Types of assessment:

- summative – **it has to take place at school, under the teacher's supervision, during four scheduled Summative Assessment Weeks within a school year. Summative assessment can encompass more than 1 criterion,**
- formative – it is ongoing and provides evidence of and for progression in learning and also diagnoses students' existing knowledge**; formative tasks receive teachers' descriptive feedback based on the achievement levels specified for each criterion,**
- self-assessment and peer-assessment – encourage students to take responsibility for their own learning and can constitute a part of the formative assessment.

IB grading should not be treated as equivalent of Polish marks.

Selected examples of what can be assessed:

- lab reports,
- essays,
- presentations,
- group work,
- creative writing,
- end of unit/end of term test,
- classwork or homework,
- speaking proficiency and writing proficiency,
- student's performance in physical activity,
- reading comprehension,
- projects,
- quizzes,
- fieldwork,
- tests,
- papers, reports.

The rules concerning forms of assessing students' progress:

- **students do not have to be informed about the formative assessment in advance,**
- teachers are obliged to provide regular and ongoing feedback of students' progress (formative assessment) and achievement levels (summative assessment) within ten working days with the exception of unexpected, justified absence of the teacher (sick leave) or school events/holidays during which classes are cancelled,
- students have the right to inform the teacher they are unprepared for the class once a semester (if there is only one hour of the class per week) and twice a semester (if there are at least two hours of the class per week). **This rule does not refer to any forms of assessment.** Being unprepared does not relieve a student from active class participation,
- since we are not obliged to follow Polish curriculum, ISoB is not required to inform parents about the predicted grades a month prior to the end of the semester/school year. Our good practice is to inform about potential failing grades (IB 1-2 out of 7) in advance.
- **the grade 'fail' (0) can be given for dishonest work. Failing grades /0 marks are given for the violation of the academic honesty policy** (please refer to the Academic Honesty Policy),
- the minimal number of formative tasks for each subject per unit is one, the number of units in each subject may not be the same; there can be a different number of units in each subject group,
- students can retake a formative task, if he/she got a failing achievement level (0, 1, 2),
- each summative assessment is announced **one week** in advance,
- a student can only take the summative assessment once. If they are unable to take the exam on the date given by the teacher (the only excuses for absence from the summative assessment are funerals, bereavement, or illness), another date will be arranged. However, there is no possibility of improving the grade,
- formative and summative assessment are obligatory.

No Grade issued (applies to both formative and summative assessment)

Absent student will receive an N/A in the ManageBac (denoting No Grade issued as the work was not handed in). N/A marking affects a student's final subject grade and reflects his behaviour grade (as it depicts a student's attitude toward the subject).

0 points will be given for work not submitted during assessment or by the deadline (for example in case of projects) or if the work doesn't meet the requirements of the criterion.

How do we assess?

We assess:

- against IB criteria for each particular stage of learning,
- at least two times against each criterion per year,
- based on task specific description and criteria given beforehand,
- Service as Action projects are assessed at the end of each school year (criteria in "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service").

How do we report and record assessment?

We report and record assessment:

- after each task students receive written feedback on the ManageBac,
- all student's work is gathered by subject teacher and can be analyzed by parents during teacher-parent meetings,
- at the end of each semester parents receive progress report about performance of their children on each subject.

Students have the right to rest during holiday breaks. It is not allowed to give them any homework for the time off school. This rule does not apply to ongoing assignments/projects, etc. given long before the holiday break.

Awarding Grades

All criteria in all subjects are assessed according to achievement levels from 0 to 8 (summative assessment).

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

IB MYP Overall Levels of Achievement (granted for the 1st semester and at the end of the school year on the basis of all summative tasks in a subject)

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

Grade 1 Minimal achievement in terms of the objectives.

Note: **Descriptors should not be considered as marks or percentages**. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

IB and Polish grades

As we need to issue the Polish certificate at the end of the School Year, we use the following chart to convert the MYP semester and final grades to Polish ones. The conversion table is as follows:

IB Semester or Final grade	Polish grade
1	1
2	1
3	2
4	3
5	4
6	5
7	6

Due to the English language level discrepancies between International Baccalaureate programme and Polish curriculum, the grade conversion differs from other subjects and is more favourable for students requesting the issuance of Polish certificates. The conversion table for all English courses is as follows:

IB Semester or Final grade	Polish grade
1	1
2	2
3	3
4	4
5	5
6	6
7	6

A student graduates:

– if he/she obtains positive grades in all the subjects in the final year and also in all the compulsory subjects he/she has had in the previous years (the first passing IB grade is IB 3),

– in the case of Primary School – if he/she takes the Primary Education exams in the Grade 8 (IB MYP Year 3). The exams are obligatory for Polish students and those international students who wish to receive the Polish certificate.

A student graduates with distinction if he/she achieves an average grade of at least 4,75 (in the scale of 1-6) and a 'very good' or 'excellent' behavior grade (the requirement of the Polish educational system).

Students receive feedback on their performance based on the criteria level descriptors. **All four assessment criteria in the subject are covered at least twice in each year**. At the end of the semester or the year, teacher analyses the student's achievement levels and uses his/her own professional judgement to award an overall level of achievement for each individual criterion. The criterion levels in the subject are then added together to give a criterion level total for that subject. This total is then converted to an overall level of achievement out of 7 using the IB grade boundary (the process is automatically performed by the ManageBac).

Overall Level of Achievement	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Service as Action

The SA portfolios will be checked by student's supervisor and SA Coordinator. Grade 10 students have to prepare a stand or a multimedia presentation on their achievements related to SA over their whole education in International Baccalaureate Programme and explain the learning outcomes they achieved. At the end of Grade 10, students present their projects to the SA and MYP Coordinators. You can find Service as Action assessment criteria in the "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service".

MYP Graduation Requirements

To graduate from the ISoB MYP, a student's second semester final report should demonstrate:

– **at least IB 3 in each subject area,**

– at least IB 3 on the Personal Project,

– that the student has met ISoB's expectations for Service as Action,

– **at least 50% +1 lesson attendance at particular subjects (if not met and there is no basis for establishing the grade, a classification exam on the covered material has to be taken).**

These are also the conditions for promotion from Grade 10 to the IB Diploma Programme. In addition, to meet the entry requirements for chosen courses of study in Grade 11, a student should :

- in G10 1st semester grade minimum 5 IB to be able to pick a HL subject
- in G10 1st semester grade minimum 4 IB to b able to pick an SL subject
- have at least **"good"** behavior grade

If the student has a learning issue, the school may develop an Individualized Learning Plan to modify course objectives. Students on an ILP will also receive a modified MYP report.

Teacher Council has the authority to decide in the cases of students who do not meet the above criteria concerning accepting the student in the DP.

Promotion

Promotion from each Grade is not automatic. To be promoted from Grades 6-9, a student's second semester final report should demonstrate:

- **at least IB 3 in each subject,**
- **at least 50% +1 lesson attendance at particular subjects (if not met and there is no basis for establishing the grade, a classification exam on the covered material has to be taken),**
- **a student with three failing grades does not have the right to take a retake exam and has to repeat the year level.**

Students who fail to meet these criteria will have their promotion reviewed by the school. The Teachers' Board makes the final decision.

MYP to DP transition

Grade 10 students, by the end of the first semester, will receive subject teachers' initial recommendations concerning the level of the subjects they want to study in the DP Programme (Standard or High Level). By the end of May, teachers will provide final recommendations for the chosen subject levels. Students who were in MYP English Language and Literature cannot choose English B in DP. Students cannot choose a language they have already learned in MYP at Ab Initio level in DP.

Grade 10 students in MYP need to have at least "good" behaviour grade to be accepted to the DP.

