

The Policies of Anatolia College

September 2024



Table of Contents

| | |
|---|----|
| ADMISSIONS POLICY | 3 |
| ASSESSMENT POLICY..... | 4 |
| Aim of Assessment | 4 |
| Characteristics of the Assessment Process at Anatolia | 4 |
| Types of Assessment | 5 |
| Formative assessment | 5 |
| Ways and methods of formative assessment | 5 |
| Summative Assessment | 6 |
| Communicative Framework and Language | 6 |
| Assessment and Homework | 7 |
| Assessment Criteria and Achievement Levels | 7 |
| Assessment Process and Grade Calculation | 8 |
| Grade Weighting | 9 |
| Communicating Progress and Grades | 10 |
| ACADEMIC INTEGRITY POLICY..... | 13 |
| Definitions | 13 |
| Students | 15 |
| Referencing requirements and development of research skills in every MYP Year | 15 |
| Faculty | 16 |
| Parents | 16 |
| Procedures in cases of academic misconduct | 16 |
| Use of Technology | 17 |
| Use of Artificial Intelligence and Academic Integrity in the Classroom | 18 |
| Background | 18 |
| Definitions | 18 |
| Guidelines for Use | 18 |
| Traffic Light System | 18 |
| Referencing and Accountability | 20 |
| Consequences of Misuse | 20 |
| Educational Responsibility | 21 |
| Responsibility and Support | 21 |
| Appendix 1 | 22 |
| | 1 |

| | |
|---|----|
| Appendix 2 | 24 |
| LANGUAGE POLICY | 26 |
| Language Use and the Curriculum | 26 |
| LANGUAGE AND LITERATURE: MODERN GREEK | 26 |
| LANGUAGE ACQUISITION: Teaching in Phases | 27 |
| ENGLISH LANGUAGE | 27 |
| FRENCH-GERMAN LANGUAGE | 28 |
| TEACHING OF ANCIENT GREEK LANGUAGE | 28 |
| LEARNING SUPPORT | 29 |
| INCLUSION POLICY | 30 |
| Aims and Philosophy | 30 |
| Procedures | 30 |
| 1. Entrance exams | 30 |
| 2. Diagnosis of students who require accommodations for their inclusion in the educational and assessment processes | 31 |
| 3. Arrangements/Support for the inclusion of students in the educational process and assessment procedures | 31 |
| Roles and Responsibilities | 33 |
| School Deans | 33 |
| Teachers | 33 |
| Department of Counseling and Psychological Services | 33 |
| Parents | 34 |
| Students | 34 |
| Student and Parent/Guardian Complaints Policy | 35 |
| Complaints Procedure | 35 |
| Review of the Policies | 36 |
| BIBLIOGRAPHY..... | 37 |



ADMISSIONS POLICY

Students are admitted to the Anatolia College Gymnasium in the first year of secondary school (MYP year 2) through participation in written examinations in Modern Greek (i.e. the mother tongue for the vast majority of students), English, and Mathematics. Students are tested in reading comprehension, oral comprehension, grammar use and written production in both Greek and English.

More specifically, the Modern Greek part of the test aims to demonstrate that students have the average ability expected of a student who has just completed the Greek primary school. This requirement means that non-native speakers of Greek or students with limited Greek are not accepted.

In English, students entering the MYP are expected to have a proficiency level ranging from A2 to B2 based on the Common European Framework of Reference for Languages (CEFR). In English classes, students are initially grouped based on their English exam scores. Special arrangements are made for students with learning difficulties that may affect their performance on the entrance examinations. These arrangements fall within the provisions outlined in the Anatolia College Handbook, in the Appendix entitled 'Inclusion Policy'.

For further details of the admissions process for students at Anatolia College please consult the School's Internal Rules of Operation.

ASSESSMENT POLICY

Assessment is the systematic process of monitoring the degree of achievement of the objectives and specific goals pursued by the education system. It is a continuous pedagogical process, on the basis of which the course of teaching and learning is monitored, their final results are determined and various characteristics of the student's personality related to the educational work are assessed.

Assessment is an integral part of the teaching-learning process, which begins with setting objectives and ends with monitoring their achievement. It is the measure by which the correspondence between the curriculum and teaching practice and the effectiveness of the interaction between teachers and learners is assessed.

Aim of Assessment

The assessment of student progress in MYP is a tool of the educational process that serves the learning objectives and should not be treated as an end in itself. More particularly, it aims to:

- provide feedback to students and parents on the learning outcomes at the individual level
- continually inform and encourage students to improve academically
- provide feedback to teachers on the results and effectiveness of their teaching.

Characteristics of the Assessment Process at Anatolia

The assessment **process**:

- focuses on the specific objectives and criteria of each subject, as well as on a range of skills and educational objectives
- cultivates the integrity of the student's personality as each assignment submitted must meet the requirements of academic integrity as defined by the relevant policy (see page 13)
- is based on conceptual learning, with emphasis on the units' objectives, the global context, the statement of inquiry and the inquiry questions
- is constructive and specific, cultivating in this way reflection, as it points out the strengths of students' work, in order to encourage them in their next endeavor, and indicates the points they need to focus on, as well as ways in which they can improve their performance
- is based on a variety of activities in terms of form, content, and process to meet the objectives of differentiated teaching and learning, and to respond to the diverse aspects of the subjects

- seeks to take into account the different ways in which students learn (revised Bloom's taxonomy, Gardner's theory of multiple intelligences).

The assessment **activities**

- are designed to take into account the different needs of students depending on their age and different learning styles
- Promote in-depth understanding of the subject matter by providing students with broader contexts of inquiry linked to the real world
- reflect the intercultural spirit that the school wishes to promote, as they are embedded in diverse cultural and linguistic contexts

Types of Assessment

Within the MYP, teachers design and teach units based on conceptual learning. Formative and summative assessment are implemented within each unit.

Formative assessment

Formative assessment aims to check the student's progress in achieving specific educational goals within the units. This enables the student to assess his/her progress by reinforcing his/her strengths and reviewing others in order to improve.

Ways and methods of formative assessment

To achieve the teaching objectives and goals of formative assessment, teachers use a variety of strategies and apply a variety of methods, including:

- synthetic assignments in class or at home
- written assignments in the classroom and at home
- oral discussion
- oral presentations
- individual or group work
- short written tests according to Greek legislation
- organized classroom activities, either prepared or not (e.g., debate, role play, construction, design, other type of creation)

Formative assessment includes two dynamic tools that greatly cultivate reflection:

1. **self-assessment**, in cases where the student is asked to assess with appropriate guidance the level or quality of his work based on criteria that will be given by the teacher or will be formed jointly in the classroom.
2. **peer-assessment**, i.e. the assessment of the quality of students' work by their classmates.

