



Leonardo V. Academy School Code

Leonardo V. Academy Elementary and Grammar School

Address of the educational facility: Dlouhá 713/34, 110 00 Prague 1

www.lvacademy.cz; info@lvacademy.cz

School Operations

Operating hours of the school buildings are from 8:00 a.m. to 6:00 p.m. Both school buildings – Dlouhá 34 and Richtr's House, Malé náměstí 11 – are open for pupils' entry on working days from 8:00 a.m. Classes begin at 8:30 a.m.; pupils arrive at the Dlouhá 34 building between 8:00 and 8:15 a.m., and at the Richtr's House, Malé náměstí building, at 8:15 a.m.

School Code – for LVA Students

Rights and Duties of Pupils

I. We are glad that you are our student

By enrolling at the Leonardo V. Academy Primary and Grammar School (hereinafter referred to as LVA), you have decided freely, with the awareness of your right to choose the school where you wish to obtain your education. From this it follows that you have freely decided that you will fulfil your duties and exercise your rights in your work at school.

- 1) You have the right to education and school services and, for this purpose, to use all rooms designated for instruction, the material equipment of the school, and other available resources owned by the school for the education of pupils. You may use all of these with the knowledge of a school employee. However, you are responsible for the loss, destruction, or damage of any school aid lent to you or used by you.
- 2) You have the right to be informed about what is happening at the school and about the results and progress of your work, and to receive from teachers recommendations for your further personal and academic development.
- 3) You have the right to participate in creating the rules of the class.
- 4) We respect that you are a unique individual who has the right to express your opinion and feelings in an appropriate manner at all times. Likewise, you should act with respect and consideration toward your classmates, adults, and also yourself.
- 5) You have the right, together with your classmates, to establish self-governing bodies within the school (for example, a school parliament), to elect and be elected to them, to work in them, and through them to address the head of the school, with the understanding that the head of the school is obliged to deal with such opinions and statements.

II. Follow the school rules.

You are an integral part of the LVA community. At school and during school events held in public, you behave in such a way that your conduct represents and promotes the good name of the school.

- 1) You attend school regularly according to the timetable and actively participate in the



activities that the head of school declares as mandatory. Teachers are your guides — follow their instructions. They mean well for you. If at any time you feel that this is not the case, you may always ask politely, calmly, and reasonably.

- 2) If the school must adopt a distance learning method, you will participate actively. The school will adjust the provision of instruction in this way to the conditions of individual pupils.

You arrive at school no earlier than 8:00 a.m. At the latest, five minutes before the start of lessons, you are at your place in the classroom, prepared for instruction. You leave your outerwear and shoes in the school cloakroom and change into hygienically suitable indoor footwear. Exceptional departures from classes must be reported in advance in writing to the class teacher. Upon arrival and departure from school, you always use your ISIC card.

- 3) After classes, you either go home or to the school daycare or school club. You leave for home either on the basis of written consent from your legal guardian or when your guardian collects you in person. Adult pupils may leave without written parental consent; other pupils leave school according to authorised written instructions from parents recorded in Edookit.
- 4) The school is locked during operating hours. Entry to the school during this time is possible only through the main entrance, where the reception service is located.
- 5) Do not forget that when you are not at school, it is advisable to make up for the missed lessons continuously. It is your responsibility to find out what is happening at school!
- 6) You come to school dressed neatly — you represent yourself as well as your school.
- 7) Representing your school, your family, and yourself also includes observing the basic rules of social behaviour. Observe them as well:

- Entered – greet.
- Leaving – say goodbye.
- If you want something – say please.
- If you receive something – say thank you.
- Listen and don't interrupt anyone, everyone has the right to express their opinion.
- Do not hurt anyone – do not do to others what you would not want them to do to you!
- Do not destroy – every thing that has served you may be useful to others.
- Don't suffer – all doors are open to you, so you can share every pain and joy.
- Speak the truth – lies and slander do not belong among polite people.
- Respect yourself and others – do not restrict others with your behaviour!
- Do not be afraid to overcome obstacles; even failure strengthens you and you can learn from it.
- Realise that not only behaviour but also your speech creates the environment we all live in.
- Avoid using inappropriate words.

III. Be proactive in your work at school.

At LVA, you are an active participant in the learning process, not a passive recipient of information and data. You achieve education at our school through active involvement in lessons, independent thinking, and your own effort.