Classification and re-take examinations and appealing against the semester/final grade

§ 1

1. Students who cannot be assessed (at the end of semester I or the end of the school year) because of excusable absenteeism have the right to take a classification examination.
2. Students who cannot be assessed (at the end of semester I or the end of the school year) because of inexcusable absenteeism can take a classification examination – if the School Board agrees – at the request of the student and/or his/her parents (guardians).
3. The classification examination also concerns students who:
   - study individually (on the basis of separate rules),
   - study abroad,
   - wish to qualify to become a student of a higher grade than the student's current certificate states,
   - change the school type or profile
4. The Principal, in agreement with the student and/or his/her parents(guardians), appoints a date for the classification examination. If the student, due to unfortunate circumstances, cannot take the exam at the appointed time, he/she has the right to do so at another time agreed with the Principal.
5. The parents' (guardians') presence is allowed during the classification exam.
6. The classification exam is supervised by the examining board appointed bythe Principal. The examining board consists of:
   - the Principal or the Head of Programme
   - the subject, or designated, teacher
7. The classification exam consists of both written and oral parts. In the case of Information Technology, Physical Education, the classification exam will be practical in form rather than theoretical.
8. After the classification exam a report is drawn up. The report includes:
   - the first names and surnames of the teachers who are the members ofthe examining board,
   - the date of the exam,
   - the exam tasks,
   - the regulations of the exam
9. The student's written exam papers and brief information about the oral part ofthe classification exam will be attached to the report.

§ 2

1. A final "failing" grade (IB 1-2) can be changed only as a result of the re-take exam. A student who failed one re-take exam may be promoted conditionally at the discretion of the School Board, if he or she makes up for the appropriate material.
2. In exceptional cases the School Board may agree on two re-take exams (on twodifferent subjects) only.
3. **A student with three failing grades does not have the right to take a retake exam and has to repeat the year level.**
4. The re-take exam is carried out during the last week of the summer holidays. The exact date is settled by the Principal who appoints the examining board which includes:
   - the subject teacher as the examiner,
   - a teacher of the same or similar subject/related subject as a member of the examining board,
   - the Principal or the Coordinator as the head of the examining board.
5. The form teacher has the right to be present during the exam but without theright to make any

decisions.

6. The subject teacher can be exempted from membership of the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
7. If the student, due to unfortunate, justified and documented circumstances cannot take the re-take exam, the Principal appoints another time for the re- take exam.
8. After the re-take exam a report is drawn up. It includes members of theexamining board, the date of the re-take exam, the student's written work andexam tasks attached.
9. The subject teacher is obliged to prepare, in written form, the range of the material/programme the student has to revise to be well-prepared for the exam.
10. A student who fails the re-take exam cannot advance to a higher grade.
11. Taking into consideration the educational abilities of the elementary and middle school pupils the School Board may allow the pupil, who failed the re- take exam, to continue in a higher form once during any given educational stage.
12. The examining board's decision is final.
13. The examining board's decision can be appealed to the Local Educational Authority (Kuratorium).

§ 3

1. Students and parents (guardians) have the right to appeal the semester or finalgrade.
2. The appeal must be lodged within 7 days after the end of the semester or the school year.
3. The appeal must be lodged in written form to the Principal.
4. In the case of a final educational or behaviour grade given against the rules,the Principal will appoint an examining board which:
   - carries out a test in a written form and oral form and decides on thesemester/final grade (in case of the semester or final educationalclasses grade),
   - in the case of a final behaviour grade – the grade is discussed and the School Board takes a vote on the issue. If the number of votes is equalthe chairperson of the board makes the final decision.
5. The date of the test (mentioned in 4 above) is agreed with the student and his/her parents (guardians).
6. The examining board consists of:
   - in the case of semester/final educational classes grade:
     - the Principal or the Head of Programme as the chairperson
     - the subject teacher
     - two other teachers of the same subject
   - in the case of the final behaviour grade:
     - the Principal or the Head of Programme as the chairperson
     - the form teacher
     - one of the subject teachers working with the class (appointed by the Principal)
     - psychologist (if employed in the school)
     - a representative of the School Students' Council *
     - a representative of the Parents' Board * to present their opinions to the Principal
7. The subject teacher can be exempted from the membership in the examining board at his/her request. In this case the Principal appoints another teacher ofthe same subject as the examiner.
8. The behaviour grade settled by examining board cannot be lower than thepreviously given grade.

9. A report documenting the boards' work is drawn up. This report includes:
   - in the case of the semester/final classes grade:
     - members of the board
     - the date of the exam
     - exam tasks
     - the result and the final grade
   - in the case of the final behaviour grade:
     - members of the board
     - the date
     - the result of voting
     - the final behaviour grade and its justification
10. Students' written work and brief information about oral tasks must beattached to the report.
11. f the student, due to unfortunate circumstances, cannot write the test at the appointed time he / she can do so in another time agreed with the Principal.

School Rules and Policies

The Code of School Behaviour

The Code of School Behaviour at The General Education School Complexof Kazimierz Wielki University International School of Bydgoszcz

International School of Bydgoszcz promotes developing of internationally minded people who, recognizing their common humanity and sharing guardianship of the planet, help to create a better and more peaceful world.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn,
- the rights of teachers to teach,
- the rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour in our school community, inclusive of students, staff and parents. The Code has been created to provide the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The school community will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behavior,
- clearly articulated responses and consequences for inappropriate behavior.

All members of the school community are to abide by The Code of School Behaviour in accordance with the following standards:

- **all members of the school community are expected to:**
  - conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others;
- **students are expected to:**
  - participate actively in the school's educational program,
  - take responsibility for their own behavior and learning,
  - demonstrate respect for themselves, other members of the school community and the school environment,
  - behave in a manner that respects the rights of others, including the right to learn,
  - cooperate with staff and others in authority.
- **parents/care givers are expected to:**
  - show an active interest in their child's schooling and progress,
  - **familiarize themselves on a regular basis with all notifications on ManageBac (grades, behaviour comments and other information submitted by the School)**
  - cooperate with the school to achieve the best outcomes for their child,
  - support school staff in maintaining a safe and respectful learning environment for all students,
  - initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behavior,

- contribute positively to behavior support plans that concern their child,
- inform the class teacher if their child will participate in caring activities in the common room before and after lessons.

– **the school is expected to:**

- provide safe and supportive learning environments,
- initiate and maintain constructive communication and relationship with students and parents/care givers,
- promote skills of responsible self-management.

Respect for Self

Students are expected to show respect for oneself. Each student will aim for high standards of personal health and social responsibility. If students have issues, they are encouraged to discuss these with their teachers, the coordinator or the Principal. We will work together to resolve any issues that may arise.

Respect for Others

Every student attending the International School of Bydgoszcz has the right to do so in a safe, friendly atmosphere. Verbal, physical and sexual harassment or bullying of others will not be tolerated under any circumstances. Any activity that has a negative effect on others will be dealt with according to the severity of the situation.

Respect for Property

Students are expected to respect the privacy and property of other students and the ISoB staff. All texts, equipment, library books and other materials must be cared for and returned when requested. Students are also expected to treat the school grounds and the school building with respect. Littering is strictly forbidden.

All students SHOULD:

- make an honest, consistent effort to do well in all subjects by utilizing their abilities to the maximum extent possible,
- attend all classes, punctually,
- after the break wait for the teacher at the proper classroom according to the school timetable,
- listen and follow the teacher's commands/directions,
- be within the marked area during the outdoor breaks,
- tidy up the classroom after the lesson and leave it clean,
- prepare for all classes by bringing all required materials and completing all homework assignments,
- be responsible for any work missed in classes as a result of absences due to illness or extra-curricular activities,
- display acceptable hall and classroom behavior and observe all school rules and procedures,
- be active and positive rather than unmotivated and negative,
- respect the rights and be considerate of the feelings of others in the school community by being courteous and responsible in word and deed,
- never participate in the humiliation of other students,
- solve all interpersonal conflicts and difficulties through the use of dialogue, school counselling services or other rational means,
- bring back any things taken from other classrooms.