The results of self-assessment and peer-assessment can be used as feedback.

We note that formative assessment has only a pedagogical role and is not taken into account in the calculation of the grade.

Summative Assessment

Summative assessment is based on the statement of inquiry and is carried out at the end of each unit, to assess the overall achievement of the teaching and pedagogical objectives that had been predetermined. The corresponding examination takes place after the completion of teaching and the formative assessment tasks, mostly at school, and is used to formally determine the students' level of achievement. During the formative assessment tasks, students prepare effectively both for the process and the content of summative assessment.

For the design of the summative assessment, the application of GRASPS is often adopted, which emphasizes the connection between the respective tasks and the real-world context:

- the educational objective/goal,
- the role adopted by each student,
- the intended audience,
- the conditions considered,
- the product / presentation the student creates
- the specific assessment criteria.

A final exam can be considered summative assessment, provided that it takes into account the objectives and criteria of the subject. In addition, any task that allows students to project their understanding of the statement of inquiry, such as oral presentations or written work, especially at school or less often at home (e.g. text production, debate, presentation, project, synthetic creative work, etc.), may function as a summative task.

Communicative Framework and Language

The communicative framework and the language relate to all teaching subjects and concern:

- clear and careful wording
- use of appropriate terminology

- exact use of conventions (bibliographic, linguistic, scientific, etc.)
- Therefore, it is cultivated and evaluated in all subjects.

Assessment and Homework

Homework is considered a necessary complement to the work done in the classroom. It contributes to further understanding and assimilation of knowledge, gives the student the opportunity to identify individually the points he or she needs to emphasise, and allows questions and difficulties to arise. Homework can be used mainly in the context of formative assessment and less frequently as a summative task.

Heads of departments and teachers must coordinate their planning to consider the needs and overall responsibilities of students.

Assessment Criteria and Achievement Levels

Assessment as described in *MYP: From Principles into Practice* (for use from September 2014 or January, updated September 2017) and subject group guides are used in conjunction with the assessment instructions as designed by the National Education System, to ensure the universality, objectivity and accuracy of assessment, while constantly taking into account the needs of students. The MYP recognizes the importance of assessing not only the final product but also the learning process and recognizes that students should have multiple opportunities to demonstrate their skills and take initiative in their learning.

At Anatolia College, MYP is a four-year program. Teachers have matched the MYP objectives with the learning outcomes of the National Education System. The MYP assessment criteria remain constant in each subject group but are graded in terms of difficulty.

Four specific learning objectives correspond to each MYP subject group, and the level of achievement of each objective is assessed based on respective assessment criteria. Thus, if for example objective A in a subject is the knowledge and understanding of the subject, then the corresponding criterion A "Knowledge and understanding" is applied. Each criterion has 9 possible levels of achievement (0-8), divided into four bands corresponding to

- **limited** (1-2),
- **satisfactory** (3-4),
- **good** (5-6) and
- **excellent** (7-8) performance.

Each band has its own unique descriptor that teachers use to make judgments about students' progress and achievement.

Performance in each criterion is not a score but an assessment of the level achieved by students. Each criterion has a maximum level of 8 and therefore the highest performance in all 4 criteria is 32.

Specifically, the assessment criteria for each subject group are the following:

| | A | B | C | |
|--|---------------------------|--------------------------|---------------------------|--|
| Classical Languages Ancient Greek | Understanding Language | Comprehending Texts | Analyzing Texts | Connecting Cultures and Societies |
| Individuals and Societies Humanities | Knowing and Understanding | Investigating | Communicating | Thinking critically |
| Language and Literature Modern Greek | Analysing | Organising | Producing text | Using language |
| Arts Visual and Music | Investigating | Developing | Creating / Performing | Evaluating |
| Mathematics | Knowing and Understanding | Investigating patterns | Communicating | Applying mathematics in real-life contexts |
| Language Acquisition English – French - German | Listening | Reading | Speaking | Writing |
| Design Computer Science – Technology - Home Economics | Inquiring and Analyzing | Developing ideas | Creating the solution | Evaluating |
| Sciences Biology – Physics – Chemistry | Knowing and Understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Physical and Health Education | Knowing and Understanding | Planning for performance | Applying and performing | Reflecting and improving performance |

Assessment Process and Grade Calculation

Each activity has one or more objectives, and assessment is based on the respective criteria. An overall grade is not given, but in each activity performed by the student the level of performance is evaluated for each criterion separately. For each assessment activity, teachers must communicate to students explicitly and clearly the following:

- the objectives and specific requirements of the activity
- the form and communication framework required
- the assessment criteria and, if necessary, the grading scale per criterion (rubric)
- the deadline for submitting the activity

The overall assessment of students results from:

1. the summative assessments in each unit
2. the hourly compulsory written tests, which take place with prior notice during the semesters and cover the material of the unit, provided that the previous lesson was preceded by a relevant recapitulation
3. the final written examinations of the exam period May-June.

In cases where the exact level of a student's work is not clear, teachers use their professional judgment to choose the most appropriate achievement level ("best-fit").

The student's daily participation in the teaching-learning process, brief written tests, as well as self-assessment and peer-assessment are used as tools of formative assessment.

At the end of the semester, individual performance is evaluated per criterion, depending on the level achieved by each student based on the data obtained from then assessment activities. The final level of each criterion is added to the rest and a two-digit number is obtained, which is reduced to a scale of 20 (according to the Greek system).

In the subjects that are examined during the final exams in May-June, each written exam is assessed based on the instructions of the Ministry of Education on a scale of 20. For these courses, the written grade of the exams counts towards 1/3 of the student's total grade in middle school and towards 1/2 in high school. For the subjects that are not examined during the final exams in May-June, the grade of the annual performance of the students equals the average of the grades of the first and the second semester.

Grade Weighting

The final grade is based on common expectations for all students in the class. In the course of the units, students are informed about the objectives and the criteria of the specific subject group. Teachers in the same subject meet regularly and compare their assessment of student performance levels in specific activities, so that a common criterion between teachers may be formed during marking (cross-marking). Prior to grade weighting, teachers in the same subjects meet to discuss all

possible parameters and agree on safe conclusions with regards to all learning objectives and assessment criteria in the specific task.

This process takes place for the summative assessment in each unit, with teachers in the same subject selecting and grading together samples of student work belonging to all four achievement levels (limited-satisfactory-good-excellent).

