



IBDP HANDBOOK

Geitonas School

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School mission

"We believe in the freedom of human beings and in open societies. We educate free people with broad horizons and open societies. We educate free Greeks with broadened European and universal horizons, while being consistent with the essence of Hellenism, which by nature is utterly incompatible with short-sighted and narrow-minded perceptions of life."

Eleftherios Geitonas
General Director of Geitonas School

School vision

Geitonas school aspires to be:

- A modern Greek School with a European dimension and a Global horizon
- A pioneer Multi-Dynamic School with a comprehensive proposal for Education (Day nursery – Kindergarten – Elementary School – Junior High School – Senior High School (Lyceum) - IBDP)
- A model Day School that combines compulsory education with Innovative Selection Programs (Optional Activities and Open Creative School)
- A high-standard Greek School of culture on the path of the 21st century and globalization.

In our School, we overcome common dichotomies such as theoretical or practical-oriented school, humanistic or technocratic school, in a positive and encouraging manner, and in line with the complex requirements of a 21st century multidimensional school.

School strategy

Our school philosophy

Inspired by the classical ideal of “the Good and Noble” man, we equip our students with life skills and teach them how to live creatively in a globalized environment:

- As citizens with individual and collective identities, who appreciate their cultural background and feel hopeful about the future.
- As European citizens, who envision the vital role of a united Europe in our world.
- As citizens of the world, who believe in and look forward to a future where people work together in a peaceful and creative manner, with respect towards humans, animals, and the environment.

Our IBDP Philosophy

Our IBDP has been offering top tier international education since 1995. Our school was among the first ones to offer the IBDP in Athens, Greece. Our educators embrace the IBDP Learners Profile and aspire to foster well-balanced, open-minded, independent, caring, and responsible citizens of the world. Our comprehensive programme, offering a wide selection of nineteen different subjects, prompts students to thrive in critical thinking and analysis through a rigorous and holistic education. At the same time, our programme supports the whole educational community, namely students, educators, parents, and staff, to prioritize students’ personal, professional, and academic development.

Our faculty

We are proud of our knowledgeable, resourceful educational staff, which is one of our department’s main strengths. Educators are of different national, linguistic, cultural, socioeconomic backgrounds with excellent academic qualifications of postgraduate and even doctoral level, and excellent interpersonal communication skills. Teachers are close to students, establishing an atmosphere of trust, compassion and mutual respect and recognition, enhancing academic integrity values and academic skills. Our faculty transforms its experience and solid academic background into students’ strengths.

Professional Development and Training

In our educational community, we place a lot of emphasis on Professional Development and Training as a means of acquiring new knowledge and continuously improving ourselves. All our teachers welcome various opportunities to participate in conferences, training sessions, discussions, and seminars to get informed on the latest pedagogical innovations and strengthen their teaching skills. For example, our teachers participate in IB official seminars, workshops, and

professional development sessions. Moreover, we firmly support regular internal training sessions in the department, with educators exchanging views on current issues and learning from each other. We enforced such training during the Covid-19 pandemic, for instance on online teaching, effective feedback, effective learning strategies.

Educators Acting as Personal Advisors

A distinct aspect of our school strategy is the Personal Advising program, in which educators act as personal advisors to students. It is one of the competitive advantages of our IBDP, but also of our school in general, as it fosters personal contact and relationships between students, teachers, and parents. Our personal advising programme is guided by the belief that educators play a multifaceted role at school and in society, inspiring respect, and empathy in students. Each student is assigned a teacher who is his/her personal advisor for the next two years. Teachers and students meet once a month and discuss various issues, such as stress management, time management, organization of study, and response to deadlines. Students have the freedom to initiate more meetings with their advisor if they wish.

Psychology and Counselling Department

Our school is proud to have a dynamic Psychology and Counselling Department across the whole school, including the IBDP. The main priority of the Psychology and Counselling Department is to support students, and students' parents, families, and communities, in matters related to academic learning and social/emotional development. A distinct pillar of our department is the 'Parents' Circle', a session of presentations conducted every year between educators, psychologists, and parents so as to improve and encourage the communication between them.

University Counselling Department

Our University Counselling Department guides and supports our students in their future career, having created strong links with local and international universities. For instance, it organizes information sessions and events at our school with university representatives, who inform students about possible career paths and university life. Moreover, the department prepares students' university applications abroad, for instance for countries like the UK, the US, the Netherlands, Spain, Italy, Germany, France, and Switzerland.

Admissions Policy

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners.

At Geitonas School we strive to provide an academic setting where every student's skills and character can flourish through equal opportunity. Therefore, we accept students without discrimination of gender, gender identity, colour, race, religion, or nationality.

Our aspiration is to engage students and families who appreciate our educational philosophy, learning culture, ethos, and values.

Admissions criteria

Students are admitted in accordance with the school's non-discriminatory policy. Admission criteria are based on current class grade, academic performance and conduct as well as the prospective student's overall profile. Special consideration is given to each applicant's background, namely their personality, achievements, interests, attitude, study habits and needs. Due to the multi-faceted nature of our academic programme, we aspire to gain a holistic idea about each student before considering an admission offer. Testing and screening for placement purposes includes but is not limited to consideration of academic performance, a personal interview, language proficiency, literacy and numeracy proficiency testing and a review of previous Special Educational Needs (SEN) documentation and health records.

Applicants submit several documents to the Administration Office. These include the following:

- A completed Contact Information Form for the Registration of new students, found on the Geitonas School Website.
- A 1st class of Lykeio (Senior High School) grade report or a grade report of a foreign school equivalent.
- Evidence of proficiency in English, if their native language is not English. Where not, students are expected to take the *English Language Placement Test*.

If a student is coming from overseas or another educational programme, the following documents need to be submitted to the IBDP of our school and the Ministry of Education in Greece.

1. An officially validated original certificate of studies from a previous school (where the class is clearly stated, when he/she left and whether he/she completed it or not):

- a. If the country is on the list of contracted countries, the certificate must have a STAMP OF THE HAGUE (APOSTILLE) from the country of origin of the Title.
 - b. If the country is not on the list of contracted countries, the certificate must be considered for its authenticity by the Greek Embassy of the country of origin and then the endorsement of the Ambassador's signature by the Greek Ministry of Foreign Affairs.
2. Official Greek translation of the certificate of studies.
 3. In cases where the certificate of studies is difficult to understand, a certificate from the Greek Embassy in the country of origin is required to equate the class to the equivalent of the Greek educational system.
 4. Identity card **or** passport and residence permit.
 5. If he/she is a minor from a single-parent family, a custody decision is also required.
 6. If the certificate of studies is issued by a private school, a certificate is required that the school is recognized and that it operates legally by the Ministry of Education of the country of origin. The certificate should have an APOSTILLE stamp either from the Greek Embassy of the country of origin, or from the Embassy of the country of origin in Greece and after an endorsement of the Ambassador's signature by the Greek Ministry of Foreign Affairs.
 7. If the certificate of studies is issued by a technical school abroad, the correspondence is granted by the EOPPEP.