Students participating in caring activities before and after lessons are expected to join the class immediately.

All students MUST NOT:

- leave the classroom without teacher's permission (if necessary, only one person can leave the classroom at a time),
- leave the school building and the school area without the teacher's permission,
- kick or hit others, spit, run, shout or insult others,
- run inside the school building,
- spend the breaks on the stairs,
- throw any objects towards others,
- take somebody else's belongings without the owner's permission,
- use any electrical devices and classroom equipment (computer, projector, screen, etc.) without the teacher's permission and supervision,
- come into the kitchen without a teacher's permission,
- change their seat without the teacher's permission,
- sit on any pieces of furniture, except for chairs, benches and sofas,
- damage or vandalize the plants,
- climb any furniture or windowsills,
- draw on the tables, the walls, the lockers or other pieces of furniture,
- slam the door,
- slide down the handrail of the stairs,
- eat or drink in the classroom.

Severe Violation of the School Rules

The following are some behavioural examples that are regarded as severe violations of the ISoB's rules with consequences ranging from warnings to removal from the school in accordance with the severity of the situation:

- violent or threatening behavior including bullying, racial harassment or discrimination,
- vandalism,
- smoking on any part of the school property,
- consuming alcohol and / or illegal drugs,
- setting off a false fire alarm,
- bringing weapons to school.

Consequences for Unacceptable Student Behavior

Consequences are to be applied to:

- provide the opportunity for all students to learn,
- ensure the safety of staff and student,
- assist students who exhibit challenging behavior to accept responsibility for themselves and their actions.

International School of Bydgoszcz uses a range of consequences which include:

- negative behavior comment on Managebac from the form teacher or another teacher
- observation of the class by the psychologist/councelor
- student's meeting with MYP/DP Coordinator
- meeting with parents and school councelor/psychologist (if needed also with homeroom teacher or MYP/DP Coordinator)

- lowered behavior mark
- formal reprimand from the form teacher (hard copy handed in the presence of MYP/DP Coordinator)
- Formal reprimand from the Principal (hard copy)
- suspension from the right to take part in School trips and events, as well as in the outside the School activities in the situation when all possible ways of educational influence are used with no result.

The termination of the contract with the family will take place if the student:

- violates the guidelines of the Statute and School regulations
- commits a crime
- promotes lifestyles contradictory to the School philosophy,
- distributes or uses intoxicants, alcohol, and other harmful substances,
- undertakes actions which threaten the good, morality, or safety of other students
- is given unsatisfactory or reprehensible behavior grade twice

  or
- in case all possible ways of educational influence are used with no result and the student's parents do not cooperate efficiently with the School or they do not comply with agreed-upon arrangements.

Behavior Grade

The aim of the grading criteria system of behaviour is to recognize to what extent students follow the resolutions as given in The Code of School Behaviour and School Policies.

The propose of the behavior grading system is to:

- inform students about their behavior and the progress in this matter,
- help students plan their development,
- motivate students to self-development,
- inform parents (guardians) and other teachers about the progress and difficulties concerning the behavior and about students' special abilities.

"Good" is the initial behavior grade for all ISOB's students.

Mark Grid (behavior)

	The name of the grade	**Abbreviation (Polish)**
6	Excellent	wz – wzorowe
5	Very good	bdb – bardzo dobre
4	Good	db - dobre
3	Satisfactory	pop - poprawne
2	Unsatisfactory	ndp - nieodpowiednie
1	Reprehensible	ng - naganne

At the beginning of each school year the form teacher informs pupils and parents (guardians) about:

- the behavior grading principles,
- the consequences of the reprehensible behavior grade.

End of semester I and the final behavior grade take into account:

- following the resolution as given in The Code of School Behavior and School Policies,
- a systematic attendance,
- following the rules of cooperation with other students, teachers and school staff,
- respecting all people regardless of their race, skin colour, sex, language, nationality, views and beliefs,
- taking care of common good and order at School,
- acting in a responsible way taking into consideration their own and other people's lives, health and psychophysical and intellectual development.

The behavior grade does not influence in any way the subject grade but might affect the advancement to the next form/program and graduation ('unsatisfactory' and 'reprehensible' grade).

The behavior grade and semester/yearly educational classes' grades are final unless a student or his/her parents (guardians) express their reservation in writing to the principal (within 7 days after the end of the semester or the school year), **if they think that the final behavior grade or a subject grade was given against the rules.**

Failing to meet Service as Action requirements results in lowering the behavior grade. The maximum mark for the behaviour of a student who has not done any Service as Action activity in the school year is "satisfactory". SA Coordinator and student's form teacher have the right to consider every situation individually.

Grade 5 students in PYP need to have at least "satisfactory" behavior grade to be accepted to the MYP. In case of the students with diagnosis or opinion from Pedagogical Centre, the decision regarding their acceptance to the MYP is considered individually.

The behavior mark should take into consideration the pupil's overall functioning in the school environment with respect to all the members of the school community and to school facilities.

Form teacher's duty is to acquaint his or her students and their parents with behavior grading principles at the beginning of the school year.

Every teacher's and school worker's duty is filling in ManageBac with behavior comments if applicable.

The form teacher establishes a behavior mark basing on teachers' opinions, student's self- assessment and peer assessment. The mark is final and cannot be changed if it was given according to the school's regulations.

In case of doubt on a student's behavior grade, the Teachers' School Board makes the decision.

When a student is going to get a "reprehensible" behavior grade, the form teacher is obliged to inform the parents or legal guardians about it a month before the end of the semester or school year.

Behavior grade does not influence particular subject grades.

Parents or legal guardians are responsible for the students behaviour before and after the lesson time.

A student with a formal reprimand from a homeroom teacher cannot have a behavioral grade higher than "satisfactory" at the end of the applicable reporting period.

A student with a formal reprimand from the Principal cannot have a behavioral grade higher than "unsatisfactory" at the end of the school year.

If a student is given an 'unsatisfactory' or 'reprehensible' behavioral final grade twice throughout MYP, the Principal has the right to terminate their contract with the school. The case of a student with a certificate from the Psychological and Pedagogical Center or a psychiatrist will be considered individually.

Behavior grade descriptors

Grade	Description
6 Excellent	The Student: – has got no more than 2 unexcused latenesses and 2 unexcused absences in the semester – expresses outstanding interest during classes and her/his curiosity is demonstrated through asking questions on the matter – is always prepared for classes – performs his/her duties with exceptional dedication – complies with all School regulations and policies – has got no more than 2 individual negative comments in the school year – takes active part in the School and class life – represents school according to his/her aptitudes – displays impeccable manners, upholds the culture of speech – follows the Cloth policy regulations; maintains personal hygiene – performs additional work above the expected average being driven by one's ambition and need for growth – demonstrates all the IB Learner attributes and Approaches to Learning skills. **The student has completed and documented all Service as Action projects.**
5 Very good	The Student: – has got no more than 3 unexcused latenesses and 3 unexcused absences in the semester – expresses keen interest during classes and her/his curiosity is demonstrated through asking questions on the matter – is always prepared for classes – shows initiative and willingness towards additional work – diligently performs his/her duties – complies with all School regulations and policies – has got no more than 4 individual negative comments in the school year – takes active part in the School and class life – represents school according to his/her aptitudes – displays impeccable manners, upholds the culture of speech – follows the Cloth policy regulations; maintains personal hygiene – demonstrates all the IB Learner attributes and Approaches to Learning skills. **The student has completed and documented all Service as Action projects.**
4 Good	The Student: – has got very few unexcused latenesses and absences in the semester – often expresses interest during classes and her/his curiosity is demonstrated through asking questions on the matter – is usually prepared for classes – performs his/her duties – complies with all School regulations and policies – has got more positive than negative comments in the school year and demonstrates improvement – takes part in the School and class life – displays impeccable manners, upholds the culture of speech – follows the Cloth policy regulations; maintains personal hygiene – demonstrates some the IB Learner attributes and Approaches to Learning skills.
3 Satisfactory	The Student: – has got frequent latenesses and unexcused absences in the semester – **violates Academic Integrity Policy during an assessment** – sometimes expresses interest during classes