- 1) The teaching unit is determined by the timetable, and its beginning and end are set by the teacher, who must take into account pupils' hygienic needs and their right to relaxation. Before the start of the lesson, you have all the necessary materials for



- instruction prepared. If, for serious reasons, you were unable to prepare for the lesson or were absent in the previous class, you must apologise at the beginning of the lesson.
- 2) During lessons, you maintain calm, participate actively in the work, and keep your workspace tidy and clean. After the lesson, you and your classmates are obliged to clean the room in which you have been studying and to maintain cleanliness and order in all areas of the school.
 - 3) During lessons, school daycare or club activities, and during events outside the school premises, you may leave only with the consent of a teaching staff member — you do not leave the school building, classroom, or any school event without permission.
 - 4) We are responsible for you even during breaks. Use them for relaxation, hygiene, calm communication with friends and teachers, and preparation for the next part of instruction.
 - 5) Actively strive to fulfil the LVA student profile:
 - a. Wisdom – education – experience – study – research – development – conscience. We face challenges, believe in ourselves, and learn. We consider mistakes a tool for learning. We learn throughout our lives, we are creative, we seek inspiration, and we are ambitious in achieving our goals.
 - b. Strength – courage – ability to control weaknesses – bravery – honour – consideration. We stand up for what we believe in. We speak the truth. We act fairly.
 - c. Temperance – moderation – reasonableness – the best use of one's own resources, the combination of abilities to achieve excellent results – determination – perseverance. We are thoughtful and develop critical thinking.
 - d. Justice – harmony – balance – social empathy – observance of laws – respect – cooperation and compassion. We are kind members of the community who take responsibility for their actions. We actively contribute to the proper functioning of the world, honour the values and cultures of others. We respect and protect nature.

IV. We dress in a way that respects our privacy and represents our school.

The way we dress expresses our attitudes and opinions. We do not wear a uniform at school; however, remember that your clothing should always be clean, without indecent or offensive inscriptions, and should never reveal intimate body parts (including the abdominal area).

Formal Monday: On Mondays, we dress formally. The goal is to learn the etiquette of dressing and to experience an elegant and social style that we will use at social events such as the school-leaving ceremony, graduation, ribbon ceremony, ball, etc.

Tips for ladies:

1. For a formal day, dresses, skirts with blouses, or elegant trousers are suitable;
2. Colours should be modest;
3. Be careful with necklines — shoulders and other parts should not be exposed; skirts and dresses should be no shorter than a palm above the knee, as shorter lengths are not appropriate for formal style;
4. Footwear – pumps or ballet flats;
5. Subtle accessories and makeup.

Tips for gentlemen:

1. The last button of the jacket is not fastened;



2. The cuff of the shirt should always extend from the jacket by about one centimetre;
3. Shirts with short sleeves are not worn under jackets;
4. Either a belt or suspenders, preferably not both;
5. Lace-up shoes, ideally leather dress shoes;
6. Shoes and belt should be colour-coordinated.

It is best to prepare your clothes the day before. This prevents situations where shirts or dresses are not ironed in the morning, or suitable shoes cannot be found. We recommend that parents of our youngest pupils adjust formal clothing according to the child's age, comfort, and safety.

Final tip: Remember that "less is sometimes more."

V. A safe environment is here for you and for others.

We spend a significant part of the day at school. We ensure conditions that guarantee your safety and protect your health. We also protect you from socially pathological phenomena and from any manifestations of discrimination, hostility, or violence.



- 1) Help us in this effort, as you are an active co-creator of the school's environment and atmosphere.
- 2) Do not bring large sums of money or valuable items to school without reason. A place for the safe storage of valuables (such as mobile phones, smart watches, or larger amounts of money) is provided in your locker or in the school office. The same rule applies to external physical education lessons. If you do not store your valuables safely, you are personally responsible for any possible loss or damage. Any loss or damage must be reported immediately to a teacher or to the school office.
- 3) Take care of the school property and report immediately to school staff any damage or destruction of items belonging to the school, as well as any defects in lighting, water supply, or electrical installations. Without the teacher's permission, do not handle window blinds, electrical wiring, electrical appliances, audiovisual equipment, or other teaching aids in classrooms, and do not open windows.
- 4) Behave in such a way that you do not endanger your own health or the health of your classmates or other persons. Any accident, injury, or incident occurring during your stay in the school building or outside the building during a school-organised event must be reported immediately to school staff. In connection with possible extraordinary epidemiological measures, respect all announced instructions.
- 5) You must not bring, promote, offer, or use addictive substances or weapons at school, either on the school premises or outside them during school events.
- 6) Respect the prohibition of all forms of bullying by anyone against anyone — this includes physical violence, restriction of personal freedom, humiliation, or misuse of information technology to undermine dignity, etc. Such behaviour is strictly prohibited on the school premises and during all school events and activities and is considered a serious violation of the School Rules. In the event of such behaviour, the school acts in accordance with the **Preventive Programme – Bullying Prevention**.