Communicating Progress and Grades

Students are informed about their performance by the teacher through oral or written comments and remarks and by means of the assessment form that accompanies each activity (rubric) and includes all level descriptors.

Teachers must return all assessed assignments in good time, so that students receive their feedback prior to the following planned activity.

Parents are informed orally at regular intervals (as defined by Anatolia's schedule) in one-on-one meetings with each of their child's teachers about the student's learning progress and achievement.

After being assessed, the assignments are used by both students and teachers for reflection and for reference in view of future.

At the end of each semester, students receive a written progress report which includes their:

- performance per subject per criterion (descriptive assessment)
- performance per subject on a scale of 1-20 (scale of Greek educational system, see Table 1 below)
- final performance in each subject on a scale of 1-7 (MYR scale) at the end of each school year (see Table 2 below).

Grade Conversion Table for 4 criteria (1)

| Criterion total | Greek grade |
|-----------------|-------------|
| 1 | 1-9 |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | 10 |
| 11 | 11 |
| 12 | 12 |
| 13 | |
| 14 | |
| 15 | 13 |
| 16 | 14 |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | 15 |
| 25 | 16 |
| 26 | |
| 27 | |
| 28 | 17 |
| 29 | 18 |
| 30 | |
| 31 | |
| 32 | 19 |
| | 20 |
| | |

Table of Final Performance of a 1-7 Scale (2)

| Level | | Description |
|----------|-------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |

| | | |
|----------|-------|---|
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

| Performance Characterization of middle school students: | | Performance Characterization of Lyceum students: | |
|---|-------------|--|-----------|
| | | Poor | 0 - 5 |
| Inadequate | 0,1 - 9,9 | Inadequate | 5,1 - 9,4 |
| Average | 10 - 12,4 | Average | 9,5 - 13 |
| Good | 12,5 - 15,4 | Good | 13,1 - 16 |
| Very Good | 15,5 - 18,4 | Very Good | 16,1 - 18 |
| Excellent | 18,5 - 20 | Excellent | 18,1 - 20 |

ACADEMIC INTEGRITY POLICY

Definitions

Academic integrity: “Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work”. (IB: Academic Integrity 3)

Misconduct: “Student academic misconduct is the deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct.

Misconduct includes plagiarism, collusion, duplication of work, and any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections)”. (IB: Academic Integrity 3)

| Type of misconduct | IB definition | Examples |
|--|---|--|
| Plagiarism | The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes the use of translated materials. (IB: From Principles into Practice 95) | Presenting as one’s own information written by someone else. For example: -Copying and pasting information from a source (e.g. website, book) for an assignment, without giving credit to the author -Reading information from a source and then claiming that this information is one’s own. |
| To avoid plagiarism: Students must always give credit to an author’s words or ideas. Using various sources makes one’s work more reliable. Students must always cite their sources by using a referencing style (e.g. MLA) | | |
| Collusion | Supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another (IB: From Principles into Practice 95) | <ul style="list-style-type: none"> - Letting someone else copy one’s homework - The teacher asks students to work in groups and a student submits the work they did with others, with their own name on it only -The teacher ask students to work in groups, one student does the work in the group and submits their work with all the students’ names on it - The teacher asks students to work individually, but they work with other students or shares their work with other students |

| | | |
|---|--|---|
| | | - During an examination (e.g. test, exams), one shares their answers with other students. |
| To avoid collusion: | | |
| Students must always follow their teacher’s instructions for the work they have to submit and ask for further clarifications if necessary. During an examination, students must focus on their own papers and make sure that the work they submit is entirely their own. | | |
| Duplication of work | The presentation of the same work by more than one student or by the same student for different assessment components. (IB: From Principles into Practice 95) | - Completing a project for one subject and then copying parts of it to complete another project in another subject or for the same subject but in another year. |
| To avoid duplication: | | |
| When students have an assignment, they should always start a new document with new information. If they have questions about using parts from one of their previous assignments, they should always consult their teachers. | | |

Value of academic honesty: “Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills.”

It is therefore essential that students understand not only what constitutes academic dishonesty, but also more importantly the value of authenticity of work, as part of their own academic and ethical development, as well as the importance of respect towards intellectual property, as a form of self-respect and personal integrity (MYP: From principles into practice 77).

Authenticity: “An authentic piece of work is one that is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged” (MYP: From principles into practice 77).

Intellectual property: “There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music, software) must be respected and are normally protected by law” (MYP: From principles into practice, p.77). Therefore, students and teachers should always follow the suggested guidelines and conventions when using, citing, or referencing sources that constitute the intellectual property of others.

Regarding the intellectual property rights of sources to be used by teachers for educational purposes, according to Greek Law 2121/1993, “The reproduction of articles legally published in the press, of short passages or parts of a short work or of any artistic work legally published is permitted without the consent of the creator or any remuneration, provided it is used at an educational institution for teaching or examination purposes only, to the extent that it is justified by the specified objective, it abides by ethical standards and does not inhibit their intended use. The reproduction should be followed by a citation for the source and the creator’s and publisher’s names, if these appear in the source.”

Students

- Integrity and responsibility underlie academic practices at Anatolia College, while academic integrity is inextricably linked with the fundamental principles and academic objectives, in both the MYP and the DP classroom, as manifested in the IB learner profile.
- With regard to the Personal Project that the students submit in MYP Year 5, throughout the process, they keep a detailed process journal, based on which they can support the progress of their project
- The final product and the report that they submit are expected to be authentic work of their own.

Students are expected to:

- collaborate smoothly with their classmates and their teachers when they work in groups
- respect the authenticity of their own work and the work of others
- paraphrase information and to cite all the sources of information they use
- submit the first draft of the assigned task, so as to support the authenticity of the final project
- abide by the rules of the MLA referencing style. There is a guide for the MLA conventions in the school’s agenda
- address their teachers and the librarians if they need help for their research.

Referencing requirements and development of research skills in every MYP Year

The referencing requirements and the research skills that are cultivated are specific for every MYP year 2-5 (7th- 10th grade). There is a gradation fully described in appendices 1 and 2. It is implemented in all subjects.

In MYP Years 2-4, the librarians organize workshops about academic integrity for all students. In MYP Year 5, the librarians and the personal project advisors hold weekly discussions in class about the Personal Project.

Faculty

- The teachers, the school librarians, and the Personal Project advisors are responsible for giving proper guidance to the students regarding research and writing methods, citations, references and acknowledgement of sources, at the same time modeling good practices and promoting academic integrity themselves.
- The MYP coordinator, the department heads, and the teachers are responsible for ensuring that the academic integrity policy is followed in every subject, and, in collaboration with the teachers, they ensure that all students understand the definitions and the terms mentioned in this document.

