



GENERAL INSTITUTION REGULATIONS

Revised March 2021



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CHAPTER I – SCHOOL ADMINISTRATION AND ORGANISATION

Art. 1 – Duties and Functions of the Director

The Institute is guided by the Administrative Council of the Kindergarten School, presided by Dott. Leonardo Amulfi, Director of the Institute and legal representative, who provides for the organisation of the Institute and determines the direction and objectives of the overall educational project.

The Director supervises relations with the Public Administration, with institutional and political bodies, with trade associations, with companies, private groups, at the local, national and international level.

The Director develops and is responsible for, relations with families of the students, individually or in groups; a task in which he is joined by the members of the Head Council.

The Director supervises the selection and management of all school personnel.

The Director supervises general administrative-accountancy services and is responsible for their organisation.

The Director supervises, in collaboration with the Coordinator of Communication, Development, and General Services, the activity of promoting the school.

The Director coordinates those responsible for the various operational and planning activities of the school, to increase efficiency and functionality concerning the objectives of the Institute.

The Director, Dott. Leonardo Amulfi, is a member of the national managing council of the *Associazione Nazionale Istituti Non Statali di Educazione e di Istruzione (ANINSEI)*, President of the ANINSEI Tuscan Regional Committee, President of the Federation of Nursery Schools of Florence (*FAN*), and member of the *Infancy Section Coordinating Committee of the municipality of Florence*.

The Director is supported by the **Executive Assistant**.

The role of the Executive Assistant is to work closely and in aid of, the Director of the School, actively participating in the definition of development and strategic planning of the school, supervision of management, as well as the definition of internal and external communication strategies.

The Administrative Assistant collaborates with the Director in the management, elaboration, and evaluation of projects and activities of a high professional content

Art. 2 – Duties and Functions of the Head Council

The Head Council of the Kindergarten school is composed of:

- Leonardo Amulfi, General Director, who presides
- Irma Rubaudo, the Education Executive Councillor
- Beatrice Salvadori, the Executive International and Bilingualism Councillor
- Alan Pona, the Executive Training Councillor



- Valentina Fiume, the Lower Secondary School Education Coordinator
- Joe Dawson, Cambridge Curriculum Coordinator
- Giulia Barbieri, the School Inclusion and Well-Being Coordinator
- Marta Benettin, Executive Administrative Assistant

The Head Council's responsibilities:

- establishes the pedagogical-didactic guidelines of the Institute
- proposes school training programs based on the objectives of any improvement plans
- defines the guidelines for the recruitment of personnel
- supports the teaching staff, with help from the Executive Councillors, in the prevention/resolution of any problems.

The Head Council interacts with the Institute Council, the Teaching Body, and the Larger Head Council.

The Larger Head Council

Convenes whenever the daily agenda includes topics for which the support of other specific figures is required (e.g., the Nursery Coordinator, Michele Mannelli, or the administrative managers) because their involvement is necessary to streamline communication with each part of the school and implement the indications of the Head Council.

Art. 3 – Responsibilities of the Pedagogical Coordinator, the Technical Coordinators, the Curriculum Coordinators, the Cambridge Coordinator, and the School Inclusion and Well-Being Coordinator

Preside over the coordination of activities:

- at the Nursery: The Technical and Pedagogical Coordinators
- at the Preschool: The Curriculum Coordinator
- at the Primary School: The Primary School Curriculum Coordinator
- at the Lower Secondary School: The Lower Secondary School Curriculum Coordinator

Each coordinator works within their school except the Cambridge Coordinator and the School Inclusion and Well-Being Coordinator, who work across all school levels.

Specific duties of the Curriculum Coordinators:

- interact with the Head Council to monitor that the pedagogical-educational guidelines of the school are properly implemented
- propose new teaching and training methods to the Head Council
- update the school curriculum and monitor its application
- make the Head Council's decisions functional in the school
- take care of the organization/supervision of evaluations
- take care of the organization/supervision of training
- take care of the management/supervision of school materials and schedules
- monitor the classes
- support the teaching staff and preventing/solving problems related to specific areas of expertise.