VI. We utilise the e-world effectively.

Computers, mobile phones, and other electronic devices can assist you in your schoolwork. They are not toys — they serve educational purposes. Safety must also be observed when using them and within their digital environments.

- 1) Hand over your mobile device to your class teacher each morning in a switched-off state. At the end of the school day, you may collect it. For urgent communication with your parents, you may use the telephone at the school reception.
- 2) School devices, as well as your own portable computers, are to be used at school exclusively for educational activities and in accordance with the teacher's instructions. It is prohibited to make or distribute audio or video recordings that fall within the scope of cyberbullying.
- 3) Computer games and the use of electronic devices as a means of communication on social networks are prohibited at school and during school events. Exceptions may be granted only by a teacher and only for activities of an educational nature.
- 4) Protect computers and other electronic devices (both your own and the school's) from damage, and do not interfere in any way with the internal configuration of school equipment.
- 5) Listening to music and watching videos or films that do not correspond to generally accepted ethical standards are prohibited at school.

VII. Let us know about your absence.

There are days when, for various reasons, we do not meet at school. However, your school attendance is compulsory, so always let us know about your absence.



Leonardo V. Academy

The Renaissance of Education

Absences are reported in the Edookit school system; only in exceptional situations may they be reported to the class teacher or at the school reception.

- 1) If you know about your absence in advance, your parents (or adult students themselves) will request your release from lessons. Permission for an absence of one or two days is granted by the class teacher; permission for a longer absence must be requested in writing from the head of the school (with a statement from the class teacher), and the pupil is obliged to make up for the missed lessons.
- 2) Release from individual lessons during the school day may be granted by the class teacher upon an email request. The request must come from your parents, who thereby assume responsibility for the released pupil. You may leave the school building only with the consent of your class teacher or the teacher acting as their substitute.



- 3) Your parents must report your absence to the class teacher in the Edookit system as soon as possible, preferably within 24 hours from the start of the absence, and must also indicate the expected duration of your absence. If this changes, they must update the information immediately. The class teacher has the right to request proof of your absence from your legal guardians. The final justification for your absence must be sent by your parent via email to the class teacher no later than three calendar days after the beginning of your absence.

School Code – for LVA Parents

Rights and Duties of Parents

If parents guide their children in the spirit of the Student School Rules, there should be no serious differences between the influence of the school and that of the family on the pupil. Parents ensure that pupils are prepared for school, regularly check their schoolwork, praise their successes, and provide support in case of failure.

VIII. Parents and legal guardians are our partners in education.

The legal guardians of a child (hereinafter referred to as parents) are experts on their child, while the school's teachers are experts in education. In the spirit of cooperation between the school and parents, we accompany pupils on their educational journey together.

- 1) they have the right to be informed about the pupil's progress and assessment results.
- 2) At the school's request, parents participate in meetings concerning their child.
- 3) The school operates a School Council composed of representatives of parents, teachers, the school's founder, and adult pupils. Parents have the right to be elected to the School Council.
- 4) Parents have the right to information about the course and results of their child's education. Regular consultation hours and parent-teacher meetings are scheduled, during which all parents have the right to raise comments and suggestions. Parents may obtain information about their child's behaviour and academic performance from teachers (by prior arrangement) and always outside lesson times. Therefore, it is advisable to arrange meetings in advance.
- 5) Pupils and parents have the right to information and counselling support from the school in matters related to education in accordance with Act No. 561/2004 Coll., on Pre-school, Primary, Secondary, Tertiary Professional and Other Education (the Education Act).
- 6) Parents have the right to communicate with teachers without delay if the situation requires it.
- 7) Parents, support the school your children attend:
 - ✓ by supporting what is done at school,
 - ✓ by providing advice and professional expertise,
 - ✓ by offering ideas for enriching the educational process (excursions, visits, trips, etc.).