Failure to provide the required documentation at this time may result in refusal of admission.

Admission will be completed upon:

- Completion of the 1st class of Lykeio (Senior High School) with an average grade equal or higher than 14/20 at the end-of-year written exams. For students coming from a foreign school, the same condition applies for the average grade converted to the scale with 20 as a maximum.
- For students who have no academic integrity issues in Grade 10 (1st class of Lykeio, Senior High School).
- For students who have no serious disciplinary issues (eg a two-day suspension) in Grade 10 (1st class of Lykeio, Senior High School).
- Interview with the prospective student and parents by the IBDP Coordinator, the Deputy IBDP Coordinator and the Psychologist of the Department.
- The successful completion of placement tests for all students entering the program. These tests include the following subjects: Modern Greek Language and Literature, English Language (for those who do not hold the Proficiency Certificate), Mathematics and optionally Chemistry and Physics if students wish to take these subjects at Higher Level. Successful completion is considered a score of minimum 50% at each test.
- Confirmation of the selected subjects by the Coordinator of the Higher Education Counselling Department of our school, to make sure that the candidate's selected subjects are in line with the desired university and country of studies in his/her applications.

Admissions decisions

All applications are reviewed by the Admissions Committee, which consists of the IBDP Coordinator, the Deputy IBDP Coordinator, and the Psychologist of the IBDP department.

The IBDP of Geitonas School reserves the right to refuse entry to a student if their profile does not meet the Admissions criteria described above. Also, a student's conduct in a previous year, educational environment, school will be taken into serious consideration.

In case significant social, emotional, behavioral issues or learning differences arise during enrollment at the school, there will be close consultation with parents, and it is possible that the school will encourage parents to seek external assessment. In cases where we determine that we are unable to support a student's special needs, this will seriously affect their application-

Once the application is completed, including receipt of official school records, our decision is communicated either by telephone or e-mail within two weeks. Once the offer has been accepted, to confirm enrollment, a registration fee (in accordance with the school's fees) is due within a week. Also, candidates need to complete an enrollment form, a contract wherein parents confirm their child's registration, and a GDPR form for personal data.

These commitments must be made within the deadlines so that 1) we may guarantee that places are held for accepted applicants who wish to enroll and 2) in cases where accepted applicants choose different options, we may allocate places to other candidates who may apply. Partial refunds are made within specific deadlines in accordance with the school's fee policy.

Class Placement

It is our policy to make initial placements of students in classes for the coming year, according to a set of criteria, which include, but are not limited to:

- Size of the class
- Individual timetable restrictions

The class placements are revisited prior to the commencement of each school year and reconsidered throughout the year.

Assessment policy

Assessment Philosophy

Assessment is an integral part of our teaching and learning process. Assessment seeks to provide opportunities and support for all students to reach their full potential. Assessment data is gathered, analyzed, and acted upon to inform teaching and learning. We identify what students know, understand, and can do at different stages in the learning process. As such, every student is provided with the opportunity and support to learn in a personalized way.

Purpose of assessment

Our IBDP has put in place assessment tools to achieve two overarching purposes: assessment for learning and assessment of learning. Assessments fall into three broad categories.

- *Diagnostic and prior-knowledge assessments*: these are used to determine what students already know and help the teacher identify areas of curriculum adaptation and differentiation that will enhance student learning. Examples include placement tests for students who want to enroll in the IBDP, or prior knowledge assessment at the beginning of each unit.
- *Formative assessments*: a continuous process designed to improve teaching and learning. Examples include assessment tasks and assignments to be completed outside the classroom, end of chapter tests, mid-term exams, Mock exams.
- *Summative assessments*: administered at the end of a term in order to measure student performance, based on a predetermined set of criteria. Examples include term exams and end-of-year exams.

Feedback on assessment

Teachers give appropriate, constructive, and timely feedback on students' work that will enhance their learning. This feedback should:

- Be based on evidence from the task.
- Be given to students in an accurate, constructive, and timely manner.
- Include the students' input through self-reflection.
- Prompt the student to apply the feedback received on a specific task and future learning.

Recording and reporting

Teachers maintain records of student assessment data throughout the year. These data are used for the evaluation of student's performance and may include grades, comments, and examples of student work. Reporting to parents takes the form of formal written reports, emails,

phone calls, and parents-teachers' meetings. Parents, students, and teachers can meet and discuss individual student performance at scheduled dates.

This is an indicative schedule for grade reports followed by parent-teacher meetings in DP1:

1st mid-term exams	October
1st term exams	December
2nd midterm exams	February
2nd term exams	March
Final exams (DP1)	June

This is an indicative schedule for grade reports followed by parent-teacher meetings in DP2:

Make up exams	September (no meeting)
1st mid-term exams	October
1st term exams	December
Mock exams	March
Final exams (Official IB Diploma Exams)	April/May (no meeting)

Grade reports and parent-teacher meetings follow each exam session, apart from final exams of IB2.

Assessment data to inform teaching and learning and standardization

All teachers use assessment results to inform their planning and facilitate approaches to teaching and learning. Teachers must look at learning results frequently, both formative and summative, to ensure consistency of evaluation as well as to look for areas where students do not meet expectations.

Standardization is a process to ensure a common understanding of the relationship between achievement levels and performance. Teachers collaborate with other teachers from the same subject to standardize the grading of students' work. Consequently, standardization ensures that teachers have a shared understanding and interpretation of assessed criteria, and that mark schemes are accurate. For example, in two groups of the same subjects, the same exams are given (Mid-term exams and Term-exams). All internal assessment works are graded by the subject teacher. In meetings, all subject teachers collaborate to standardize the grading of major assessments of students' work.

Grading policies

The Term Grade of DP 1 Year (Terms 1 & 2) and of the 1st term of the DP 2 year for Groups 1-5 is calculated as follows:

Term Grade	100%
Term exams	40%
Mid-term exams	30%
Homework	10%
Oral	10%
Tests	10%

The DP1 Final Grade follows is calculated as follows:

DP1 Final Grade	100%
Term 1	10%
Term 2	30%
Final Exam	60%

Group 6 and Core

- **Music:** Grades are awarded based on portfolio submitted based on external assessment and internal assessment.
- **Visual Arts:** Grades are awarded based on portfolio submitted based on external assessment and internal assessment.
- **CAS:** Descriptive grades are given assessing students' engagement to CAS
- **TOK** is graded on a letter scale, from A to F.

