

The general characteristics of our school

The size of the school

The primary school is located in the centre of our town Liptovský Mikuláš. The First Primary School, how it used to be called in the past, is fully organized. It has the prominent position between schools in the town.

The area of the school is 10 652 m². The building in Školská ulica nb. 28 belongs to the oldest school buildings in town. The schooling in our school began on 12. March 1919. The building had been used as an army hospital for four years before that, and as army barracks for about one year. Currently, there are 10 classrooms, student s library, four teacher s cabinets, and zborovňa there.

The schooling in the building in Ul. čs. Brigády nb. 4 started in 1950. It is the main building of our school with 18 classrooms, out of which 6 is specialised: physics, IT, workshop, gym, student s kitchen and eco-classroom, which we built with cooperation of The Slovak Museum of Nature in Liptovský Mikuláš. The classroom is unique inbetween similar classrooms in Slovakia. There is the school library for the elder children, six teacher s cabinets, teacher s office, and the headmistress s office. A private dental practice and three school apartments are also the part of the building.

The warehouse and garages are also the part of our school. We built a small gym for the younger children out of one of the warehouses. There is a field used for hockey and basketball, football pitch, children s playground and a small park in the school area.

The convenient position of the school, the steady collective of skilled employees, pleasant surroundings, easy access to museums and an art gallery, cultural and sport events, variety of children s clubs, and the history of the school nám ensure our full classrooms.

General decline in population influenced numbers of pupils in the school, but we still belong to the prominent schools in our town.

School year	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
Number of students	739	772	839	804	755	722	664	628	597	552	534	477	451	445
Number of classrooms	27	27	29	28	26	25	24	24	24	24	23	24	25	25

In the school year 2012/2013 we had 439 students (out of which 33 were children with special needs (7,5%)) in 22 classrooms, and 44 employees (out of which 39 pedagogical).

Special needs children according to the school law 248/2008

Main terms

School integration – is upbringing and education of special needs children in classrooms in schools and school establishments assigned for children without special educational needs.

Explanation – under the child with special needs we understand only individually integrated children with special needs in classes in primary schools.

A child with special educational needs – is a student, who was diagnosed by establishment of educational counselling and prevention as a student with special needs, with the exception of children placed into special upbringing and educational establishments (a diagnostic centre, reeducational centre, medical-educational sanatory) based on the decision of the court.

Special educational need – is a request to adjust circumstances, content, forms, methods and approaches in upbringing and education of a student, that consequent from his health handicap or his development in a socially handicapped surrounding, administration of which is necessary for the development of the abilities or a personality of a student and for achieving adequate level of education and his integration into the society.

Into the category of students with special educational needs belongs:

1. a student with a health handicap:

- a) a student with a health handicap
- b) a student who is ill or health impaired
- c) a student with development disorders
- d) a student with behavioral disorder

aa) student with a health handicap is a student with mental disability, hearing impairment, visual impairment, physical disability, with communication impairment, autism or some other development disorders or multiple handicaps,

bb) student who is ill or health impaired is a student with long term illness and a student who is educated in schools that are a part of medical establishments,

cc) student with development disorders is a student with an activity disorder and attention disorder, a student with genetic learning disorder,

dd) student with behavioral disorder is a student with disorder of functions in emotional or social area with the exception of a student with development learning disorder.

2. A student from the socially handicapped background – is a student living in surrounding, that socially, economically and culturally does not support development of mental and emotional characteristics of the student, it doesn't support his socialization and doesn't give him enough of impulses for the development of his personality.

3. Gifted student – is a student who has excellent abilities in intellectual area, in art or sport, and through his education his talent is developed.

An integrated student/a student with special needs is a student with special needs, who is in the class of a primary school educated in accordance with individual educational program which is elaborated in a school with cooperation of school establishment of psychological counselling; legal attorney of a student has the right to acquaint with the program. If the result of the examination in counselling establishment is that the child or a student is a child or a student with special needs based on his health handicap, socially handicapped background, or his talent, and he will be educated in a standard primary school or high school, and his legal attorney approves it, advisory establishment recommends to register him as a child or a student with special needs. If the special educational needs appear after admission of a child into the school and a child continues to attend the school into which he was admitted, his education as an education of a child or a student with special educational needs is secured after presentment of written claim to change the form of education presented to a headmaster of the school; if the children are juvenile, written claim is presented by his legal attorney. With a student who has problems of momentary character, advisory establishment draws a recommendation, which will ensure improvement of student's psychosomatic condition. Such student, or his legal attorney does not apply for individual integration.