Parents

- Parents collaborate with teachers to assist the students in understanding the value of academic integrity in one's academic and personal development.

Procedures in cases of academic misconduct

In the event of academic misconduct, concerning a formative or summative assessment, the subject teacher explains to the student the guidelines that were breached and notifies the dean, who in turn notifies the MYP Coordinator and the parents. The dean registers the incident.

In the event of a first-time plagiarism, collusion, or duplication incident, the teacher gives the student a second chance to complete the assignment. In collaboration with the advisors, the teacher guides the student and provides all necessary support so that the student can fully comprehend and adopt the right practices.

In the event of a second incident on a summative task, the student receives a zero for the specific assignment. If the incident takes place on a formative task, the teacher reports the incident to the dean, who notifies the student's parents. Then the teacher, the dean and the student meet, so the student can provide explanations about the incident.

In the event of misconduct during a written test or national examination, the teacher follows the procedure stipulated by the Greek law: the student meets with the dean, the invigilators and the

teacher to discuss the incident. The student receives no level of achievement and the minimum grade on the grading scale (01 out of 20).

In cases where there is inconsistency between the quality of work completed at home and that of assignments completed in class, the teacher explains to the student and to the parents that, following the best-fit approach, he/she will have to use professional judgment to decide upon the level of achievement that more accurately describes the student's actual performance. This may result in exclusion of some or all assignments that the student produced at home.

In case of verified academic misconduct on the Personal Project, the student receives no grade.

In cases of repeated misconduct, apart from the above-mentioned measures, the teachers take disciplinary action: they bring the matter to the attention of the dean and together they decide on the appropriate penalty.

Use of Technology

Students should use technology sensibly and appropriately and should be mindful of safety considerations when using technology at school or, even more so, when away from school.

More specifically, students should:

- Use Anatolia accounts (login, e-mail, Amalthea) only for school purposes
- Never use private accounts for school purposes
- Protect all logins and passwords, sharing them only with their parents
- E-mail, chat, text, IM, and network only with people they know
- Never divulge personally identifying information, including the student's name, phone number, or address, to an unknown site or person
- Keep all content, including text, photos, and videos, appropriate
- Alert a parent or teacher if anything inappropriate takes place while using technology

Teachers and staff follow the same guidelines; moreover, teachers should ensure that all internet access and social network use recommended by them is appropriate for the age of the students and aligned with the educational purposes and requirements of the corresponding classes

Use of Artificial Intelligence and Academic Integrity in the Classroom

Background

AI tools offer substantial educational benefits, including new modes of engaging with content and enhancing research processes. To preserve the integrity of academic work and ensure that outputs reflect students' true knowledge and capabilities, the use of these tools must be managed carefully.

Definitions

- **AI-Generated Content:** Refers to any text, image, or data produced by AI tools that simulate human outputs.
- **Source Attribution:** The proper acknowledgment of AI tools and the content derived from their use.

Guidelines for Use

- **Transparency:** All uses of AI must be transparently acknowledged in any academic submissions, detailing the specific AI tool employed and its contribution to the work.
- **Responsible use:** Responsible AI use involves applying critical thinking to detect biases, avoid reinforcing prejudices, and verifying outputs to prevent hallucinations.
- **Originality:** It is critical to understand that the IB does not view work produced, even partially, by AI tools as the original creation of the student. While AI can aid in idea generation, structuring drafts, or data analysis, the primary content must predominantly reflect the student's original thoughts and interpretations.
- **Referencing:** Any AI-generated content must be explicitly indicated and properly cited within the work and included in the bibliography to avoid plagiarism.
- **Controlled Use:** The use of AI is governed by a 'traffic light system' which dictates the extent of AI integration based on the nature of the task:

Traffic Light System

The traffic light system categorizes the extent to which AI tools can be employed in academic assessments:

| Grade Scale | Example of Use | Comments | Examples | Additional Examples |
|--------------------|---|---|---|---|
| No Use | Not utilizing AI tools at all. | Missing out on potential educational benefits and technological advancements. | Students avoid all AI tools. | Not exploring AI-generated simulations in physics class. |
| Poor Use | Using AI to complete entire assignments or exams. | Violates academic integrity, does not reflect the student's true understanding or effort. | A student uses ChatGPT to write an essay and submits it as their own work. | Submitting an AI-generated lab report without conducting the experiment. |
| Fair Use | Using AI to generate ideas or outlines without further development. | Minimal engagement, does not fully develop critical thinking or personal understanding. | A student uses AI to get ideas for a science project but does not develop these ideas further. | Using AI to draft a history essay but not adding personal analysis. |
| Fair Use | Using AI to summarize research articles without further analysis. | Shows basic engagement but lacks depth and critical thinking. | A student summarizes several research papers using AI but doesn't add their own insights. | Using AI to paraphrase a complex text but not engaging deeply with the material. |
| Good Use | Using AI to assist in research by generating ideas, structuring drafts, and analyzing data while ensuring the primary content is student's original work. | Enhances learning, encourages critical thinking, and maintains academic integrity. | A student uses an AI tool to gather research material and draft an outline, then writes and analyzes the content independently. | Using AI to analyze historical data trends and then interpreting the results independently. |
| Good Use | Collaborating with AI to practice language skills, such as grammar checking and vocabulary enhancement, while writing a foreign language essay. | Supports language learning and provides immediate feedback, fostering self-improvement. | A student uses AI to check grammar and suggest vocabulary while writing a Spanish essay, ensuring the final work is their own. | Using AI to simulate conversations in a foreign language to improve speaking skills. |

| | | | | |
|----------|---|---|---|--|
| Good Use | Employing AI to generate practice questions and quizzes for self-assessment in preparation for exams. | Encourages active learning and self-assessment. | A student uses an AI tool to create practice quizzes for studying biology and reviews the answers to understand mistakes. | Using AI to generate flashcards for studying vocabulary or key concepts in various subjects. |
| Good Use | Using AI to assist in organizing project timelines and setting goals, ensuring efficient time management for a group project. | Promotes organizational skills and effective collaboration. | A student uses AI to create a project timeline and set milestones for a group history project, ensuring all members are on track. | Utilizing AI to plan study schedules and set reminders for upcoming deadlines and exams. |

Referencing and Accountability

Students must:

- Provide clear references for any AI tools used, including screenshots of the interactions.
- Verify information provided by AI, as these tools are not considered reliable academic sources.
- Be prepared to defend their work orally if required, to confirm the originality of their contributions.
- Follow [specific instructions](#) ([and more](#)) for citing AI sources

Consequences of Misuse

In the event of academic misconduct, concerning formative or summative assessment, the subject teacher explains to the student the guidelines that were breached and notifies the dean, who in turn notifies the MYP Coordinator and the parents. The dean registers the incident.