Exam Retake policy

- Students are allowed to re-take **two** subjects in the beginning of DP2 (September) for a make-up exam.
- Students who have scored 1 or 2 out of 7 in any subject can retake one more subject.
- Students who have scored 1, 2 or 3 out of 7 are strongly recommended to re-sit for the final exams in this subject.
- If the Retake Grade is higher than the DP1 Final Grade, the Retake Grade replaces the DP1 Final Grade at the student's grade report.
- If the Retake Grade is lower than the DP1 Final Grade, the DP1 Final Grade remains at the student's grade report.
- Students are allowed to retake only if they have completed their CAS portfolio and their TOK Exhibition Project.

Transfer from DP1 to DP2

- a) If the overall grade of a student after the retake exams is equal to / or above 22 out of 42:
- Students are allowed to transfer to the IB2 year only if they have completed their CAS portfolio and their TOK Exhibition by the 30th of June of the current academic year and registrar for the full diploma
 - Students are allowed to transfer to the IB2 year only if they have less than 114 absences
- b) If the overall grade of a student after the retake exams is lower than 22 out of 42, or have more than 114 absences, a meeting will be held with the department's administration to discuss options for the following academic year. These options include:
- Continuation to the IB2 year, attending all subjects, with split registration in two or more examination sessions (May or November), provided they have completed their CAS portfolio and their TOK Exhibition
 - Repetition of the IB1 year with or without change of subjects
 - Enrolment at the 11th Grade (2nd grade of Lykeio Senior High School)

The aim of the school is to find the best option for the benefit of the student taking into account the individual needs and potential of the student.

IBDP Grading System

IB subjects are graded on a scale from 1 to 7. Students get a maximum of 42 points from their six subjects (7x6=42) and a maximum of three extra points from their grades in TOK and Extended Essay as follows:

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

Additionally, the maximum overall grade a student can obtain is 45 out of 45. Grade boundaries are different in each subject and are in line with the boundaries and grade descriptors issued in the last three IB exam sessions.

If a candidate has not met one of the following criteria, he/she cannot be awarded the IBDP Diploma.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for TOK and the EE.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Predicted Grades

Important milestones to predict a student's grades include:

- Final exam in DP1
- Year grade in DP1
- September (make up) exam (if applicable)
- First midterm in IB2
- IA progress
- Work ethic & academic integrity (e.g. meeting deadlines, time management)
- Class performance
- Internal Assessments (IA): progress on the IA

Requirements of the Greek educational system

All students are required to take two classes in Modern Greek Language and Literature, and Greek History, which is the equivalent of the Greek High School Diploma. They take exams every semester, in IB1 and IB2, and final exams at the end of each year. Their final grade is calculated from their attendance and performance in class, and the final exams at the end of each year. Students receive the Greek High School Diploma only if they have been awarded the IBDP Diploma.

Inclusion Policy

Inclusion Philosophy

Geitonas School abides by an inclusive approach to learning, which aims to enable all students to develop their skills, abilities, and growth with equal opportunities. Our inclusion policy pertains to teaching, learning and assessment, and attempts to establish an optimal learning environment for all students. In line with the IB ideals and principles, our IBDP department embraces and promotes the idea that every student is a unique learner. To that end, the whole school community, namely teachers, parents, counsellors, and administrative staff adopt a collaborative approach. In the following paragraphs, we explain our inclusion policy procedures and different options students can take according to their individualized circumstances.

Inclusion in Teaching, Learning and Assessment

The pedagogical team of our school, in collaboration with parents, are detecting and acting upon the signs of possible learning difficulties and special needs requirements, with the assistance of a specialized professional who will assess the child. To that end, we collaborate with parents to provide us with essential information or documentation for students and seek the necessary assistance. Examples include previous or current diagnoses from health professionals, medical or educational reports from specialized professionals or any evaluation documents that might prove useful when assessing a student's academic performance. Such documents are requested for teachers to be aware of any obstacles to student learning. In this way, necessary arrangements for students to guarantee equal learning opportunities for all are put in place. Moreover, it is worth noting that, in line with the IBDP inclusion policy, inclusion access arrangements are made available to students.

Inclusion procedures and different routes

For incoming students entering our IBDP

Incoming students to our DP1 follow a certain procedure. Steps include, but are not limited to:

- An initial introductory meeting between parents, students and the IBDP administration.
- Students sitting placement tests to identify their current level and knowledge.
- A follow-up meeting between parents, students and the IBDP administration, to discuss students' motivation in doing the IBDP and their future aspirations.
- A meeting between the IBDP Psychologist and the student.
- A discussion between the student and the University Counselling Office, to determine possible choice of subjects, in line with future education plans.

When the above steps are completed, a student can proceed with his/her registration in the IBDP department of our school. In the introductory meeting between the IBDP administration, parents,

and/or students, the possibility of students having been identified with special arrangements or being likely to need an evaluation upon the start of DP1 is discussed.

If the student has already been identified with special arrangements, the parents are asked to provide all necessary documentation. According to the *IB Access and Inclusion policy booklet (2022)*, some arrangements do not require authorization. Examples of arrangements that do not require authorization include: a candidate taking an examination in a separate room; a candidate being accompanied by a care assistant if there is a health issue; a candidate to have a designated reader during the exam. Examples of arrangements that do require authorization include changes to be made on the examination papers, such as having the examination in a certain colour or access to the exam electronically; access to additional/extra time in examination; access to a scribe during the examination.

If a student has been assessed by the Greek state authorities, additional documentation is required to grant a student inclusive access arrangement. Therefore, we follow the following steps for new, incoming students to our DP1 who have been evaluated by the Greek state authorities.

- The student meets with our Department's Psychologist to discuss any possible educational needs.
- Our Department's Psychologist informs teachers about the outcome of this discussion.
- The IBDP grants the student necessary arrangements (e.g., extra time, reader, use of laptop) on a provisional basis, until the formal evaluation and assessments are completed.
- The IBDP administration provides parents and student with a list of diagnostic centres for evaluation. The family chooses based on their needs.
- Parents inform the IBDP when a result or report is issued from the evaluation.
- The IBDP officially provides the student with all necessary arrangements, based on the results of the evaluation.
- The IBDP Coordinator informs IBIS about the student and his/her inclusion arrangements. At the same time, the IBDP Coordinator collects one piece of evidence from a student's work to accompany this request.