Rights and duties of a student and his legal attorney

The student has the right:

- of individual approach that respects his abilities, talent and health condition
- of getting counselling and services connected with his upbringing and education
- of organization of upbringing and education suitable for his age, abilities, interests, health condition,
- of the upbringing and education with the use of special forms and methods, which suit his needs, and for creation necessary conditions that allow this upbringing and education,
- to use of special student's books and special didactical and compensational aids.

Rights of a legal attorney or an attorney of the establishment:

- to get acquainted with the educational program of the school or the school establishment and the school order,
- legal attorney of a student who is educated in accordance with individual educational program has the right to be acquainted with this program

Duties of legal attorney:

- to inform the school or school establishment about the change of health ability of his child, his health issues or other important facts, which could influence course of upbringing and education.

Duties of pedagogical employer:

- keep the confidentiality and protect against abuse of personal information, information about the condition of children, students and the results of psychological examinations

with which he came into contact, respect individual educational needs of a child or a student with the regard to his personal abilities, social and cultural background.

School integration

The number of students with special needs integrated in the class is not limited!

- for each student with special needs integrated in the class together with other students, the number of students is lessened from the highest stated number of the students to two.

Upbringing and education of gifted students

Diagnostics – intellectual talent is diagnosed in the centre of pedagogical-psychological advisory and prevention based on informed agreement of legal attorney of the student or attorney of the establishment.

A diagnostical report – the centre in the report about diagnostic examination reports if there was general intellectual talent or specific intellectual talent diagnosed. The centre then suggests a suitable form of education for the student. Legal attorney or attorney of the establishment decides about the form of education.

Student with general intellectual talent is admitted into a school for the students with general intellectual talents or the class for the students with general intellectual talents based on the claim of legal attorney of the student or attorney of the establishment and his informed agreement after the diagnostics made by the centre.

Individual integration – is student s education in the class, which does not execute educational program for the intellectually gifted students. Intellectually gifted student can be educated in this form of education only after the diagnostickom examination made by the centre.

Diferenciated education of a group of intellectually gifted students is an education of few individually integrated intellectually gifted students in one class together with other students, when either another teacher is working with this group or the group is educated during some lessons in another classrooms.

Diferenciated education of a group of intellectually gifted students is a form of individual integration. The group of intellectually gifted students is consists of integrated intellectually gifted students.

Upbringing and education of students from socially handicaped background

Explanation: Upbringing and education of students from socially handicaped background is not a classical integration, similar to upbringing and education other integrated students with health handicap or intellectually gifted students.

Students from socially handicaped background should have conditions in upbringing and education created like in a specialized class. The primary reason for creating individual conditions in their education should be their educational needs, not economical.

To ensure upbringing and education of a student from socially handicapped background schools create individual conditions:

- a) education in accordance with individual educational program
- b) adjustment of organization of upbringing and education
- c) adjustment of environment, in which is upbringing and education realized
- d) use of specific methods and forms of upbringing and education.

In school with the permission of a founder it is possible to create a special class for the students that from educational point of view need a compensational program or development program, and for students, that were educated in school with education program for the students with health handicap. Such class is founded with the number at least of 4, not more than 8 students from one grade or different grades. If the number of students is less than 4, the class is cancelled.

Allowance for an improvement of the conditions of upbringing and education of students from socially handicapped background is possible to use:

- a) for wages of assistants of teachers and for social insurance and health insurance
- b) for the equipment of the classroom used for education of students from socially handicapped background
- c) for payments connected with the activities of the students,
- d) for payments connected with educating of students in specialized classrooms,
- e) for payments connected with stopping of transmitted diseases,

A centre of pedagogical-psychological advisory and counselling takes care also of children from socially handicapped background. Such child has to meet at least 3 out of the following criteria:

- a) It comes from the family that is materially deprived and the family's income is not more than the acquired minimum,
- b) at least one of the parents or the person to whom the child is taken care by is unemployed,
- c) the level of education of its parents is primary, or at least one of the parents has not finished even primary education,
- d) nonstandard living and hygiene conditions of the family (for example a child/student has no space for studying, has no his own bed, there isn't electricity, etc.)
- e) The teaching language of the school is different than the one used in his family.