	– is seldom prepared for classes and passive during the lesson – complies with School regulations and policies – has got similar positive and negative comments rate – takes part in the lessons without interest and enthusiasm – displays good manners, upholds the culture of speech – follows the Cloth policy regulations; maintains personal hygiene – demonstrates only few IB Learner attributes and Approaches to Learning skills – **A student with a formal reprimand from a homeroom teacher cannot have a behavioral grade higher than satisfactory at the end of the applicable reporting period.**
2 Unsatisfactory	The Student: – seldom attends classes (presence over 50%) and is late on regular basis – never does more than is required – shows boredom during classes and is interested in her/his own matters during lesson time – is rarely prepared for classes – has got more negative than positive comments in the school year – demonstrates almost none of the IB Learner attributes and Approaches to Learning skills – **A student with a formal reprimand from the Principal cannot have a final behavioral grade higher than "unsatisfactory".**
1 Reprehesible	The Student: – neglects his school responsibilities (presence below 50%) – does not show initiative and interest in any matter during the lesson – does no additional tasks – is not prepared for classes on regular basis – demonstrates none of the IB Learner attributes and Approaches to Learning skills.

Examples of favourable behaviour including behaviour grades descriptors and:

- taking part in sporting and artistic events (understood as a form of school representation),
- diligently adhering to the rules on a school dress,
- actively participating in a lesson,
- being an inquirer,
- knowledgeable,
- thinker,
- communicator,
- principled,
- open-minded,
- caring,
- risk-taker,
- balanced,
- being reflective,
- contributing to the school and class (organizing or helping with school events, decorations, etc.), other than SA,
- demonstrating impeccable manners,
- demonstrating exemplary attendance (lack of unexcused hours, lack of remarks on being late),
- demonstrating conscientious fulfilment of obligations (effective execution of a function in the class/ school council, duties, etc.),
- If the ISOB hosts an event at school or elsewhere, students can become Service as Action volunteers by contacting the teachers in charge and completing individual or group projects.

Examples of unfavourable behaviour including bahviour grades descriptors and:

- playing truant,
- being absent without any excuse,
- lateness (each lesson),
- using abusive language, gestures and comments,
- leaving the school premises during the lessons and breaks without permission,
- not following the rules during school outings and trips,
- getting admonition or reprimand notes written in the ManageBac,
- using technology and electronic devices inappropriately (the cell phones, audio devices, cameras and voice recorders, etc.) during the lessons and breaks without teacher's permission,
- using mobiles or social network websites and other available internet features to abuse, threaten and harass school staff members, teachers and students,
- notorious in not being prepared for the class (e.g. no homework or necessary student equipment),
- demonstrating acts of physical and verbal aggression (active participation in a fight or bullying),
- participating passively in a fight,
- vandalizing,
- littering,
- possessing and using any dangerous objects (forbidden by law, posing hazard to people's health and life),
- smoking, drinking alcohol, abusing drugs or substance within and immediately outside the school premises,
- stealing/thieving,

- cheating, plagiarising and forging,
- non–fulfilling any teacher's or school worker's requests or orders,
- dressed inappropriately for school, i.e. in distracting, provocative, eccentric outfit with offensive slogans or symbols.

Bullying and harassment policy

ISoB does not tolerate bullying or harassment. All members of the School community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children,
- accepting the School's considered actions when their children are found to be involved in harassment,
- work in partnership with the School toward resolution of these difficulties.

There are many forms of bullying and harassment, including:

- **physical**: hitting, pushing, tripping, spitting on others,
- **verbal**: teasing, using offensive names, ridiculing, spreading rumours,
- **non-verbal**: writing offensive notes or graffiti about others, rude gestures,
- **exclusion**: deliberately excluding others from the group, refusing to sit near someone,
- **extortion**: threatening to take someone's possessions, food or money,
- **cyber bullying**: using information and communication technologies to support deliberate, repeated hostile behaviour.

Procedures for Dealing with Bullying and Harassment

A student being bullied or harassed can deal with the problem as follows:

- tell the person that he/she objects to the behavior, and does not want it repeated,
- report the incident to a member of staff, for example, their form teacher, subject teacher, psychologist, Student Council, MYP Coordinator or the Principal. They will advise on strategies for dealing with the problem,
- if the above fails, a formal complaint should be lodged with the MYP coordinator, Student Council or the Principal.

When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- he/she is encouraged to understand the offence caused by his/her behavior and to cease it immediately (e.g. through discussion with his/her subject teacher, form teacher, psychologist, MYP Coordinator or Principal),
- in absence of a satisfactory response, appropriate disciplinary action, involving the Student Council, MYP coordinator or Principal, is undertaken.

Anti-Cyberbullying Policy

Introduction

Cyberbullying can be very damaging to individuals, and disruptive to school life. Though new technology brings incredible opportunities for educators as well as young people, it is crucial that everyone knows how to use this technology responsibly and that policies are in place to support and encourage responsible use.

Scope

This document is aimed at combating cyberbullying. Cyberbullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyberbullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.
While this policy addresses issues related to the cyberbullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy also applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them.
This policy applies to activities and events that take place:

- during school time (including break times),
- going to and from school,
- on school tours/trips,
- during extra-curricular activities.

Furthermore, ISoB reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Objectives

This policy aims to ensure that:

- Students, staff and parents know about cyberbullying and its effects.
- Members of the school community have the knowledge, policies and procedures to prevent and, if necessary, to deal with cyberbullying in school or within the school community.
- The school monitors the effectiveness of its procedures and amends them where necessary.

ISoB is committed, to the extent permissible by available resources, to helping members of the school community to enhance their learning experiences through the use of modern technology. The school acknowledges that Information and Communication Technologies can play an important role in supporting learning, but also that they can be misused and can present risks.
The School aims to equip members of the school community with the skills and knowledge needed to use these technologies in a safe and responsible manner and to assisting those that encounter difficulties. The School also recognizes that it must be vigilant towards bullying perpetrated outside School which spills over into the School.
ISoB aims to create a caring environment where those in the school community can work and learn without fear of being bullied. ISoB aims to educate and inform its students as to how to use communications technology responsibly and about the serious consequences of cyberbullying and will continue to inform and educate its students in these fast-changing areas.

Definition of Cyber-Bullying

Cyberbullying is aggression conducted by an individual or a group against others - such aggressive behavior being committed via electronic means or via exclusion from electronic communities or interactions.
Cyberbullying includes (but is not limited to) the communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyberbullying includes is the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation, or prejudice-based bullying.

Types of behavior involved

These guidelines provide assistance in identifying and describing the types of behavior involved in cyber-bullying. The means of cyber-bullying are constantly changing and the following list of types of bullying behavior can be expanded in light of the experience of the school community:

Hate sites:

- building websites that are dedicated to making fun out of someone,
- encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.

Abusive messages:

- transmitting abusive and/or threatening messages.

Chat rooms and discussion forums:

- posting cruel and/or or abusive comments about someone.

Mobile phone:

- sending humiliating and abusive video, photographic or text images/messages,
- making silent or abusive phone calls,
- sending abusive text messages.

Interactive gaming:

- locking victims out of games,
- spreading false rumors about someone,
- hacking into someone's account.

Sending viruses:

- sending hacking programs to another person,
- unauthorized interference with a computer device.