IX. Parents are responsible for their children's school attendance.

Parents ensure that pupils come to school and to school events on time, neatly and cleanly dressed, properly equipped and prepared, in good health, and not infected, ill, or intoxicated. Parents monitor notifications in the Edookit system, in the email address provided to the school, and on the school's website.

- 1) Parents must follow the rules for reporting their children's absences from school and school events (for adult pupils this responsibility is transferred to them):
 - ✓ in case of illness, parents excuse the pupil through the Edookit information system



(absence notice), preferably within 24 hours from the beginning of the absence, for the entire expected period of absence in advance; if this changes, they must update the information immediately;

- ✓ the final justification for the pupil's absence must be submitted by the parent in the Edookit system no later than three calendar days after the beginning of the absence;
 - ✓ for release from individual lessons during the school day, parents notify the class teacher by email and through Edookit using an absence notice (the parent thereby assumes responsibility for the pupil);
 - ✓ for short-term absence (1–2 days), parents request permission by email from the class teacher, who approves the absence. Parents then excuse the pupil using the absence notice through Edookit;
 - ✓ for long-term absence (3 or more days), parents request permission in writing from the head of the school through the class teacher, with every absence recorded in Edookit. To submit the request, the pupil and parents use the school form "Request for Release from Lessons," which must be submitted no later than one week before departure. Absences are excused using the absence notice through Edookit. Parents ensure that pupils make up the missed lessons.
- 2) In cases of unexcused absences, frequent pupil absences, delayed absence notifications, restrictions on a pupil's personal freedom, or when a pupil encounters serious personal difficulties, the school is obliged to inform the relevant Department of Social and Legal Protection of Children.
 - 3) In the case of unexcused absence, the school will assess the number of unexcused hours and propose a disciplinary measure. The number of missed hours that the school considers as truancy is defined as follows:
 - 1–2 unexcused hours – addressed by a class teacher's reprimand and a meeting with the pupil's parents
 - 3–6 unexcused hours – addressed by a headteacher's reprimand and a meeting with the pupil's parents
 - 7 or more unexcused hours – addressed by lowering the grade for behaviour and convening a disciplinary committee with representatives of the Department of Social and Legal Protection of Children (OSPOD)
 - 4) Adult pupils may justify their own absence, but must also inform their parents or legal guardian of this justification.
 - 5) In accordance with the rules for pupil assessment, in cases of high absence and missing evaluation records, the pupil's assessment may be postponed. Parents are obliged to inform the school about any circumstances that could affect the course of the student's education. This obligation also applies to adult pupils with respect to the school and educational institution.
 - 6) Parents are obliged to inform the school and educational institution about changes in the pupil's medical fitness, health difficulties, or other serious circumstances that could affect the course of education. This obligation also applies to adult pupils.
 - 7) At the request of the head of the school or educational institution, parents must personally attend discussions regarding serious matters concerning the education of the child or student.
 - 8) Pupils who have already completed their compulsory school attendance have the right to terminate their studies at any time. If a pupil who has completed compulsory schooling fails to attend lessons without excuse for at least five teaching days, the pupil



(or, in the case of a minor, their legal guardian) will be asked in writing to immediately state the reason for the absence and, if applicable, submit documents justifying the absence. If the pupil does not return to school or fails to provide justification within ten days of receiving this request, the school management will consider this as withdrawal from education, and the pupil will cease to be a student of the school on the last day of this period.

- 9) Interruption of studies may be granted by the head of the school only in justified cases. The interruption is approved by a formal decision, and it may last for a maximum of two years. If the pupil or their parents/legal guardians do not request re-enrolment within this period, the pupil's studies will be terminated.
- 10) In the event of deliberate damage to school property or to another person's property by a student, parents are obliged to compensate for the damage incurred.

School Code – for LVA Employees

Rights and Duties of Teachers and Other School Employees

The school staff are an essential part of the LVA community; through their expertise, approach to work, manner of communication, and problem-solving, they influence pupils and colleagues and help create the school's atmosphere. LVA staff will continuously observe and evaluate the school's impact on relationships with external entities.