For students who are already enrolled in the IBDP

Our school has come across cases where a student enrolled in our IBDP faces considerable academic challenges yet has not been previously evaluated or assessed. In such cases, both school and family need to follow the following steps to plan for inclusive access arrangements for all students, during their course of study. Initially, it might be the student, the parents or the teachers who notices a need for additional support and share the information with the others involved, in which case the following steps are taken:

PROCEDURE INITIATED BY TEACHERS

- The teacher observes the student in class and has an initial conversation with him/her on their learning style, time management skills, and studying at home.
- The teacher refers the case to our Department's Psychologist.
- The Department's Psychologist meets with the student and does an initial evaluation.

- The Department's Psychologist informs the IBDP Coordinator and teachers about the evaluation.
- The Psychologist of our Department and the IBDP Coordinator have a meeting with the parents and the child, to discuss how to proceed with a further evaluation.
- The IBDP grants the student necessary arrangements (e.g., extra time, reader, use of laptop) on a provisional basis, until the formal evaluation and assessments have been completed.
- The IBDP administration provides parents and student with a list of diagnostic centres for evaluation. The family chooses the one they deem more appropriate, based on their needs.
- Parents inform the IBDP when a result or report is issued from the evaluation.
- The IBDP officially provides student with all necessary arrangements, based on the results or report of the evaluation.
- The IBDP Coordinator informs IBIS about the student and his/her inclusive arrangements. At the same time, the IBDP Coordinator collects two pieces of evidence from a student's work to accompany this request.

PROCEDURE INITIATED BY STUDENTS AND THEIR FAMILIES

- The student has an initial conversation with his/her teachers and/or personal advisor, to discuss possible difficulties and challenges. The teacher provides the student with some suggestions and modifications, to see if they would work. The teacher informs the IBDP Coordinator of the conversation with the student, so that they are both aware of possible difficulties.
- If difficulties persist, the student reaches out again to the teacher. The teacher informs the IBDP Coordinator, and together they notify parents and ask them to meet.
- After this conversation, the teacher and coordinator refer the case to the Psychologist of our Department.
- The Psychologist meets with the student and discusses the needs of the student and does an initial evaluation.
- The Psychologist of our Department informs the IBDP Coordinator and teachers about the outcome of the conversation and evaluation.
- The Psychologist of our Department and the IBDP Coordinator have another meeting with the parents and the child, to discuss how to proceed with a further evaluation.
- The IBDP grants the student necessary arrangements (e.g., extra time, reader, use of laptop) on a provisional basis, until the formal evaluation and assessments are completed.
- The IBDP administration provides parents and student with a list of diagnostic centres for evaluation. The family chooses the one they deem more appropriate, based on their needs.
- Parents inform the IBDP when a result or report is issued from the evaluation.
- The IBDP officially accommodates the student with all necessary arrangements, based on the results or report of the evaluation.
- The IBDP Coordinator informs IBIS about the student and his/her inclusion arrangements. At the same time, the IBDP Coordinator collects two pieces of evidence from a student's work to accompany this request.

Academic arrangements following the inclusion procedures

Suggestions from the psychoeducational report are implemented in the teaching and learning procedures in the classroom as far as possible.

Following the authorization of inclusion procedures, the IB provides students with respective academic arrangements in term exams and final IB exams. Examples include:

- Access to a word processor, word processor with spell checker
- Additional breaks
- Four function calculator
- Flexibility in duration of examination, course or deadline (e.g., deferral, extensions)

Academic Integrity Policy

Honesty and Integrity in Educational Institutions

In an academic institution, every member of the community must demonstrate the highest standards of academic honesty which apply to all staff members, parents, guardians, and students. Academic integrity is a commitment, even in the face of adversity, which consists of five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. This means acting in a way that is honest, trustworthy, fair, respectful, and responsible in your studies and academic work. It means applying these values in your own work and when you engage with the work and contributions of others. Breaching academic integrity is known as 'academic misconduct' or 'academic dishonesty'.

One must produce work that is wholly one's own, whether it is in the form of producing material, taking a test, writing an essay or report, conducting an experiment, or completing an assignment. Failure to behave with academic integrity includes actions such as plagiarism, cheating, fabrication, and research fraud. Moreover, falsifying or altering a record, health slip, or grade or permit is misconduct. Allowing someone else to copy your work, assignments, exams is also misconduct. You do not want to be accused of abetting someone else's academic misconduct.

Towards a Holistic Academic Integrity Approach

For an Academic Integrity Code of Conduct and Policy to be implemented in the school community it needs:

- to be initially communicated clearly to administrators, faculty members, parents/guardians, and students.
- to reinforce the culture of honesty, fairness, and responsibility that the code of conduct guidelines or policy of Academic Integrity are in place to protect the standards of the institution and protect our values as a community, and
- to support students by building their knowledge input and skills around proper research, citation and writing practices of academic integrity.

Academic Dishonesty and Misconduct: Greek Legislation Act

According to the Greek constitution and the legislation Act of **71388/Δ2/2019**, **Article 7** all Greek schools, public and private, must comply with the principles of academic honesty. A national policy on prevention, detection and deterrence of cheating and plagiarism is implemented in Greece.

Children and youth are central to any governmental strategy to cultivate a culture of integrity in society. The knowledge, skills and behaviors they acquire now will shape the countries' future, and ensuring that they have the knowledge, skills and behaviors to uphold public integrity is essential for preventing corruption. Guidelines are presented each year to students, and these are reinforced in the initial meetings, throughout the year, and especially prior to exams. If a student is caught with prohibited material in the classroom (e.g. mobile phones, notes) during an exam or if caught cheating then students must be removed from class, the assessment paper is graded the minimum mark (zero) and the Head of School must issue a formal report with the recording of the incident.

Moreover, the OECD Recommendation on Public Integrity calls on countries to raise awareness of the benefits of public integrity and to reduce tolerance of violations of public integrity standards, carrying out where appropriate, civic education on public integrity. Indeed, as a key socializing agent, engaging the school system is critical for inspiring norms for public integrity at a young age.

Academic Honesty and Integrity Culture and Code of Conduct at Geitonas School

As a school we strive to provide an academic setting where every student's skill and character can flourish to the fullest by encouraging meaningful connections between classroom and real-life experiences. Our aim is that our students work in an environment of ongoing inquiry, cooperation, and mutual respect as they acquire a high caliber education and positive life attitudes. Our aspiration is to share principles where educational philosophy, learning culture, ethos and values are aligned with the principle of integrity and the expectation is that all members of the academic community act with honesty, trust, fairness, respect, and responsibility.