In the event of plagiarism, the teacher gives the student a second chance to complete the assignment, if the incident is the first occurrence. In conjunction with the advisors, the teacher guides the student and provides all necessary support so that the student can fully comprehend and adopt the right practices.

In the event of a second incident, if it is a summative task, the student receives a zero for the specific assignment. If it is a formative task, the teacher reports the incident and the dean and his/her parents are notified. Then the teacher, the dean and the student meet, for the student to give explanations about the incident.

Misusing AI can lead to biased outputs; if a student's work reflects this, a discussion must occur, and the assignment must be resubmitted without bias, or the student will receive a zero.

Educational Responsibility

Faculty members are responsible for:

- Clearly explaining the rules and implications of AI use under this policy.
- Offering guidance to ensure students utilize AI responsibly and ethically.
- Encouraging students to engage critically with AI outputs, fostering a deeper understanding and responsible usage.

Faculty members, in collaboration with the school's IT department, ensure that the AI tools that they provide to students are safe to use in terms of:

- reliability,
- objectivity,
- content,
- age appropriateness,
- protection of students' personal information.

Responsibility and Support

Students are expected to adhere to these guidelines and seek clarification when needed. Faculty and the library members are available to assist students in integrating and citing AI tools correctly.

Faculty members collaborate and receive support from the school's IT department.

All the AI tools that have been approved by the school's IT department are available to all their users (faculty members and/or students).

Appendix 1

For research assignments

| Grade | Description | ATL skill |
|-----------------------|--|---|
| 7th | <p>Teachers give texts (sources) to students either through Amalthea or in hard copies. Search for information in the specific texts (from each text they search for a specific piece of information and they do not synthesize information from different texts)¹</p> <p><u>Written sources:</u> Students</p> <ul style="list-style-type: none"> ● underline the information they need, ● convert information to bullets, columns, tables <p><u>Images - maps:</u></p> <ul style="list-style-type: none"> ● locate and record information | <ul style="list-style-type: none"> ● Access information to be informed and inform others ● Collect and analyse data to identify solutions ● Collect, record and verify data |
| | Students paraphrase, so they write the information from the source in their own words. | Understand and implement intellectual property rights |
| | Optionally, students cite the sources using MLA format. | |
| 8th | <p>Teachers give sources to students through Amalthea or in hard copies. Students are asked to <u>evaluate</u> them (synthesis of information from more than one sources is requested).</p> <p>Optionally, students select the sources on their own and evaluate them.</p> <p><u>Written sources:</u> Students</p> <ul style="list-style-type: none"> ● underline the information they need, ● convert information to bullets, columns, tables <p><u>Images - maps:</u></p> <ul style="list-style-type: none"> ● locate and record information | <ul style="list-style-type: none"> ● Access information to be informed and inform others ● Make connections among different sources ● Use critical literacy skills to analyse and interpret media texts ● Collect and analyse data to identify solutions ● Collect, record and verify data ● Evaluate information sources and digital tools based on their appropriateness for specific tasks |
| | Students paraphrase, so they write the information from the source in their own words. | <ul style="list-style-type: none"> ● Understand and respect intellectual property rights |
| | Students cite the texts in MLA format. | <ul style="list-style-type: none"> ● Use references and citations, footnotes / endnotes and |

¹ If the research is carried out in class in the presence of the teacher, then synthesis of information from a variety of sources may take place under guidance.

| | | |
|-----------------------------------|--|--|
| | | construct a bibliography according to recognized conventions |
| 9 th -10 th | <p>Students select their own sources, evaluate them, and synthesize information.</p> <p><u>Written sources:</u> Students</p> <ul style="list-style-type: none"> ● underline the information they need, ● convert information to bullets, columns, tables <p><u>Images - maps:</u></p> <ul style="list-style-type: none"> ● locate and record information <p><u>Characterization of a source :</u> primary, secondary, tertiary.</p> | <p>Access information to be informed and inform others</p> <p>Make connections among different sources</p> <p>Use critical literacy skills to analyse and interpret media texts</p> <p>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</p> |
| | Students paraphrase, so they write the information from the source in their own words (the assignment may be submitted electronically and checked by the turn-it-in service for its authenticity). | Understand and respect intellectual property rights |
| | Students cite the texts using MLA format. | Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions |

We ensure that students have at least a week to complete these assignments.

Appendix 2

For the evaluation of sources in 9th and 10th grades

| Characteristics of Sources | Yes | No |
|---|--------------------------|--------------------------|
| Currency | | |
| Is the information current or out-of-date? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there any reviews or comments about the information? | <input type="checkbox"/> | <input type="checkbox"/> |
| Relevance | | |
| Does the information relate to your topic? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does it answer your questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you looked at a variety of sources before choosing this one? | <input type="checkbox"/> | <input type="checkbox"/> |
| Authority | | |
| Is the writer an expert on the specific topic? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the writer work for some organization? | <input type="checkbox"/> | <input type="checkbox"/> |
| Reliability | | |
| Is the information based on the available literature? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can we verify the information in other sources? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do the language and tone indicate objectivity? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there spelling, grammar, or typographical errors? | <input type="checkbox"/> | <input type="checkbox"/> |
| Purpose | | |
| Is the purpose of the source to teach? To advise? | <input type="checkbox"/> | <input type="checkbox"/> |

Useful notes

- *A piece of information is reliable if it is current. An outdated piece of information probably is probably not accurate anymore.*
- *URLs that end in .edu or .gov or .org are reliable, while those ending in .com, .net, .blogspot are not necessarily reliable*

- *Objectivity indicates reliability*
- *The presence of syntactic, vocabulary, or spelling errors is a sign of unreliability*
- *When the source’s purpose is to teach or advise, then the source is usually reliable, while, when it aims to entertain, it is not reliable.*

For the evaluation of sources (8th grade)

| Characteristics of Sources | Yes | No |
|--|--------------------------|--------------------------|
| Currency | | |
| Is the information current or out-of-date? | <input type="checkbox"/> | <input type="checkbox"/> |
| Authority | | |
| Is the writer an expert on the specific topic? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the writer work for some organization? | <input type="checkbox"/> | <input type="checkbox"/> |

LANGUAGE POLICY

Language Use and the Curriculum

“EVERY TEACHER IS A LANGUAGE TEACHER”