X. Staff members are actively involved in the life of the school – each in their respective position.

- 1) They participate in school life and contribute positively to the success of every pupil.
- 2) They have the right to express their opinions on all matters concerning the school.
- 3) They have the right to be informed about all events at the school and to take part in them.

XI. Staff members are professionally and personally qualified individuals and therefore honour their duties to:

- 1) maintain a fundamentally respectful relationship with pupils and their parents, protect and respect students' rights;
- 2) ensure the safety and health of students and prevent all forms of risky behaviour in the school;
- 3) respond promptly to aggressive remarks or behaviour by students;
- 4) maintain confidentiality and prevent misuse of personal data, including information about students' health conditions and the results of counselling assistance from educational or school counselling facilities with which they come into contact;
- 5) respect students' individual needs when planning and conducting instruction;
- 6) after the last lesson, check classroom order, switch off electrical appliances, and ensure that windows and doors are properly closed and secured;
- 7) take into account the results of medical examinations, reports from pedagogical-psychological counselling centres, and parents' information about the child. Class teachers must keep other teachers informed of any new findings regarding a student, including behavioural issues, academic problems, and health or family difficulties;
- 8) regularly and consistently inform parents about the student's academic performance, communicate all significant assessments and grades, and notify them of any exceptional deterioration in performance;



- 9) monitor students' health conditions and, in case of sudden illness, promptly inform the school management and the student's parents. A sick student may be sent for medical examination or treatment only when accompanied by an adult;
- 10) regularly monitor students' school attendance. In case of unexcused absence longer than two days, contact the student's parents to request an explanation of the absence;
- 11) in cases of long-term absence, prepare an individual plan for the student's home study and supplementary tutoring;
- 12) follow the LVA Primary School Educational Programme and the LVA Grammar School Educational Programme when teaching, evaluating, and grading pupils;
- 13) adhere to working hours from 8:00 a.m. to 4:00 p.m., observe and comply with occupational safety, fire safety, and civil protection regulations;
- 14) provide mandatory safety briefings to students before activities requiring such instruction and record this appropriately;
- 15) adhere to the work duties and job descriptions of teaching and non-teaching staff.

XII. Staff members dress in a manner appropriate to their profession:

- 1) they remember that they represent the school and set an example, therefore their clothing is clean, without "holes," indecent, or offensive inscriptions, etc.;
- 2) clothing covers intimate body parts and tattoos; staff do not wear visible piercings;
- 3) shorts and garments shorter than a palm above the knee are not suitable for the school environment.

Annex No. 1

Rules for the Assessment of Educational Outcomes and Behaviour of Pupils in Primary School

Assessment at LVA is formative. We seek and strengthen what is truly valuable in our pupils. In this spirit, we reinforce pupils' strengths and focus on both the educational process and its outcomes. In this way, assessment provides pupils and parents with clear feedback.

XIII. Criteria for academic assessment:

- ✓ angle of knowledge and skills (completeness, accuracy, retention of facts, concepts, definitions, terms, principles, relationships, procedures)
- ✓ depth of understanding (own interpretation of information, procedures, and instructions, supported by argumentation, examples, explanations, reasoning, contextualisation)
- ✓ quality of work with information (use of various information sources; searching, comparing, combining, sorting, applying, critical evaluation, presentation)
- ✓ productivity (task fulfilment; diversity, variety, timeliness, formal quality of written work and outputs; structure and clarity of expression)
- ✓ creativity (richness of ideas, originality, overcoming stereotypes, use of combinations, thoroughness)
- ✓ application of acquired knowledge, skills, and attitudes (completing practical tasks, solving real-life problems, formulating hypotheses, empirical verification, project work, creativity, proposing solutions, developing ideas, teamwork participation)



XIV. Characteristics of academic assessment levels:

- ✓ 1 – excellent: Independent performance without errors or with only minor ones that do not affect the overall outcome, original and inventive approach and solutions, even with minor shortcomings. Asking relevant questions, ability to teach others, developing the topic, critical evaluation, creation of original work, creation of new information structures, use of relevant data, depth of communication, high value of outputs, correctness of applied means, ability to lead a group.
- ✓ 2 – commendable: Performance with minor errors if the core content is correct, or inventive approach with small inaccuracies. Correct application, expression of the main idea, mostly relevant data, predominance of appropriate methods, adherence to the topic, factual accuracy of outputs, contribution to the group.
- ✓ 3 – good: Partial performance, correct solutions generally prevailing over errors. Expression in own words, provision of examples, finding and matching, incomplete data, unfinished outputs, formal shortcomings, contribution to group work.
- ✓ 4 – sufficient: Incomplete or unfinished performance. Repetition, identification, sequencing, adoption, unsuccessful attempt, unclear outputs, irrelevant methods, no contribution to the group.
- ✓ 5 – insufficient: Resignation, indifference, no outputs, disruption of others' work.