Geitonas School is committed to the principle of equal opportunity in education and accepts students without discrimination acknowledging their various learning profiles and learning needs, which always ought to be aligned with academic integrity. We ought to provide opportunities for all students to "develop a deep sense of integrity and self-esteem". In support of this goal, we are committed to helping students understand and demonstrate the principles of academic integrity daily.

We want students to be able to take pride in their honest achievement. Thus, academic misconduct is not to be tolerated. This is made clear to students, parents/guardians, and staff members as a code of conduct with reference to the Greek legislation Act of [71388/Δ2/2019](#), **Article 7** which is communicated by the school during meetings and via emails to all community members involved in the educational process.

Students are expected to always do their own work. Copying someone else's homework, getting unauthorized assistance during an exam, asking a parent or tutor to do one's homework, copying from publications, Internet sites or AI generated materials, taking ideas and information from other sources without properly citing them and fabricating facts are all acts of academic dishonesty and

ultimately work to a student's disadvantage. Likewise, allowing someone to copy one's work is also considered misconduct.

Simply put, academic integrity means always being honest about work produced by avoiding cheating, fabrication, and plagiarism. At Geitonas School, we consider that academic integrity has been violated and cheating has occurred when someone else's words, work, test, or quiz answers, and/or ideas are used and claimed as one's own. In case of serious misconduct, removal from the school environment is considered if the incident occurs more than twice.

Our IBDP's Academic Honesty and Integrity Policy

As stated in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice, and with respect for the dignity and rights of people everywhere". This principled notion implies maturity and responsibility and for each member of the educational institution to take onus of their own action.

The purpose of the Academic Integrity Policy is to provide students, faculty, and staff with clear guidelines about expectations for academic integrity, what behaviors violate academic integrity, and the process for addressing academic integrity issues.

Clear guidelines are presented and posted in public areas and email reminders are frequently presented of exam regulations imposed by the IBO and our department.

Students are expected not only to be able to distinguish right from wrong, honesty from dishonesty, but also to be able to demonstrate clearly that their work meets a formal standard of academic honesty. Ongoing support and guidance from the teachers help with the early detection of plagiarism or fabrication and will dissuade candidates from, for example, deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny. Furthermore, our school holds an account with *turnitin*, a plagiarism detection software, which allows checking for possible plagiarism and/or collusion through cross comparison of the work in a very large database. All the above considerations fortify our confidence to authentication of work before submission.

Use of Artificial Intelligence (AI)

Artificial Intelligence is a powerful tool but, as with every available tool, we have the responsibility to use it properly. We would like to remind you that any breach of the IB regulations on academic integrity may result in severe penalties up to not obtaining the IB Diploma. Therefore, any AI generated work must be referenced. Please find below the official statement of the IB:

*The IB believes that this AI technology will become part of our everyday lives—like spell checkers, translation software and calculators. We therefore need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools **ethically and***

effectively. The IB is not going to ban the use of such software (eg ChatGPT), but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Work produced by artificial intelligence tools (even only in part) will not be considered as a student's own. As with any quote or material adapted from another source, it must be clear that AI generated work included in a piece of assessment has been taken from such software—it **must** be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content as it was not originally written by them.

Consequences of academic misconduct

It is made clear to students that in case of plagiarism, the IBDP Diploma might not be awarded.

Exams

- The use of mobile phones by students in school premises is prohibited by state law.
- During examinations, mobile phones must be deactivated and placed in students' bags, which must be left outside the administration office.
- Notes, watches, and any other electronic devices (except GDC where allowed) are considered unauthorized material and must not be in the examination room.
- Students talking among themselves and exchanging items is not allowed during examinations.

Failure to comply with any of the above is considered serious malpractice and breach of the exam regulations. In case of such an incident, there are severe penalties and papers will be marked with "zero percent" (1 out of 7).

In examinations, in cases of multiple incidents of misconduct, the student might be suspended for a number of days or even expelled, and the coordinator can reach the decision in extreme cases not to register the student for final exams.

Internal assessment

The first time a work is deemed to be academically dishonest (not the student's own work), the student will be requested to change topic. In the event that there is a second instance of academic dishonesty, the teacher will not sign the project authentication and IBO rules and regulations will be put into effect.

Homework

If work is deemed to be academically dishonest (not student's own work) it may either receive no grade or receive zero as a grade, while the teacher is advised to give feedback to the student. In addition, the teacher concerned is encouraged to inform the student's parents/guardians of the incident and state how it has been dealt with.

The role of the Personal Advisor to each candidate

Ongoing support and guidance from the teacher assigned as Personal Advisor will help with the reinforcement of a study plan and the implementation of skills for a sincere and organized approach in the learning process and the early detection of misconduct signs. This requires transparency and frequent communication with the advisee as well as with all educators of the student to note habits, practices and academic progress and quality of work.

Our Pre-IB Study Skills Course: Introducing the importance of Academic Integrity

Students entering the IBDP must understand the terms of ‘academic dishonesty’, ‘academic honesty’ and ‘integrity’ and avoid any form of ‘academic misconduct’ and its severe consequences. This is where the role of the Pre-IB Study Skills Program is pivotal. Students come from various educational backgrounds and once they enter the IB Program, they are introduced to the key terms and notions along with their implications.

The Pre-IB Study skills course is optional but highly recommended to be selected as an elective prior to IB admission for students seriously considering pursuing the IB Program. It offers weekly meetings where students are introduced to various notions and skills of good practice and integrity, which assist their academic advancement.

Our specific focus on Academic Integrity in this course is reinforced in the following units:

Why is it important to maintain academic integrity?

- We want you to take pride in your honest achievement.
- You will feel good about yourself when you meet the challenges of your academic work.
- You will develop and maintain a reputation as an honest person.
- People’s words, work and/or ideas are considered “intellectual property” – meaning, that their creator owns them. Some types of plagiarism violate not only school rules, but also law. Plagiarism is a form of theft. So are other forms of cheating, like copying another’s work.
- Cheating gets in the way of learning. When you present someone else’s work or ideas as your own, you are not learning, nor are you practicing the skills that you need to succeed in the university and in the workplace: how to write, analyze, form conclusions and generate new ideas.
- You will learn what you are honestly capable of achieving.
 - Looking at another’s test, getting unauthorized assistance during a test, sharing answers with others during a test, letting someone copy your assignment are all considered misconduct.
 - Having a parent or a tutor do your assignment is misconduct.