Abusing personal information:

- transmitting personal photos, videos or emails.

Blogs:

- posting blogs where others could see them without the owner of the blog's permission.

Prevention and Response:

- the school informs students about cyber bullying and also takes available steps to counter and respond to it.

The following measures represent the core of the School's anti cyber-bullying activities:

- a positive school culture and climate,
- school-wide approach,
- effective leadership,
- a shared understanding of what bullying is and its impact,
- anti-bullying policies,
- consistent recording of reported bullying behavior,
- education and training,
- prevention strategies including awareness raising,
- intervention strategies.

ISoB trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it.

ISoB schools record all reported incidents of bullying behavior including anonymous bullying reports.

ISoB provides information on cyber-bullying to all members of the school community.

ISoB engages prevention and awareness raising measures and implements strategies to engage students in addressing problems when they see them.

ISoB is a "telling school". If a member of the school community "speaks out" and reports an incident of cyber-bullying appropriate action will be taken.

ISoB endeavors to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present.

Whilst education and guidance remain at the center of what we do, ISoB reserves the right to take disciplinary action (up to and including suspension and expulsion) against those who take part in cyber-bullying.

ISoB supports victims and, when necessary, will work with proper agencies/institutions to identify those involved in criminal acts and to support victims.

ISoB will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both inside and outside the school.

All members of the School community are aware they have a duty to bring to the attention of the Principal any example of cyberbullying or harassment that they know about or suspect.

Academic Integrity Policy

Purpose - Why do we need an academic integrity policy?

The IB Academic Integrity Policy of ISoB is based on the general philosophy of the International Baccalaureate described in the following standards IB schools have to comply with:

- Standard: Leadership and governance (0201) Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.
- Standard: Student support (0202) Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).
- Standard: Culture through policy implementation (0301) Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.
- Standard: Students as lifelong learners (0402) Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work. Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.
- Standard: Approaches to assessment (0404) Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

The AI Policy considers ethical qualities of paramount importance. It is intended to form the guidelines for the whole school community: students, teachers, parents and administrators. Thanks to academic integrity students show respect for others and their work, and the whole school community.

The AI Policy is linked to the IB Learner profile attributes and helps to create students who are **reflective thinkers**, who are **inquisitive** and **open-minded**. But first of all IB students should be **PRINCIPLED**.

Thinker – *"We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions."*

Inquirer – *"We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life."*

Open-minded – *"We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."*

Reflective – *"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."*

Principled - *"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."*

(IBO, "IB Learner Profile")

We need an academic integrity policy to promote personal integrity and good practice in teaching, learning and assessment. It is important to develop approaches to teaching and learning like self-management, and social, communication, thinking and research skills. Having a clear academic integrity policy helps to maintain fairness, trust, and credibility, and develops respect for others.

In view of the fact that academic integrity tends to be affected by such external factors as peer pressure, family, and cultural background, it is essential that learners understand the basic meaning of relevant concepts, especially those of authenticity and intellectual property.

However, it is also important to note that there is more to academic integrity than original authorship and ownership of creative material. It also relates to proper conduct in written examinations, tests or quizzes. It is reflected in all types of work submitted by the student for assessment, as well as in ethical work in and outside of the classroom.

In short, IB defines academic honesty as "making knowledge, understanding and thinking transparent" (IB – "Academic Honesty in the Educational Context").

KEY Terms - What is academic integrity?

Academic integrity is a set of values and skills which reflect principled actions, personal integrity and good practice in acknowledging the ideas of other people.

The most commonly used terms, in relation to academic integrity, are intellectual property, proper conduct, and authenticity.

Academic integrity - "Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work"

Intellectual property – There is a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyrights. Students should be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. The faculty of the school should make every effort to prevent students from intellectual property infringement.

When students work on tasks, they will be expected to draw on the work of others, and they will gain higher marks for doing so. ISoB expects the students to be scrupulously honest about where ideas have come from. ISoB recommends MLA referencing style.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

What is academic misconduct?

According to IB, academic misconduct is "deliberate or inadvertent behaviour that has the potential to result in the student (…) gaining an unfair advantage in one or more components of assessment. (…) It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination (…)"

Academic misconduct also refers to breaching the good practice of providing authentic work and is commonly referred to as cheating.

Misconduct on the other hand, is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work" (IBO, "Academic Integrity").

Misconduct includes:

- **plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own. ISoB identifies a case of plagiarism if it is at least 40 consecutive words from another text or more than one visual source (map, table, picture, recording etc.) are not credited. "(...) plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution". "Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment" without acknowledging the sources;
- **collusion**: this is defined as supporting malpractice by another candidate,
- **duplication of work**: this is defined as "the presentation of the same work for different assessment components or subjects";
- taking work from the Internet, including websites offering "finished pieces of work in exchange for another". Both the individuals responsible for uploading the work and the individuals who copy it are guilty of academic misconduct ;
- submitting work commissioned, edited by, or obtained from a third party;
- falsifying a SA/CAS record;
- taking unauthorized material into an examination/test room, such as a cell/mobile phone, written notes, rough notes, or an electronic device other than a permitted calculator) - "regardless of intent or if the material is used" (IBO, "Academic Integrity")
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination/ test;
- misconduct during an examination or test, including any attempt to disrupt the examination or distract another candidate;
- exchanging information or in any way supporting the passing on of information to another student about the content of an examination or a test
- failing to comply with the instructions of the teacher/invigilator or other member of the school's staff responsible for running the examination/test
- impersonating another candidate;
- stealing examination or test papers;
- obtaining and sharing "examination materials…(i.e) live examination content or coursework that has reached the internet through fraudulent practices" (IBO, "Academic Integrity")
- using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper
- "Behaviour that may disadvantage another student is also regarded as academic misconduct" (IBO, "Academic Integrity")
- "writing offensive or obscene and/or irrelevant comments" on an examination/test paper (IBO. "Academic integrity")
- "assisting other students in the same or a different school to commit academic misconduct" (IBO. "Academic integrity")
- Inclusion of inappropriate, offensive, or obscene material" in submitted work (IBO, "Academic Integrity")
- "Failing to report an incident of academic misconduct" (IBO, "Academic Integrity")
- disturbing an academic misconduct investigation in any way (IBO, "Academic integrity")
- irresponsible use of social media, which can leave a digital footprint and risk materials becoming public (e.g. sharing exam papers/assessments in groups on social media platforms)
- "Forgery or falsification of IB grades or certificates" (IBO, "Academic Integrity")

- Using Artificial Intelligence tools without acknowledging and referencing it properly.

SCHOOL RESPONSIBILITIES - How does the school management enforce its academic integrity policy?

ISoB works towards strengthening the integrity of its students by implementing a unified policy as well as setting up rules for the consequences should the AI policy be breached. All school community members are encouraged to make the academic integrity the driving principle of teaching and learning.

TEACHERS' RESPONSIBILITIES – How do the teachers support AI policy?

Teachers should not view a lack of academic integrity on the part of a student as only a behavioral problem, where students are perceived as the offenders. It may also highlight an issue with an aspect of the teaching and learning process and teachers must therefore maintain a balance when they address the issue of academic integrity.

All subject areas must contribute to the development of academic integrity. Therefore, each teacher is responsible for helping students gain the skills necessary to complete assigned tasks. Necessary skills may include, but are not limited to:

- conducting research
- writing academically so as to fulfil the expectation of authentic authorship
- acknowledging sources through the use of citations
- working collaboratively
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadlines.
- It is forbidden for teachers (or other individuals) to "prepare a template to ensure that all candidates follow a clear pattern or model to complete a task".