XV. Principles of pupils' self-assessment

Pupils regularly monitor their progress in order to identify areas for improvement. They are given clear assessment criteria to help them objectively evaluate their performance. These criteria are consistent with learning objectives. Self-assessment goals are always specific and achievable for future improvement. Self-assessment may take various forms, and the diversity of methods increases its effectiveness and accessibility for different types of pupils.

XVI. Additional principles of academic assessment

Assessment is distributed evenly throughout the semester and not accumulated at its end. The final report grade is not an average of marks obtained during the semester, but reflects the pupil's achieved level of knowledge, skills, and attitudes, taking into account individual potential. A pupil can only be assessed for material covered within the evaluated period, structured according to the subject. Assessment includes diverse activities and performances (written, oral, practical examinations, etc.). Testing methods must take into account the pupil's diagnosed health disadvantages and special educational needs (including pupils with a different mother tongue).

XVII. Criteria for behaviour assessment (behaviour is assessed at school, on school premises, and during all school-organised events, considering the pupil's age and level of maturity):

- ✓ politeness (greeting, asking, thanking, apologising, applying courtesy)
- ✓ manner of communication (does not use vulgar language, asks for permission to speak, does not interrupt, speaks appropriately, refrains from personal attacks)
- ✓ respect for others (does not mock or humiliate, does not verbally or physically attack, shows consideration, appreciates contributions, includes others in activities)
- ✓ honesty (tells the truth, admits mistakes, keeps promises)



- ✓ respect for values (does not damage others' property, does not borrow without permission, handles things carefully and as prescribed)
- ✓ fulfilment of duties (attends school regularly, observes schedules, completes assigned tasks, follows organisational instructions, maintains and presents the student book)
- ✓ exercise of rights (alerts to dangerous behaviour threatening life, health, or others' rights, objects to unfair treatment, defends weaker peers, expresses opinions politely and factually, upholds democratic principles in class or school self-government)

XVIII. Characteristics of behaviour assessment levels:

- ✓ 1 – very good: Follows the school rules, meets behaviour criteria, and improves behaviour after disciplinary measures if imposed.
- ✓ 2 – satisfactory: Fails to comply fully with the school rules, only partly meets behaviour criteria, disregards previous disciplinary measures, has repeated unexcused absences, behaviour negatively influences others.
- ✓ 3 – unsatisfactory: Grossly violates the school rules, fails to meet behaviour criteria, bullies classmates, intentionally harms others' health, distributes alcohol or drugs, deliberately damages property of the school or classmates, verbally or physically attacks school staff, resists educational influence, endangers others' safety.

XIX. Disciplinary measures

For exceptional or consistently high academic achievements, significant improvement, outstanding school representation, exemplary behaviour, diligence, and valuable acts, a pupil may receive commendation.

- ✓ Written commendation of the class teacher
- ✓ Written commendation of the headteacher
- ✓ Written commendation of the headteacher with a material reward

A headteacher's commendation is recorded in school documentation and appears on the semester report in which it was awarded.

Conditions and specific disciplinary measures for violating the school rules are based on the school document "**Academic Honesty Policy**" – see the separate annex to the School Rules.

For violations of the school rules or partial non-fulfilment of behaviour criteria, a pupil may receive one of the disciplinary measures. The class teacher must immediately inform the headteacher of a class teacher's reprimand. A headteacher's reprimand can only be issued after discussion by the teaching council.

In serious behavioural cases, the school management, in cooperation with the school counsellor, may convene a disciplinary committee involving the pupil's parents and relevant teachers, possibly also representatives of counselling services or child protection authorities. Repeated severe verbal or intentional physical attacks by a pupil against school staff or other pupils are considered particularly serious violations of the school rules. If a minor pupil commits such an act, the headteacher must report it to the child protection authority no later than the following working day after learning of it.