- Paying a tutor to write your paper (or complete your college applications) for you is misconduct.
- Letting your parents build your project is misconduct.
- Turning in an old project or paper completed by a former student is misconduct.
- Taking a paper directly from the Internet and passing it off as your own is misconduct.
- Copying directly from published works or Internet sites, and/or using someone else's words without quoting them and citing the sources of information is misconduct.
- Paraphrasing (rewording) someone's words and not giving him/her credit for the ideas or concepts is misconduct.
- Using images, charts, graphs, maps, tables, and other graphics from published or Internet sources in your work without citing where you found them is misconduct.
- Fabricating (making up facts) is misconduct. Do not fabricate data, citations, or experimental results is misconduct.

How is cheating discovered?

- New technology is introduced. All student work will be submitted through turnitin.com in order to check the originality of the work. Teachers will guide you through this process the first week of classes.
- Teachers know your writing. Teachers know how students write. It does not take much to recognize what was written by a particular student and what was written by someone else.

How can you avoid cheating?

- The best way to avoid cheating and plagiarism is to find ways to personalize your assignments. Paraphrasing techniques are explored and practiced in our study skills' component. An original analysis and conclusion, which is supported by facts from other works properly cited is never cheating. Write in your own voice, not just in your own words.
- Organize your work so that you do not run into a last-minute time crunch that keeps you from studying, writing, creating, revising, reflecting and making your work your own.
- Record where you found your supporting ideas while you do your research – once for finding the information, and again for writing your footnotes and doing the bibliography.
- ALWAYS include a bibliography, list of resources or acknowledgement whenever you use the work or ideas of others. If you can't provide a citation, don't use the source.
- Understand that using other's work is permissible and, usually, necessary to create well-supported arguments, conclusions, and answers to questions. Giving credit to the source of this work keeps it from being plagiarism.
- Make as large a percentage of your work as original as possible. Use direct quotations and paraphrasing only when what you find is written in such a way that it clarifies or makes memorable the idea expressed.

Presentations of good practice techniques for TOK Essays, Extended Essays and Internal Assessments: Focus on the importance of Academic Integrity

DP students must understand academic honesty and avoid any form of academic misconduct daily, in exam conditions and when working on all assessments. All coursework, especially work submitted for internal assessment, TOK essay, or Extended essay, is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Meetings take place and announcements are made on the above-mentioned by teachers, the IBDP Coordinator, the Extended Essay Coordinator, the TOK instructors, and by Personal Advisors, as well as the school librarians.

All candidates for the IB diploma are expected to acknowledge the use of the work or ideas of another person by using a standard style of referencing which they are presented by teachers and school librarians. *Plagiarism* is defined as the representation, intentionally or unintentionally, of the ideas, words, or work of another person without proper, clear and explicit acknowledgment. Plagiarism should be avoided in all its variations. Formal, standard, appropriate styles of referencing of a source are described in the IB publication "*Effective citing and referencing*", distributed to the students. Failure of a candidate to acknowledge a source will be considered as a potential breach of IB regulations, an academic misconduct.

Guidelines are consistently and explicitly stated:

The academically honest student:

- Acknowledges all his sources in a formal, appropriate and specific manner
- Uses appropriate citation and referencing styles
- Acknowledges explicitly any help provided by another person or source
- Follows all exam rules
- Understands what plagiarism and fabrication is and avoids such practices in all its variations.

The academically honest student does not:

- Copy the work of other people
- Give another student his/her work to copy or do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.
- Plagiarize nor fabricate facts or results
- Cheat or use unauthorized material in exams

Language Policy

Language Philosophy

Geitonas School is a Greek school, not an international school. Hence, the native language of the majority of students is Greek, with a small number of students being bilingual in Greek and another language or native speakers of other languages. Therefore, the school's official language of instruction and communication is Greek, both inside and outside of the classroom.

Following the school's vision to be a Modern Greek school with a European dimension, students learn two additional languages at a good level from grade 1 onwards.

English is the predominant foreign language offered in the school and is part of the official curriculum at all grade levels. For example, students in Pre-school and Kindergarten have an hour of English per day. As students move up grades, they have more hours of English per day in their taught curriculum.

A distinctive element in Greece and the Greek educational system is the existence of both Modern and Ancient Greek as languages taught at school. Modern Greek is taught from pre-Kindergarten, while Ancient Greek is taught from Middle School onwards. Also, Latin is taught in 11th and 12th grade.

Geitonas School also offers French or German as a second language from 2nd grade onwards. Moreover, students can learn an additional language (Spanish and/or Italian) as an elective in after-school activities.

Language profile of our IBDP students

Given that the school is a Greek school, and the majority of the student intake into the IB Diploma programme have Greek as their mother tongue, the language of instruction is usually in their second language, English.

Students are assessed in Modern Greek and English before their admission to the IBDP, through Placement tests in those two languages. Placement tests happen in the spring before students start DP1, as a means through which to monitor students' current level of knowledge and use in Modern Greek and English. If the IBDP Administration thinks that students need improvement in either of the two languages, they suggest revision courses during the summertime. Then, placement tests are placed in school files, which are accessible to all members of staff. The files also include students' grade transcripts from previous years, and other language certificates earned by the students.

When DP1 begins, students are further assessed on their ability to understand and communicate in English. For example, they are assessed in written and oral forms, as well as in text comprehension and production. At this point, the teacher can plan how to help each student individually and will implement appropriate activities to help integrate and motivate all students in the learning process. The same forms of assessment are applied to students' use and knowledge of the Greek language. Similarly, adjustments are made in class to help students' individual needs. Our IBDP offers Modern Greek only as a native language (i.e., Language A), given that it is the native language of most

students. If a student's native language is not Greek, we offer him the possibility to take English A or a self-taught language as a first language. In terms of a student's second language (i.e., Language B), our IBDP offers English B only at Higher Level, given that most students have good command of the English language.

Languages of communication used in the school and outside the classroom

The official language of instruction in the school is Greek. The vast majority of students at school are Greek native speakers.

The official language of instruction in IBDP is English. The majority of students in the IBDP are Greek native speakers. Thus, students and staff often communicate in Greek among them outside the classroom.

Legal requirements resulting from government legislation

The Greek Ministry of Education requires **all** IB students to attend classes in Greek Language, Literature and History. These subjects are scheduled within the weekly timetable, and students take exams in the end of each term. The successful completion of the exams allows students to obtain the Greek diploma. This is the equivalent of the formal High School diploma in Greece, known as 'apolitirion'.

Practices related to language teaching and learning

The majority of students are being taught in their second language; hence we adopt teaching strategies with this in mind. Students study lists of words and new vocabulary, idioms, expressions, and specific terminology, and explore the etymology of words, particularly those of Greek and Latin origin.