These skills can be promoted in a variety of ways, including, but not limited to:

- thorough assessment, explanations including preferred citation formats (MLA);
- informal reminders;
- providing a list of conventions for acknowledging sources;
- highlighting the importance of academic integrity and explaining the risks of violating it in the context of each subject;
- supporting students in preparing work for assessments to ensure they comply with relevant requirements;
- if in the process of preparing work for assessment the teacher suspects plagiarism or collusion, drawing students' attention to the risk of violating academic integrity;
- direct instructions about research steps and citation procedures;
- checking students' work for authenticity before submission for assessment;
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations;

- making students aware of the advantages and drawbacks of using Artificial Intelligence tools, especially in submitting work for assessment.

STUDENTS' RESPONSIBILITIES – How do the students exhibit academic integrity?

- read and understand their school's academic integrity policy
- design time schedules or plans to manage tasks sensibly
- maintain organized notes, including sources consulted during the production of work
- seek guidance and support from their teachers or tutors when doubts arise about referencing
- cite sources by making clear which words, ideas, images and other materials are from other sources, including maps, charts, musical compositions, films, computer source codes and any other material
- give credit for copied, adapted, paraphrased and translated materials from others
- make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Students are expected to:

- have a full understanding of their school and the IB policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or program coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to sources used in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites or Artificial Intelligence tools
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

GIVING CREDIT

Each student is responsible for ensuring that all work submitted for assessment is in compliance with the Academic Integrity Policy requirements. Every time students prepare work, they need to acknowledge "the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit balanced behaviour by recognizing the collaboration of other team members and granting fair recognition of their participation".

CLARIFICATION

If, at any point, a student is concerned that his/her behaviour may be interpreted as malpractice, he/she needs to seek clarification regarding academic integrity expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic integrity are welcome.

PRINCIPLED ACTION

1. REPORTING

Students who may know of a potential lack of academic integrity, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidents are maintaining policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

2. ACCEPTING CONSEQUENCES

Students "must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills". It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

PARENTS'/GUARDIANS' RESPONSIBILITIES – How do parents support the AI policy?

Parents are expected to support the school's Academic Integrity Policy. Therefore, it is essential that, when requested, a parent/legal guardian comes to meetings to discuss the academic integrity of their children. Parents can also encourage academic integrity by helping students understand the expectations, thereby preventing malpractice.

Parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children;
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity;
- understand school internal policies and procedures that safeguard the authenticity of their children's work;
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences;
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children;
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

- explaining what academic integrity is - what is right and what is not (based on IB and the school's internal policies and procedures), - giving suggestions on how to work on the project - e.g. where the student should look for sources to help complete a task, - asking the student if she/he is sure what to do to meet all the outcomes for the task. - Supporting your child "in planning a manageable workload" so she/he "can allocate time effectively"	- correcting your child's work, - asking another adult (e.g. a private teacher) to help in doing a project, homework, or an assignment, - advising your child to copy work from the Internet or to consult with another student.

Consequences of academic misconduct

Cases of academic misconduct are evidenced in a cloud tool so that all teaching staff see which students have violated the Academic Integrity Policy.

- In the first instance of misconduct:
  - a behaviour comment given to the students in the e-register (Managebac);
  - information is sent to parents/guardians in writing;
  - conversation with a Program Coordinator takes place to make sure the student understands his/her actions and the consequences if the Academic Integrity policy is breached again;
  - **the submitted work receives 0 points and no retake is possible;**
  - the offence may result in lowering the student's behaviour to "satisfactory" if the breach of Academic Integrity Policy happens during any task.
- In the second instance of misconduct:
  - a meeting of parents/guardians, teachers, a program Coordinator, and the student takes place to make sure the student understands his actions and the consequences if the Academic Integrity policy is breached again;
  - **the submitted work receives 0 points and no retake is possible;**
  - the offence results in the student's behaviour grade being lowered to 'unsatisfactory'.
- In the third instance of misconduct:
  - the student faces expulsion from school (the Teachers' Board considers the case and takes a decision).

The above rules apply in the case of three instances of misconduct throughout the school year.

Students' rights when accused of academic dishonesty

During the IB investigation of an incident of academic misconduct in school, the school administration will support the process. "All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of a formal IB investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation" (IBO, "Academic integrity").

1. Students have the right to explain all their actions.
2. Students have the right to request the presence of their parents during discussions about the incident.
3. Students have the right to request the presence of other witnesses (e.g. classmates) during discussions about the incident.

Actions which will be taken by the school/IBO in instances of student misconduct during DP examinations

Incidents related to examinations IB World Schools must follow all instructions for the conduct of examinations as detailed in The conduct of IB Middle Years Programme on-screen examinations and the relevant session version of Conduct of examinations booklet and ensure that invigilators and students understand the rules.

- In case of cases if AI Policy breach during examinations or in the coursework that is liable to IB external assessment (MYP, DP), the school is obliged to abide by and follow the rules described in the *IBO Academic Integrity Policy* and to use the so called matrix of penalties. Depending on the severity of academic malpractice, examples of sanctions are:
- changes in a student's registration category (ref. IB exams): For DP students this would mean a change to the "course" category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

- need to retake an exam/re-submit work
- warning letter to a student
- zero mark given for a component of work
- no grade given
- prohibition to participate in future examination sessions.

1. (...) The school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any misconduct (for example, plagiarism) in relation to a candidate's work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.
2. Candidates suspected of misconduct will be invited, through the coordinator, to present a written explanation or defence.
3. Cases of suspected misconduct will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
4. If the final award committee deems evidence of misconduct insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.
5. If the final award committee decides that a case of misconduct has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no misconduct has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which misconduct was established.
6. If a case of misconduct is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
7. If the candidate has already been found guilty of misconduct in a previous session this will normally lead to disqualification from participation in any future examination session.
8. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if misconduct is subsequently established (...).

(IB, "General regulations: Diploma Programme")

Artificial Intelligence devices only as an acknowledged source in referencing

Using Artificial Intelligence devices, for example, chat GPT is allowed provided that it is specifically referenced in relation to which part of the text was constructed with the use of the aforementioned device. Subject teachers will teach students how to properly use these devices within the scope of academic integrity. Using said devices outside of the framework provided by the teachers will be treated as misconduct.

Bibliography:

- *Academic Honesty in the IB Educational Context*. International Baccalaureate Organization, 2014.
- *Academic Integrity*. International Baccalaureate Organization, 2019.
- *IB Learner Profile*. International Baccalaureate Organization,
- *Programme Standards and Practices,* International Baccalaureate Organization,
- *Conduct of examinations booklet*

Mobile Phone Policy

In ISoB, we believe in encouraging open-minded, tolerant behaviour in our students along with developing social and communicative skills. In order to develop these skills, we believe that using mobile phones during the break is not appropriate as this is a solitary activity, the excessive use of which significantly handicaps social relationships. We strongly recommend that the students socialize with their peers and talk to them instead of playing on the phones.

- Mobile phones are banned during all school hours, including breaks, for grades G0 through G10.The phones should be kept in the lockers during school hours, including Common Room and Library time.
- MYP and DP students can use mobile phones at the teachers' discretion during a lesson (ex. to access assignments and files in the Managebac).
- It is not allowed to use electronic gadgets, especially mobile phones and smart watches on the school premises to tease, bully, record or take photos of others without their consent.
- It is not allowed to use mobile phones on the school premises while waiting for the lessons or for pick-up from school by parents/guardians.
- All material recorded on the school premises cannot be used on social media without authorization of the Principal or Coordinators.
- The school recommends that special parental control applications be installed on their child's phone to control the content visited on the Internet. The school does not take responsibility for what webpages or social media students visit outside the classroom.
- The school does not take responsibility for lost or damaged equipment which is brought to school.
- Teachers have the right to confiscate a phone till the end of the school day in case of its misuse.
- The consequences for misusing technology during school hours range from behaviour notes put on the Managebac to an official reprimand by the Principal, lowering the behaviour grade or terminating the contract of education in ISOB in cases of severe violation of the school policies and its mission statement.
- On school trips, mobile phones are allowed at the discretion of the supervising teachers (depending on the circumstances and the students' conduct).