If an adult pupil commits such an act, the headteacher must report it to the relevant public prosecutor's office within the same time frame.

Conditional expulsion and expulsion of a pupil

Conditional expulsion may be imposed by the school management in cases of vandalism, bullying, intentional injury, theft, repeated unexcused absences, spreading false alarms, etc. It also applies when a pupil is under the influence of psychotropic substances (soft or hard drugs) or alcohol at school or during school events, or when the pupil consumes, possesses, or distributes such substances or weapons on or off school premises during breaks or free periods, or during school activities. It also applies to repeated severe verbal or intentional physical attacks on school staff or other pupils, and other serious breaches of the school rules. The probationary period for conditional expulsion is up to one year.

Expulsion from study occurs in cases of repeated severe verbal or intentional physical attacks on school staff or other pupils, further unexcused absences, or violation of the school rules after conditional expulsion.



XX. Overall assessment of the pupil on the report card

The results of a pupil's education in individual compulsory and optional subjects defined by the school's educational programme are recorded on the report card as a conversion from percentage evaluation – see table below.

X %	CZ assesment
$100 > X \geq 80$	Excellent – 1
$80 > X \geq 65$	Commendable – 2
$65 > X \geq 51$	Good – 3
$51 > X \geq 35$	Sufficient – 4
$35 > X \geq 0$	Insufficient – 5

A pupil's behaviour at school and during school-organised events is recorded on the report card as follows:

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

The overall assessment of a pupil is recorded on the report card using the following designations:

- ✓ passed with distinction, if the pupil is not assessed with a grade worse than 2 – commendable in any compulsory subject defined by the school's educational programme, the average grade from all compulsory subjects is not higher than 1.5, and behaviour is assessed as very good;
- ✓ passed, if the pupil is not assessed with a grade 5 – insufficient or an equivalent descriptive evaluation in any compulsory subject defined by the school's educational programme;
- ✓ failed, if the pupil is assessed with a grade 5 – insufficient or equivalent descriptive evaluation in any compulsory subject defined by the school's educational programme, or if the pupil is not assessed at the end of the second semester;
- ✓ not assessed, if it is not possible to assess the pupil in any compulsory subject defined by the school's educational programme at the end of the first semester.

A pupil in the 1st stage of primary school may be assessed only if their absence in the taught lessons of a subject does not exceed 30%, always taking into account the pupil's individual circumstances. If, for serious objective reasons (especially health reasons or lack of evaluation data), a pupil cannot be graded at the end of the first semester, the head of school shall set an alternative date for assessment, ensuring that it takes place no later than one month after the end of the first semester, i.e., by the end of February



of the given year. If assessment is not possible even in the alternative term, the pupil is not graded for the first semester.

If, for serious objective reasons (especially health reasons or lack of evaluation data), a pupil cannot be graded at the end of the second semester, the head of school shall set an alternative date for assessment so that the grading can be completed no later than **30 September** of the following school year. Until then, the pupil conditionally attends the next higher grade, or repeats the ninth grade. A pupil of the primary school who could not be assessed even in the alternative term for serious objective reasons, especially health-related, repeats the grade.

If a pupil is exempted from instruction in a subject in the first or second semester, the word “exempted” is entered on the report card instead of a grade.

A parent or legal guardian may raise doubts about the accuracy of the assessment for the first or second semester within three working days from the date they were demonstrably informed of the assessment, but no later than three working days from the date the report card was issued. In such a case, a commission review is held no later than fourteen days after the request is submitted, or at another time agreed upon with the legal guardian (or with the adult student). The commission is appointed by the head of the school. The commission consists of three members (a chairperson, the examining teacher, and an assessor). The result of the review is decided by vote. The head of the school communicates the result of the review to the pupil and their legal guardian in a verifiable manner. In the case of a change in assessment at the end of the first or second semester, a new report card is issued to the pupil. The result of the review cannot be challenged by a new request for review. However, the possibility of taking a remedial examination is not affected by the review.

A remedial examination is taken by a pupil who has not repeated the grade at the given level and has received an “insufficient” grade in no more than two subjects. A primary school pupil who has already repeated the grade once at the given level advances to the next grade regardless of academic performance.