In addition, teachers use visual materials, such as Power Point presentations, to display repetitive modelling of language. Students then use this model to make their own presentations. Students as learners are encouraged to become independent and undertake research activities, followed by sharing their findings in groups or pairs of students who might have various language levels. Consequently, a sense of community and understanding is fostered in the classroom among students and teachers. Finally, differentiated instruction in the classroom is always in place, considering students' different needs.

Opportunities for learning Ab Initio and B languages.

Our IBDP Department offers English, Spanish, and French as B Languages (Second Languages). Also, our IBDP Department offers Spanish and French in ab initio Level, meaning that students can take these languages without prior knowledge.

Policies for developing and maintaining mother tongue languages.

In Group 1, Studies in Language and Literature, our IBDP offers English A Literature and Modern Greek A Language and Literature, both in Higher and Standard Level. Students are required to develop their awareness of language by reading and analyzing whole literary texts, books, poems, and other literary genres. Students also develop and maintain Greek mother language through the Greek High School Language and Literature and History classes (two hours per week in DP1 and four hours per week in DP2).

Complaint policy

The IBDP Department and Geitonas School as an entire community promotes open communication and interaction among students, parents, teachers, and the administration. The school aims at constructive feedback and continuously works to resolve any issues that may inhibit the academic progress or the well-being of the students. All issues are treated with confidentiality and within the capacity of the school, considering legal restraints, and the wider school policies.

Any complaints that are received anonymously are far less likely to be resolved. The following steps are set in place to facilitate the resolution of issues as they arise:

Students

- For issues related to a specific subject, students are encouraged to have a discussion with the subject teacher.
- If the issue is not resolved, or for issues related to the Diploma Program, students should have a discussion with the Personal Advisor.
- If the issue is not resolved, or for other issues not mentioned above, or for general issues regarding the school, students are advised to have a discussion with the DP Coordinator or the Deputy Coordinator.
- If the issue is not resolved, students should discuss it with the Head of School along with their parents.

Parents

- For issues related to a specific subject, parents are encouraged to have a discussion with the subject teacher during their office hours.
- If the issue is not resolved, or for issues related to the Diploma Program, parents should request a meeting with the DP Coordinator or the Deputy Coordinator.
- If the issue is not resolved, or for other issues not mentioned above, or for general issues regarding the school, parents can be referred to the Head of School.

Internal Assessment

Type	Subject	Contribution
Individual Oral	Language A Lang. & Lit.	30% (SL) – 20% (HL)
HL Essay (externally assessed)	Language A Lang. & Lit. (HL)	20% (HL only)
Individual Oral	Language B	25%
Experimental Study	Psychology	25% (SL) – 20% (HL)
Analysis	Philosophy	25% (SL) – 20% (HL)
Written Commentary (SL) Research Project (HL)	Business Management	25%
Historical Investigation	History	25% (SL) – 20% (HL)
Portfolio	Economics	30% (SL) – 20% (HL)
Investigation	Physics, Chemistry, Biology, ESS	20% (25% ESS)
Solution	Computer Science	30% (SL) – 20% (HL)
Exploration	Mathematics	20%
Exhibition	Visual Arts	40%
Experimenting	Music	30% (SL) – 20% (HL)
Contemporary music-maker (HL)	Music	20% (HL only)

The official IBDP assessment scheme includes an internally assessed component in each subject, which is completed by the students during the two IB years and is supervised by the teachers of our department. The internal assessment component counts from 20% to 40% to the overall subject grade, depending on the subject. Therefore, strictly adhering to the deadlines and a close cooperation of the students with their teachers is necessary. The topics for the Internal Assessment are assigned from April in DP1 onwards and they are gradually completed up to February in DP2. Each subject has a different submission deadline.

According to the IB regulations, teachers are allowed to give only one feedback to the Internal Assessment of students.

Extended Essay | Theory of Knowledge | CAS

Extended Essay

In April of DP1 year, students choose the supervisor of their Extended Essay. The deadline for the submission of the Extended Essay is October of the DP2 year. Therefore, students must work on their Extended Essay during summer and be in contact with their supervisor who will provide feedback. The 4000-word essay is graded on a scale of A – E. The essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma. (see table below).

Viva Voce is a 10-minute interview with the Supervisor after final submission to clarify any issues, confirm ownership and reflect on what has been learned. It is an aid to the Supervisor's Report.

Extended Essay supervisors are permitted to give a maximum of 5 hours individual assistance to each student.

A grade of E on the Extended Essay means a failure of the IB Diploma. It is therefore imperative that students closely follow the timelines and guidelines in the Extended Essay guide and respond promptly to advice from supervisors.

Theory of Knowledge (TOK)

Theory of Knowledge is a compulsory course for all IBDP students. The highest grade that can be obtained at TOK is A. Combined with the Extended Essay, up to three extra points can be added to the total points obtained in the final written exams (see table below).

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

Exhibition (IB1)

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. For this task, students are required to create an exhibition of three objects that connect to a prompt provided to the student. They must also submit an accompanying written commentary on each object of 950 words total.

Essay (IB2)

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

CAS

CAS is at the heart of the Diploma Programme and complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to grow as unique individuals through experiential learning, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

The Three Strands of CAS are:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

Students are expected to have a complete CAS portfolio by the end of DP1 year and share and demonstrate their CAS accomplishments with the IBDP community at the IB Core Celebration (IB2 year).

Participation to CAS teaching periods and CAS actions are imperative.

Applications to Universities

Right after the June exams, IBDP1 students are going to have a meeting with the University Counsellor. They will register to UCAS, they are going to submit personal information, previous years grades, their IB subjects, and all other necessary information for their application to UK universities.

In fall students must submit the first draft of their Personal Statement according to the instructions provided by the University Counsellor. Students can request individual meetings until the middle of July.

By the end of September of the DP2 year students must have received a Reference Letter from a teacher of their choice. Students must request the Reference Letter by the end of June of the DP1 year.

The applications for the UK must be completed by 24 January of the DP2 year. For Oxford, Cambridge, and Medical Schools the deadline for applications is on 15 October.

For applications to other universities, students need to arrange a personal meeting with the University Counsellor.

Code of Conduct

Geitonas IB school code of conduct is a set of rules and guidelines that outline the expected behavior of students within our school environment. Our specific code of conduct covers a range of topics to ensure a safe, respectful, and encouraging learning environment. The aim of the current code of conduct is to promote the responsible citizenship of our students; to encourage responsible behavior both inside and outside the school and to emphasize the importance of being a positive member of the community. ***The consequences for violating the code of conduct, will include disciplinary actions such as warnings, exclusion from school activities, detention (1-2 days) or expulsion from school.***

Dress Code

Clothing appropriateness, refers to outfit which is not disruptive, provocative or offensive to others. Clothing with inappropriate offensive graphics, logos or text are restricted. The length of skirts or shorts and the fit and coverage of tops should ensure modesty. Moreover, sagging pants or clothing, including see-through garments that expose underwear is prohibited. Headwear including hats, caps or other headgear inside the school classrooms and during lessons is not allowed. Headwear worn for religious purposes is excluded.