Clothes Policy

Students must be neatly dressed in clothing appropriate for a multi-cultural, international, school environment.

Clothing must not detract from the school being a serious learning environment.

We want students to take responsibility for dressing for school while maintaining autonomy.

We do not intend to introduce a mandatory uniform. The school administration is the final arbiter of what is "appropriate."

We use the following as guidelines:

- clothes must cover underwear, including when sitting,
- clothes must cover the torso (including, e.g. midriff, cleavage),
- students must wear safe footwear,
- students must not have exposed tattoos or body piercing (discreet jewelry and piercing accepted),
- clothing must not be see-through,
- clothing must not contain offensive images or words.

During official school ceremonies and assemblies formal attire is required (for example: a white shirt or blouse, black or navy-blue trousers or a skirt / a dress).

Consequences:

1. The student who is not dressed according to the guidelines gets a negative comment on ManageBac
2. In case of another violation of the rules – there is a meeting with parents/guardians
3. If consequences 1 and 2 do not bring improvement, behavior grade is lowered.

Attendance Policy

A premium is placed on regular attendance. While it is often true that travel can be an educationally broadening experience for young people, it is difficult to reconcile travel during the school year with the demands of our academic program. The educational process includes participation in class. **Parents must understand that the burden shall be on the student to make up all work missed while absent from school.** Class activities and presentations often cannot be made up, neither is a student's absence during the summative assessment (which must take place at school). This may have an academic impact on even the best students. There are two types of student absences:

1) **Excused Absence**: These are absences for personal illness or quarantine, as documented in a note from parent or physician; medical or dental care that cannot be scheduled after school hours; certain religious holidays; adverse circumstances. **Parents are obliged to submit a valid justification within a week of the return to school by entering a relevant note into the ManageBac. If parents want to take their child from school during a school day, a relevant note needs to be submitted via the Managebac before the time of absence. A notification of taking full responsibility for child's safety should be added. Failing to meet this obligation will lead to the absence not being excused.**
2) **Inexcusable Absence:** Absence without approval of a parent (truancy) is inexcusable. Absences for parties, sporting events (unless the student has an official letter from a national federation verifying participation), birthdays and other social activities are inexcusable. **Family leaves, extending weekends and vacations, which have not been justified beforehand and agreed upon with the school also constitute an inexcusable absence, especially during the Summative Assessment Week. It is the parents' and the student's responsibility to make up for the material not covered because of absence.**

A student's absence will be considered if he/she does not appear in class 15 minutes after the start of the lesson. The consequences of absences from more than 50% of classes are described in the 'MYP Graduation Requirements'. **It is essentially a parental responsibility to send their children to school on time and to talk to them about punctuality throughout the school day. Parental accountability is an**

expectation.

Information Technology Policy

The technology mission at ISoB is to enable, energize and enhance education. The school provides access to various hardware and software resources, as well as to the Internet. The Information Technology policy at ISoB is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the Internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access, including news, selected information databases and holdings from other libraries.

The school believes that the benefits of having access to the Internet are huge for both students and educators, but among the vast resources of content on the Internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory, or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

Accessing Information Technology

Equipment

It is expected that all students will respect the Information Technology equipment with which they have been provided. Students are encouraged to use the school's computers and network and Internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical, and legal manner at all times. Unauthorized or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

Acceptable Usage Guidelines:

- Students may not enter a computer lab unless a teacher is present, and they have permission to do so; students are only allowed in computer lab if they are well-behaved and supervised at all times. They may not use the computers or occupy workstation areas without teacher's consent. At no time are students to be left unattended.
- Behavior and activities that disturb other users or disrupt the operations of the lab are forbidden. This includes but is not limited to physical activities such as "rough housing," loud music, etc.
- With the exception of service animals assisting individuals with disabilities, no animals are allowed in a computer lab at any time.
- Food is generally not allowed in computer lab, though some exceptions may apply, i.e. for diabetes. Drinks are allowed, as long as they are in no-spill containers and kept under the desk. Chewing gum during classes is not allowed. Wash your hands before entering the computer lab.
- Only use computer and peripherals you were assigned to. Changing place is not allowed. Stay seated unless given permission. Treat the equipment carefully and respectfully. You do not have permission to take apart any equipment. Keep your hands off of other people's computers.
- The equipment provided should not be swapped around, e.g., changing of mice, keyboards, USB dongles, headphones, or other equipment from one computer to another is not allowed. All the workstation elements have associated numbers, **do not remove any stickers.**
- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behavior and communication whilst using the Internet.
- Students should not play games unless they are part of the course work or use any other software unless the teacher has given specific permission for this. Watching films, and listening to music is not allowed.
- The network and computers may not be used for commercial or profit-making purposes, advertising, or political lobbying.
- Students should not tamper with the setup of the computer system or network and should not seek to cause damage or engage in any unlawful activities or develop or use any programmes that harass other

users, infiltrate other computer systems, or cause disruption to the school's network and computing resources.

- Students may not install ANY software on lab computers. If you have a question regarding specific software that you need to use, contact the computer lab administrator.
- Students should avoid intentionally wasting storage, printing, connectivity, or processing resources.
- Students should not seek access to restricted areas of the computer network from within or outside of the school.
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age.
- Privacy of communications over the Internet and the school network cannot be guaranteed, and may be monitored, reviewed, and inspected. Files stored on the school's network may also be subject to review and inspection.
- All communications and information accessible via the Internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts.
- Students must not make use of another person's account / id / username / password and should not allow other users to make utilize theirs or share this information with other people.
- Students are expected to abide by the generally-accepted rules of network etiquette:
    - be polite, courteous, and respectful in all communications, and use language appropriate to a school situation at all times while using the school's resources,
    - report cyberbullying and any other inappropriate misuse of the IT technology,
    - do not reveal names, addresses, phone numbers, other identifying content, or passwords, of yourself or other people, when communicating on the Internet, unless approved by the teacher,
    - do not agree to get together with someone you "meet" online without prior parental approval.

Network Folders

The school will issue each student a dedicated Microsoft Office 365 for Education account. As a result, given credentials (login, which is an e-mail address in the *@isob.ukw.edu.pl* domain and randomly generated password) will authorize every student to access user profile on a workstation in the computer lab and multimedia center, to sign in to various school platforms, and other websites, including the school register (ManageBac), school library management system (Concord Infiniti), communication services (Microsoft Outlook mailbox and Microsoft Teams collaboration applications), web version of the Microsoft Office suite and OneDrive cloud storage.

OneDrive service is available online from any device and connection.

It is administered by the ISoB technology team. The purpose of this service is for students to have a convenient storage location, accessible at school and home, for work and assignments throughout the year, and to develop an electronic portfolio documenting student's progress.

The OneDrive network storage is the personal property of the student to whom access has been granted to it. No student should attempt to gain access to any other individual's personal network folder. When necessary, access can be gained by school administrators.

Individuals are responsible for backing up their stored data, and it is strongly recommended that all network users purchase and use a USB memory stick of appropriate storage capacity for this purpose. At the end of the academic year, the students should remove all data from the computer local storage on their profile.

Usage of network folders should be in accordance with the 'Acceptable Usage Guidelines' detailed earlier in this section.

Accessing the Internet for educational purposes

Every ISoB student is allowed to access Internet resources not only from the school workstations but also from personal electronic devices. To be granted with such privilege, student is expected to contact the computer lab administrator and apply for the authorization token. Received token will qualify the student to access the school hotspot (WiFi network SSID: Students) for up to two different devices (i.e. notebook and smartphone). Tokens are valid till the end of the school year. At the beginning of the new school year student ought to re-apply for the new token. Internet access via Studenqts wireless network is provided through the fast, reliable, and safe OSE infrastructure. OSE (Ogólnopolska Sieć Edukacyjna) is a government programme assuring optimized, secure, supervised and restricted broadband connection, protection against malicious software and filtered content.