The commission review always includes a written and oral, or possibly practical part, each with a minimum duration of 20 minutes and a maximum duration of 45 minutes.



Annex No. 2

Rules for the Assessment of Educational Outcomes and Behaviour of Pupils in Secondary School and Students in Grammar School

The rules for the assessment of pupils in the upper level of the LVA Elementary School and at the LVA Grammar School are described in detail in a separate document entitled Annex No. 2 to the LVA School Rules.

Principles of the Organisation of Studies at LVA According to the Individual Education Plan (IEP)

Principles of organising education according to an Individual Education Plan (IEP)

- The head of the school may, based on a written recommendation from an educational counselling facility, permit an underage pupil with an IEP or with exceptional talent to follow an individual education plan at the request of their legal guardian, and may grant the same permission to an adult pupil or student with an IEP or exceptional talent at their own request. In secondary education, the head of the school may also permit education according to an IEP for other serious reasons.
- A pupil with an IEP may therefore be educated, with the consent of the head of the school, according to an individual education plan, on the basis of a written request from the legal guardian and a supporting professional report (from a pedagogical-psychological counselling centre or a specialist doctor).
- The education of pupils with special educational needs is carried out according to an Individual Education Plan (hereinafter referred to as IEP), which is based on the school's educational programme, on the conclusion of a special educational assessment, or a psychological assessment by an educational counselling facility, and from the statement of the pupil's legal guardian.
- The Individual Education Plan (IEP) is prepared and submitted for approval by the school counsellor in cooperation with the class teacher and other teachers. It specifies the course of education, the frequency, and the schedule of examinations. The Individual Education Plan, signed by the head of the school, the pupil, and the legal guardian of a minor pupil, becomes part of the pupil's personal documentation. In case of non-fulfilment of its conditions, the Individual Education Plan may be cancelled or not extended.
- The IEP is an important document ensuring the special educational needs of the pupil. The Individual Education Plan forms part of the pupil's documentation.
- The IEP is usually prepared before the pupil's entry into the school, but no later than one month after enrolment or after the identification of the pupil's special educational needs. The IEP may be supplemented and adjusted throughout the school year as necessary. It includes a completed record of consultations, partial examinations, and tasks from individual subjects (as agreed between the pupil and the respective subject teacher).



- The head of the school is responsible for the preparation of the IEP in cooperation with the school counsellor and the teachers of the subjects for which the IEP applies. The Individual Education Plan is also prepared in cooperation with the pupil's legal guardian.
- The school counsellor acquaints the pupil and/or their legal guardian with the IEP, and this fact is confirmed by their signature. The school counsellor or another designated staff member monitors the pupil's progress under the IEP and, together with the educational counselling facility, provides support to the pupil and their legal guardians. If the established measures are not observed, the counsellor informs the head of the school.
- The pupil's assessment is subject to the school's grading regulations. The assessment criteria for the given semester are determined and recorded by the respective subject teacher.
 - The head of the school may revoke a pupil's education under the IEP in the following cases:
 - the pupil's legal guardians do not cooperate in the education under the IEP,
 - the pupil neglects study duties (i.e., unexcused absence from consultations or partial examinations without sufficient notice, or failure to complete assigned tasks on time),
 - the pupil fails at the end of the second semester of the relevant school year or cannot be assessed at the end of the semester even in the alternative term,
 - the pupil seriously violates the provisions of the School Rules.



Conclusion

The School Rules of the Leonardo V. Academy Primary and Grammar School are a living document that supports a calm, safe, and healthy environment for the education of the school's pupils. Adherence to these rules contributes to the effectiveness of education and to the favourable development of a positive atmosphere and relationships within the school.

Maintain order, and order will maintain you...
An old saying

SCHOOL CODE OF ELEMENTARY AND GRAMMAR SCHOOL LEONARDO V. ACADEMY

Valid from

2 September 2024

Verified on 29 August 2025 by

Mgr. et Mgr. Zdeňka Vašíčková

Annex no. 1 – see page 9 of this School Code

Rules for the Assessment of Educational Outcomes and Behaviour of Pupils at Leonardo V. Academy for Primary School

Annex no. 2 – standalone document

Rules for the Assessment of Educational Outcomes and Behaviour of Pupils at Leonardo V. Academy for the Upper Stage of Primary School and the Grammar School dated 31 August 2024

Mgr. Věra Komárová
Director