Modern Greek is the language of instruction and communication across the curriculum for all subjects except for Language Acquisition and, in part, for Computer Design and Art. Under the principle that “all teachers are language teachers,” our faculty—independently of their specialization—understands the importance of language use, not only in terms of terminology but also as a means of cultivating linguistic awareness and skills. At Anatolia College we believe that language is taught not only in the classroom, but also across all facilities and activities. For this reason, great importance is given to the organization of instruction, but also to all kinds of extracurricular activities, so that language acquisition is supported substantially and its importance is promoted properly. Inspired by the principles of IB, Anatolia recognizes that education stretches beyond the classroom and that language is a fundamental instrument for enhancing the characteristics of the IB Learner Profile. The school therefore enhances students' learning and encourages the correct and effective use of the language through a wide range of activities, which include the publication of newspapers, speech competitions, Greek rhetoric tournaments, theatre performances, participation in literary competitions for students and other activities, not only in Greek and English but in some cases in a second foreign language. Language development is further aided by the library facilities at Anatolia, which contain many books in Greek and in English (in digital and printed form), supporting the students' needs for pleasure reading, academic reading, and research. Additionally, the library staff offer instruction in research skills in the classroom, in order to develop students' information literacy and multimedia presentation skills.

LANGUAGE AND LITERATURE: MODERN GREEK

The School's language policy, with respect to teaching the mother tongue, may be summed up by the view that “every mother tongue is universal” (to echo John Burger and Noam Chomsky); the systematic knowledge and use of the mother tongue can function as a firm foundation for building a multilingual personality, which proves to be of vital importance for the ideal citizen of the 21st century, a person who can both understand and communicate with others.

In accordance with Greek legislation, Greek language is taught from the kindergarten to 12th grade, and it is the official tuition language for all other courses, except for those that relate to foreign language teaching.

As far as the content of language teaching is concerned, Anatolia follows the guidelines and objectives set out in the National Curriculum, but it does not stop there. Priority is given to language awareness through communicative language teaching. We prepare our students for the compulsory

examinations at the end of the academic year by further enriching the content of instruction with the study of whole works (and not only extracts) from Greek and world literature.

LANGUAGE ACQUISITION: Teaching in Phases

In language courses, students are divided into sections according to their level of familiarity with the language (beginners, proficient and advanced). Each level focuses on two teaching phases, so there are 6 phases in total. Each phase corresponds to a different level of progress in listening, reading, speaking and writing skills. Phases 1, 2, 3, 4, 5 and 6 correspond to A1, A2, B1, B2, C1 and C2 (according to the Common European Framework of Reference for Languages) as shown in the table below.

| MYP Phase | CEFR Level | Common European Framework of Reference for Languages | General descriptors for language users |
|-----------|------------|--|--|
| 1 | A1 | Beginner | Basic User |
| 2 | A2 | Elementary | |
| 3 | B1 | Intermediate | Independent User |
| 4 | B2 | Upper intermediate | |
| 5 | Γ1 | Advanced | Proficient User |
| 6 | Γ2 | Proficient | |

ENGLISH LANGUAGE

At Anatolia College, students study English as one of the pathways to fulfilling the MYP Language Acquisition requirement. Keenly aware of the tangible ways in which proficiency in English provides both professional opportunities and a link to the international community, students consider language learning a priority. They understand the value of developing their fluency in the areas of listening, speaking, reading, writing, presenting and viewing as they work toward obtaining a well-rounded education in preparation for life in our competitive and ever-changing world.

Our goal is to help each individual student achieve a level of balanced bilingualism. At the end of the MYP program here at Anatolia, students should have obtained the ability to demonstrate knowledge of English that is on par to that of their mother tongue.

To that end, teachers develop a curriculum that includes opportunities for students to learn the English language through studying other cultures, developing literacy in multi-modal textual analysis, writing creatively, and conducting meaningful research. Students are given the opportunity to practice all language skills in all of their English classes daily. In this way, our program provides students with a variety of valuable educational experiences that will help them develop the skills and knowledge they need for academic and personal success.

In the School's entrance examinations, prospective students are tested in written English. The purpose of the examination is to place students in a teaching phase according to their performance.

FRENCH-GERMAN LANGUAGE

Acknowledging that foreign languages are a tool for intercultural awareness and understanding and that they contribute to the development of learners' open-mindedness, and, abiding by the guidelines of the Greek National curriculum for foreign languages, apart from English, Anatolia offers the option of studying two other foreign languages: French and German. In 1st form (MYP year 2) students are required to choose one of these two languages. The main objectives of the language acquisition courses at Anatolia are to develop in the learners all the elements of communicative competence—grammatical, sociolinguistic, discourse and strategic—in order to equip them with the necessary 21st century skills which will render them responsible and knowledgeable citizens of the world.

Before entering middle school, learners are given a placement test, which aims to identify their skills and prior knowledge in the language of their choice and at the same time place them in the right level. From 1st to 3rd form, students are divided into three different levels: beginners, intermediate, and advanced. The 2nd foreign language is only taught for 2 class periods per week from 1st to 3rd form and for this reason students are able to complete phase 3. Different kinds of teaching methods and techniques are used aiming at developing all four skills that concern a foreign language: listening, reading, speaking and writing skills.

The teaching of foreign languages is enhanced and promoted through extra-curricular activities since multilingualism and multiculturalism are central to teaching at Anatolia.

TEACHING OF ANCIENT GREEK LANGUAGE

The main purpose of the teaching of Ancient Greek in both the Gymnasium and the Lyceum is to familiarize students with the intellectual works of the ancient Greeks, which formed the basis of Western European civilization and have a connection with modern life. Desiring to create active citizens who seek to acquire knowledge in order to understand the world and face every issue critically, to perceive the messages of the texts they read and to produce their own texts in modern

Greek, we ensure that teaching is placed in a specific communicative context and combined with a textual genre so that students can identify the linguistic structures in their extra-linguistic function. At the same time, efforts are made to acquire skills in handling spelling, vocabulary, etymology and word history. The search for entries in dictionaries and related research in print and electronic environments highlights the progression of words from diachronicity to synchronicity.

A variety of teaching practices are adopted that foster exploratory learning and student collaboration, actively involving students in the acquisition of knowledge. Interdisciplinary tasks ensure the horizontal coherence of the individual subject areas and the integration of the subjects.

It is therefore obvious that the teaching of the course aims to cultivate students' linguistic, textual, critical and digital literacy.

LEARNING SUPPORT

The majority of students that are enrolled or wish to enroll in the school have Greek as their mother tongue. However, the school is committed to helping those students whose mother tongue is not Greek. Greek language teachers volunteer to support these students with extra lessons after school.