Consequences

If a student is caught stealing or vandalizing equipment in any way - consequences may include:

- meeting with headmaster, and Parent conference,
- paying for repairs or replacement items,
- admonition or/and lowered behavior grade,
- cleaning the computer room from top to bottom,

Detailed lab rules and regulations are available in the computer room.

Artificial Intelligence Policy

AI Policy is provided as a separate document.

Library Policy

1. Resources of the school library are lent to the teaching staff, students and parents of ISoB students.
2. Library materials are lent only by the teacher librarian during the library opening hours.
3. Returned publications must be given to the librarian who puts it back on their place on the shelf.
4. Each member of the teaching staff can borrow any number of library materials for teaching purposes.
5. Each pupil can borrow any number of books (including textbooks) advised by the teacher and up to 10 books of their own choice.
6. Library materials are lent to the members of teaching staff for one school year.
7. Textbooks and other resources, advised by the teacher, are lent to the pupils for one school year. Other resources are lent for one month.
8. Crossing the due date causes suspension from borrowing books until the overdue ones are returned to the library.
9. Lost or damaged materials must be replaced.
10. For overdue returns the system charges a fine of 1PLN for each week of delay paid in cash in the library.
11. Reference resources such as dictionaries, encyclopedias, multimedia materials are lent to be used only at the school. These materials can be lent home to the members of teaching staff in exceptional cases.
12. Borrowed publications must be returned to the library by at least one week before the end of the school year.
13. While using the library, pupils are supposed to keep quiet and order.
14. Eating or drinking is not allowed.

Parent–Teacher school communication/contact procedure

1. If you need to speak about your child's academic/behaviour matters, first contact a homeroom teacher/ subject teacher/counselor by e-mail to make an appointment. Next step is the meeting with the MYP Coordinator and the final one – the meeting with the Principal.

   Please respect the privacy of teachers and do not contact them in the afternoons or at weekends or holidays unless there is an emergency you want to inform them about. In such cases, the best would be to contact the school office by phone or mail.

2. All teachers have the office e-mail address according to the pattern: name.surname@isob.ukw.edu.pl. They can be found on our webpage in the About/Family bookmark. On clicking on an avatar or photo you will access the person's email address.

3. Please make sure to notify the school of all changes of address, telephone numbers, including office numbers, and email addresses. It is very important that we have information that allows us to contact both parents during the school day in case of an emergency.

4. If you need to contact your child, make sure you do it during break time and only on very important issues.

5. In case of remote learning necessity according to the Ministry of Education regulation, all policies regarding school responsibilities remain unchanged.

6. The School issues the student's evaluation at the Psychological and Pedagogical Counseling Center request, at the request of another educational institution the child is to be transferred to or at the request of the court. The current evaluation of the student's functioning is included in the semester and end-of the year reports. The School is not a party to a conflict between parents (e.g. in case of divorce) and does not issue any evaluations at the request of a law firm.

Other useful information

Post-Incident Student Safety and Protection Protocol

The school is committed to ensuring the safety, wellbeing, and emotional security of all students following any serious behavioural incident, including physical aggression, bullying, harassment, or threatening behaviour.

Where a student has been affected by the actions of another student, the school may implement protective measures to support their safe return to school and continued participation in school life.

Immediate Protective Measures

Following a serious incident, the school may implement one or more of the following measures:

- increased adult supervision of students involved;
- temporary or long-term separation of students in class and common areas;
- adjusted seating plans;
- staggered break/lunch arrangements where appropriate;
- restricted contact between students involved;
- assignment of a designated staff member for student support.

Safety Planning

Where a student expresses fear, distress, or reluctance to return to school following an incident:

- the school may arrange a reintegration meeting with parents/guardians;
- an individual safety plan may be developed;
- support strategies and reporting mechanisms will be clearly explained to the student and family.

Ongoing Monitoring

The school will monitor the situation following the incident to ensure that:

- protective measures remain effective;
- no retaliation or repeat behaviour occurs;
- all students involved are supported appropriately.

Protective measures may be reviewed and adjusted as needed.

School Commitment

The school recognises that behavioural incidents can have a significant emotional impact on affected students.
Reasonable steps will be taken to ensure that no student is disadvantaged or feels unsafe as a result of another student's behaviour.

The school reserves the right to implement protective and supervisory measures deemed necessary to maintain a safe learning environment for all members of the school community.

Return to School Following Serious Behaviour Incident

Where a student has been removed from school or school activities due to serious misconduct, physical aggression, or behaviour posing a safety concern, the student may return only after the following steps have been completed:

• A re-entry meeting with parents/guardians, student, and relevant school leadership
• Review of the incident and reflection on expectations for future behaviour
• Agreement on consequences and/or support strategies moving forward
• Signing of a behaviour contract where deemed appropriate
• Confirmation from school leadership that return is in the best interest of the student and wider school community

The school reserves the right to delay a student's return until the above process has been completed.

School Calendar

School Calendar can be found on the School webpage.

Lunch

Lunches are provided by the external catering company to the School Canteen. The Canteen is working between 1.00 – 1.30 pm. every day. The menu can be found in the "Jemwszkole" application. Students are also allowed to bring their own lunches to the School.

Health Issues

Parents are obliged to report any health issues of their child to the School. All teachers will be informed in order to ensure the child's care and safety. Teachers do not give any medicines during lesson time and school trips. Parents should immediately inform the School about any health condition changes of their child.

Parents are asked not to send unhealthy children to school. If an ill child appears at school and he is not able to participate in the lessons or there is a risk of infection, the School will contact the parents and the child will be sent home. Students should not take medicines at school. If the School was informed in advance the only exceptions are: diabetics, allergy sufferers, asthmatics.

Parents who entrust the care of their child to somebody else are required to inform the School and a homeroom teacher about this fact and provide any details to contact the person in case of emergency.

Parents have to update all contact details on a regular basis.

Trips

The School organizes educational and sport trips during the school year in Poland or abroad. The tuition does not cover trips costs. Each child's participation in any trip has to be confirmed by a written consent signed by the parents/guardians on a permission form distributed by homeroom teachers.

Students who take part in any sports or subject competitions that are organized during lesson time are obliged to catch up on the material that has been covered during his/her absence. The Code of School *Behaviour* applies to all trips. Students are not allowed to use any intoxicants during school trips. They should also report any violation of this rule to trip chaperones.
All actions that violate any school regulations refer to the consequence described in the Handbook.
**in case of unexpected conditions trips may be cancelled*

Lockers

Lockers are the property of the School. They are designated for each student at the beginning of the school year by the School administration. Students are allowed to use them during the school year to keep school supplies, backpacks and necessary clothing there. They should not keep any open food containers or drinks in the lockers. Stickers, graffiti, scratches, paintings or any other damages are strictly forbidden. The loss of the locker key or the violation of any rule regarding the lockers will result in financial consequences. If the student forgets the locker key he/she can borrow a spare one from the porters.

Information Directory

About the IB MYP Programme:	MYP Coordinator Mrs Marta Dereszyńska marta.dereszynska@isob.ukw.edu.pl mobile: +48 579 990 986 (weekdays 8.00 – 15:00)
About the Service as Action (SA) Programme:	SA Coordinator Mr Mikołaj Kozłowski mikolaj.kozlowski@isob.ukw.edu.pl
About the Personal Project (PP):	PP Coordinator Mrs Magdalena Tomaszewska magdalena.tomaszewska@isob.ukw.edu.pl
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