No-Smoking Policy

According to Ministerial Decision 88202/2009 (published in the Government's Gazette no 1286/B'/30.6.2009), smoking is prohibited in all educational institutions and employment areas. In this context, all types of smoking including vaping are prohibited in all indoor and outdoor school areas. The possession of cigarettes and vaping devices is also prohibited. The no-smoking policy applies to all community members (students, faculty, staff and employees), as well as parents, alumni and guests across all divisions (middle and high school).

Alcohol / Drugs

The possession, consumption, distribution, transportation, sale or purchase of alcoholic beverages or the attempt to purchase, consume, possess or transport alcohol anywhere at school or at specific school events and field trips, is prohibited regardless of the age of individuals that might be of legal drinking age. Participation in activities, games or contests that promote irresponsible drinking is prohibited. The same applies for drugs intended for recreational or other non-medically prescribed purposes.

Consumption of Food and Beverages

Consumption of food, coffee and beverages in classrooms, laboratories, visual art studio, athletic facilities, the library or any other teaching and learning space in the school is not permitted.

Vandalism

The attempted or actual damage to property belonging to the school, a member of the faculty or visitor that is committed deliberately or in disregard of the possible harm to others will be subject to Greek Laws and punished according to the severity of the action. Such damages include, but are not limited to, destruction of walls, desks, chairs, school computers, books, laboratory equipment, wall graffiti etc.

Physical Violence

Physical violence includes, but is not limited to any physical contact that results in harm or was intended to cause harm, and any fighting/brawling, slapping, spitting, pushing or restraining. If the physical violence is associated with harassment of any kind including sexual violence/harassment, racial harassment, stalking and verbal or written statements that amount to psychological violence, the case will be addressed accordingly and sanctions may be escalated. More information is included in our antibullying policy mentioned below. Additionally, the possession of sharp objects or anything that can cause injury is strongly prohibited in school premises and buses.

Use of technology and mobile phones

The use of mobile phones by students in school premises and during breaks is prohibited by the Greek state law and the Ministerial Decision 88202/25-06-2009 (B'1286). During examinations, mobile phones must be deactivated and placed in students' bags, which must be left outside the administration office. The use of all electronic devices, social media, and internet usage during school hours is also prohibited, unless a teacher is in agreement and has previously been informed.

Class Attendance / Presence

According to Greek state law, there are legal requirements for compulsory class attendance. Students are obliged to attend classes from 8:35 am – 3:30 pm daily. Late arrival is strongly prohibited and students may be held accountable for excessive absenteeism since there are policies in place outlining the consequences for excessive absences. Students are expected to make up missed assignments and coursework due to absences. Documentation from parents for excused student absences is required, such as a note from a doctor, hospital or a medical certificate, depending on the health issue.

Use of cosmetics

The use of makeup products, lipsticks, perfumes, hairbrushes and creams is prohibited in classrooms. Students are allowed to use the above-mentioned products in the bathrooms.

Respectful behavior

Teachers and staff members should be addressed with courtesy and polite language. Interrupting should be avoided and instructions have to be followed promptly. Being punctual for class is prerequisite and late arrival is not allowed because it can be disruptive and shows a lack of consideration for both teachers and fellow students. Disrespectful or offensive language is forbidden when communicating with teachers/students and constructive criticism and feedback should be seen as an opportunity for improvement.

Antibullying Policy

A. Bullying and Harassment Prohibited

Geitonas school supports a professional and learning environment that is free from any form of discrimination or harassment based on race, color, religion, sex, nationality, age, disability or other protected class. Any student of the community who is in breach of this undertaking will be subject to disciplinary action including **warnings, exclusion from school activities, detention (1-2 days) or expulsion**. Bullying and harassment are prohibited at Geitonas School.

Definitions

Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student or student's person or property,
2. Causing a substantially detrimental effect on the student or student's physical or mental health,
3. Substantially interfering with the student's or students' academic performance, or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying may take various forms, including without limitation one or more of the following: cyberbullying, threats, intimidation, harassment, physical violence, stalking, sexual harassment, sexual violence, theft, public humiliation, vandalism, and destruction of property or retaliation in response to making a report of bullying. This list is meant to be illustrative and non-exhaustive. Bullying often includes a malicious, intentional and repeated act, which may be verbal, physical or behavioral and that causes an imbalance of power, whether proven or felt.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this policy. Cyberbullying also includes the distribution of electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this policy. However, under this policy Geitonas school is not required to control the activities that are not related to school activities, events or programs.

Harassment refers to unwanted/undesired behavior, contact, or communication that creates an intimidating, hostile, or offensive environment for the person. Harassment includes, but is not limited to, insults, derogatory comments, mockery, gestures, looks, displays or distribution of disparaging and hurtful images, photos, notes or graffiti. It also includes physical assaults such as jostling, blows or obstructions.

If the harassment is of a sexual nature, it may include, but is not limited to, persistent and unsolicited attempts to interact with a third party, the spread of rumors through texts or emails, aggressive physical contact (kissing, physical contact, pulling clothes with a sexual connotation).

Scope of the Bullying & Harassment Policy

Bullying and harassment are prohibited at the following times and places:

1. During any school-sponsored education program or activity;
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities;
3. Through the transmission of information from a personal/school computer, or school computer network, or other similar electronic school equipment; or
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of the school.

This paragraph only applies when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function or program.

Investigation and Findings

The school will review all allegations of bullying and harassment.

A student found to have engaged in bullying or harassment in violation of this policy shall be subject to disciplinary actions mentioned previously. Behavioral and other interventions may also be taken to address bullying, including but not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

Bullying is contrary to Greek law and the policy of this School. This policy is consistent with other School policies. The school's bullying prevention and response plan is based on the engagement of a range of school stakeholders.

IBDP GEITONAS SCHOOL – POLICIES AGREEMENT

I, the undersigned.....parent/guardian of the student of IB1/IB2 *hereby agree to the terms and conditions set forth in these IBDP Department policies.* I have reviewed and understood the department’s policies, including the code of conduct, and I as well as my son/daughter commit to comply with the established policies.

The signed form should be returned to the IBDP Coordinator so that you can proceed with the student enrollment.

Signature:

.....

Date:

.....

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 learner profile represents 10 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.