Differentiated instruction is provided to students with learning difficulties to support their learning and to apply the regulations of the Greek educational system under which they are tested in writing and speaking. Furthermore, extra time is given according to the difficulty they face, and grammatical and spelling errors are not taken into account in the marking of the respective criteria. Teachers encourage students to develop their thinking skills while working to improve their language skills

INCLUSION POLICY

Policy on accessibility and inclusion of students with special educational needs

Aims and Philosophy

According to Anatolia College's philosophy, the MYP program follows a **policy of equal opportunities** for all its students. Therefore, the School promotes a culture of equal opportunities in an inclusive environment, thus encouraging our students to use their full potential. The MYP welcomes all students who need accommodations for their inclusion in the educational and assessment processes.

More specifically this policy aims to:

- Ensure reliable and timely detection and referral for further diagnostic assessment of students who need support for their inclusion in the educational and assessment processes.
- Support these students in a timely and effective manner, whilst strengthening their self-esteem.
- Ensure the awareness and education of all members of the school community, so that they know the ways in which they can contribute to the support of these students, whilst making use of all available resources in the school for the benefit of the students.
- Ensure the principles of confidentiality and discretion in the treatment of students.
- Encourage and support the constructive cooperation between the School and the Family, so that parents are able to support their child at home but also to contribute to the decision-making process concerning their child.

Procedures

1. Entrance exams

Following the relevant regulations of the Ministry of Education, the school provides students who have been diagnosed by an official state agency with the opportunity to take the entrance exams with **one or more special arrangements**, depending on their educational needs and of course their medical reports. The competent bodies are the Centers for Interdisciplinary Assessment, Counselling and Support (C.E.D.A.S.Y.) and the Medical and Pedagogical Centers (IMD) certified by the Ministry of Education and Religious Affairs, Culture and Sports. The diagnosis of the student, the recommendations for the facilitation of the student in the educational process and in the evaluation procedures are indicated in the medical report. The reports issued by these centers will be accepted by the school if the child's diagnosis has been made by a multidisciplinary team of three specialists

that will sign the document. The accommodations given to students for the entrance examinations by Anatolia are as follows:

- separate exam rooms
- 25-50% additional time
- Provision of in-person facilities
- a reader
- oral examination
- exclusion of spelling/grammatical/syntactical errors from marking

2. Diagnosis of students who require accommodations for their inclusion in the educational and assessment processes

For students who have been diagnosed as needing accommodations for their education process and assessment procedures prior to enrolling in the School, parents should inform the school Dean as soon as possible and submit the necessary supporting documents of their needs by the certified state bodies.

If there is no history of diagnosis, but students present difficulties in learning, behavior or emotions after their admission and during their schooling, they can be referred either by the teachers (with parental consent) or by their parents to the School's Department of Counselling and Psychological Services. The Department of Counselling and Psychological Services will undertake the initial diagnostic assessment of the child's difficulties and, where appropriate, will encourage further assessment of the child to the official state agencies in accordance with Law [4547/2018](#) and Ministerial Decision 211076/GD4/13-12-2018. For the referral procedure for the assessment of students by the CPSCs, see the official page [here](#).

It should be emphasized that the MYP program can serve students with diagnoses of specific learning disorders who need accommodations for their inclusion in educational and assessment processes, as well as students with difficulties due to mental health issues (e.g., depression, anxiety).

3. Arrangements/Support for the inclusion of students in the educational process and assessment procedures

For students with diagnosed difficulties, the Department of Counselling and Psychological Services takes a complete history of the child from his/her parents, contacts his/her teachers and/or even the child himself/herself, and taking into account the child's diagnosis, undertakes to design a proposed

programme of accommodations for the student during the educational process and during his/her examinations at school.

Some of the suggested accommodations / ways to support the student **during the year (educational process / tests / competitions)**, may include interventions such as:

- Change of seat in the classroom
- Allocation of extra time during written tests
- Exemption of the student from some examination questions
- Provision of clarifications for examination questions
- Provision of extra help (e.g. notes, diagrams)
- Not taking into account the spelling / grammar / syntax student's mistakes when correcting his/her script

During the **final examinations**, students who have a certification from the competent state bodies stating that their performance in their subjects cannot be checked by written examinations have the opportunity to be examined orally, to have face-to-face accommodations and extra time. However, at this point it should be emphasized that the School encourages middle school students with a diagnosis of specific learning disorders to practice writing with their peers and not to exercise the right to oral testing. In this way, they will be able to practice their written expression under specific and relatively stressful conditions, and the school will identify in a more objective and systematic way the strengths and weaknesses of each student. Otherwise, it is often observed that students show reduced motivation and perceive the whole process as leniency towards them.

On the contrary, it is recommended for high school students to make use of this possibility of oral examination during the promotional examinations - if they are entitled to it on the basis of the report of a state institution - especially if they are going to take the Panhellenic examinations in this way.

In addition, the Department of Counseling and Psychological Services offers an individualized support program, if the parents so choose, which includes:

- Family counselling
- Providing instructional guidance on differentiation within the classroom under the supervision of the special education teacher
- Micro-group and individualised support outside the classroom
- Assessment of progress after each term with a written report

Roles and Responsibilities

School Deans

The Deans keep records of students with diagnosed learning difficulties and collect the necessary documents from their parents. They inform parents about the legal framework and the procedures that must be followed.

They also inform teachers about which students require arrangements and support for their inclusion in the educational process and assessment procedures. This update takes place every academic year in early September. If a diagnosis occurs later, the Deans convene the teachers of the specific student in a meeting in order to inform them. They also inform them about which students have expressed a desire to be examined orally. During the school year, if there is a substitution of a teacher who has is on leave, they inform the substitute teacher.

Teachers

Teachers have a responsibility to keep a record of the names of students who need inclusive access arrangements in the learning and assessment procedures and to be informed about the school's policy on such students. It is also their responsibility to work closely with the school's psychologists in planning and applying accommodations / support during the educational process.

Department of Counseling and Psychological Services

The Department of Counselling and Psychological Services and the School's Learning Support Service work with the Deans and are responsible for examining the supporting documents submitted by parents in order to be informed of the diagnosis and the nature of the student's difficulties. They undertake to inform teachers about the characteristics and specifics of the different types of difficulties. This briefing takes place at the first meeting of the Teachers' Association at the beginning of September. In the case where the diagnosis emerges later in the school year, the psychologists and/or special educators provide this information at the teachers' meetings convened by the principals to inform them. In addition, a student experiencing learning difficulties may be referred to the Department of Counseling and Psychological Services, either by the teachers with the consent of the parent, or by the parent, in order to be evaluated and to rule out or diagnose a difficulty. Psychologists remain available to the Deans and the teaching staff for consultation on issues relating to students with learning or other disorders.

Parents

Parents must provide the relevant Dean with the necessary documentation regarding the diagnosis of a disorder by a state agency.

Students

It is good for students to be aware of the nature of their difficulties and to work systematically with teachers and the Department of Counseling and Psychological Services, so that they may provide the necessary feedback on the effectiveness of teaching and assessment methods. Finally, students are encouraged to develop appropriate study skills in order to take advantage of the arrangements provided to them, with the aim of maximizing their potential. The goal of raising awareness of difficulties is to enhance students' skills so that they can respond effectively to their challenges. Therefore, the provision of accommodations should meet the individual needs of the students and should not be perceived by them as a lenient approach to grading their effort.

Student and Parent/Guardian Complaints Policy

Anatolia seeks to ensure open communication and positive relationships between parties involved in the educational process to promote the continuous improvement of school life and the maximum well-being of the school community. Accordingly, it seeks to ensure that all interested parties, **students** and parents/**guardians**, can freely but properly documented raise any concerns or complaints relating to aspects of the school's operation, including but not limited to lessons, facilities, communication, discipline and staff behavior.

The principles underlying such a process are open communication, a commitment to fair and impartial handling, with the aim of resolving issues as promptly as possible. The aim is that the concerns and complaints recorded will be used as a springboard for identifying areas for improvement. For this reason, regular meetings are held between the Management and the **Deans** and the Parents' Associations, who have, as part of their mission, **the responsibility** to convey any recurring complaints and suggestions for improvement.

Complaints Procedure

- We encourage students and parents/guardians to raise their substantiated concerns directly with the relevant teacher, staff member or school department.
- If a resolution is not achieved, students and parents/guardians may request a meeting with the **relevant Dean** and raise the issue either verbally or in writing.
- The **Dean** will **confirm** receipt of the request and initiate the complaint investigation process. Depending on the severity of the grievance or complaint, he/she may schedule meetings with the parties involved to gather additional information and opinions and develop a resolution plan, which may be shared with the parties involved.
- If the student and/or parent/guardian is not satisfied with the manner chosen to resolve the problem, they may bring the matter to the attention of the school's Vice President of Secondary Education, who will conduct a review and attempt to provide a resolution or a clear response to these parents/students.
- At all stages of recording and investigating complaints, everyone's handling of complaints should be **conducted** with the utmost confidentiality and discretion.

Review of the Policies

The school psychologists, teachers, the School administration, and a group of parents and students participated in the policy review. These policies are available on the school's website and are part of the school's Internal Rules of Operations. The School Rules and therefore the school policies are reviewed annually by the members of the Teachers' Associations.

Thessaloniki, September 23, 2024



BIBLIOGRAPHY

Περί σχολικού και διδακτικού έτους και της αξιολόγησης των μαθητών του Γυμνασίου.

Π.Δ 126/2016 - ΦΕΚ 211/Β/11-11-201

Αναβάθμιση του Σχολείου και άλλες διατάξεις. Νόμος 4692/2020 - ΦΕΚ 111/Α/12-6-2020.

Συνέργειες Πανεπιστημίων και Τ.Ε.Ι., πρόσβαση στην τριτοβάθμια εκπαίδευση, πειραματικά σχολεία, Γενικά Αρχεία του Κράτους και λοιπές διατάξεις. Νόμος 4610/2019 - ΦΕΚ 70/Α/7-5-201

Αναβάθμιση του σχολείου, ενδυνάμωση των εκπαιδευτικών και άλλες διατάξεις. Νόμος 4823/2021 - ΦΕΚ 136/Α/3-8-2021

Ομάδες και κλάδοι μαθημάτων, τρόπος και χρόνος εξέτασης και βαθμολόγησης, ορισμός και υποχρεώσεις επιτηρητών, υποχρεώσεις μαθητών κατά τη διάρκεια της εξέτασης, τρόπος διατύπωσης. Υ. Α 104182/Δ2/2022 - ΦΕΚ 4678/Β/5-9-2022

Anderson, R. & Faust, G. *Educational Psychology. The Science of Instruction and Learning*. Dodd, Mead & Co., 1975.

Anderson, L. W. & Krathwohl, D. et al. *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. Longman, 2001.

Finos, Nikos. "Anatolia College Libraries: Citation Guide MLA: Other." Anatolia.libguides.com, anatolia.libguides.com/citationsMLA/other#s-lg-box-wrapper-19316231. Accessed 23 May 2024.

Gardner, H. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1983.

How to Write Your School's AI Policy (with Examples) | InnerDrive. 7 Feb. 2022, www.innerdrive.co.uk/blog/schools-ai-policy/. Accessed 23 May 2024.

Iborganization. "Academic Integrity." *International Baccalaureate*®, www.ibo.org/programmes/about-assessment/academic-integrity/. Accessed 15 May 2023.

Intellectual Property, Neighbouring Rights and Cultural Issues, Greek State Law 2121/1993. International Baccalaureate Organization, Academic Integrity. Cardiff, Wales: IBO, 2019.

International Baccalaureate. *MYP: From Principles into Practice*. International Baccalaureate Organization, published May 2014, updated September 2014, September 2017.

International School of Estonia, "MYP Academic Honesty Policy". Web. May 22, 2019. <<https://www.ise.edu.ee/wp-content/uploads/2015/02/MYP/Academic-Honesty-Policy.pdf>>

Owl, Online Writing Lab. Purdue University. Web. May 14, 2014. <<https://owl.english.purdue.edu/owl/resource/747/01/>>

Ravenscroft Middle School, "The Middle School Honor Code and Raven way Citizenship Guide". Web. August 20, 2014. <http://www.ravenscroft.org/uploaded/Middle_School_Docs/MSHonorCode.pdf>

Struer Statsgymnasium, "Academic Honesty Flyer". Web. April 17, 2014. <http://www.struer-gym.dk/image/IB/academic-honesty/Academic_honesty_flyer.pdf>

University College Dublin. (n.d.). AI futures: Traffic light system. Retrieved from <https://www.ucd.ie/artshumanities/study/aifutures/trafficlightsystem>

White Bear Lake Area Middle Schools, "IB MYP Academic Honesty Guidelines". Web. April 17, 2014. <http://www.whitebear.k12.mn.us/SunrisePark/graphics/academic_honesty.pdf>