The School Inclusion and Well-being Coordinator:

- presides over the G.L.I.
- makes the Head Council's decisions functional
- monitors the well-being of the classes through screenings, tests, and assessments (minority language speakers, DSA, INVALSI, etc.)
- organizes the support staff and educators through the management of assistants: training internships, collaborative projects with the private social sector, training internal resources



- takes care of the formal relationships with the families with BES children
- detects the training needs of support teachers/trainees and coordinates their training
- deals with the prevention/resolution of problems related to specific areas of expertise.

The Cambridge Coordinator:

- deals with the organization/ supervision of the Cambridge program
- makes the Head Council's decisions functional
- coordinates with the Cambridge training manager for the organization/supervision of training
- coordinates with the Cambridge Examiner Officer for the organization/supervision and assessment of classes
- detects the training needs of teachers
- takes care of the management/supervision of school materials and schedules
- takes care of the prevention/resolution of problems related to specific areas of expertise.

Technical Coordinator and Pedagogical Coordinator – the Nursery School's educational committee is supervised by the Technical Coordinators, who coordinate its activities concerning management and organisation. The Technical Coordinators deal with educators (absences, tardiness, substitutions, authorisations, and holidays) and, coordinates with the Director, in the promotion and awareness of their activities externally.

The coordination of educational activities and curriculum planning in the Nursery School is carried out by the Pedagogical Coordinator. The Pedagogical Coordinator must support the educators in the planning and realisation of educational activities, verify results, promote engagement with the families, and organise training. The Pedagogical Coordinator participates in periodic meetings with the educators, is responsible for training and refresher courses for the educators, and, in general, supports, guides, and supervises the activities of the Nursery School, monitoring progress during the year.

Curricular Coordinators– following the directives of the Director, the Coordinators of Educational Activities are responsible for educational programmes. They collaborate in the definition of planning and strategies for the development of the school.

The Coordinators of Educational Activities realise the Educational Plan of the school, laid out in the PTOF, which references communal and national educational norms, the objectives and directives issued by the Director, and the indications of the General Institution Regulations handbook.

Within the school community, the Coordinators of Educational Activities promote training and professional development courses for individual teachers. They support the exchange of ideas, different points of view, and individual experiences. The Coordinators emphasise professional communication as a fulcrum and space for collegial interchange of innovative pedagogical ideas and methodologies, of educational pathways, of the processes and methods of testing and evaluating the outcomes and skills achieved by students, of the definition of learning environments, and the diffusion of best practices.

Coordination is for the benefit of the Work Groups (Class Council, Class Teams, Parallel Class Teams, Programming Groups), individual teaching activities, and the orientation of new teachers.

The activity of coordinating Work Groups consists of optimising communication and collaboration and encouraging the subjectivity of the teacher. The Work Groups, however, make decisions - where possible by common consensus - that are binding on the Work Group.

Coordinating individual teaching consists of the accompaniment of the teacher in the exercise of their profession and is characterised by the facilitation of the exercise of that function.

Orientation and support for new teachers consists of the introduction of the new teacher to the school community, the valorisation of their previous experience, and, when necessary, helping them focus their skills on the organisation of the learning environment and situation - positive educational assessment, the



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involvement of the student in their learning and their work - for the optimal realisation of the school's mission.

Also, the new teacher will be introduced to a network of personal and professional relations at the school with other teachers, and with secretarial, administrative, and auxiliary personnel of the school.



Chapter II – COLLEGIAL COMMITTEES

The Kindergarten School avails itself of various management committees, representative of the external and internal school community: teaching staff, students, and parents.

Art. 4 – Convocation

Convocation of a Collegial Committee is made by the President of that Committee or by one-third of its membership.

The convocation issued by the President should be announced at least 5 days before the date of a proposed session, and at least 24 hours in advance in the case of an emergency session. In the latter case, communication may be made by the quickest means possible, including by telephone.

The convocation of a meeting should include the items on the agenda, the day and time of the meeting, and the location of the meeting. Meetings should be scheduled in hours that do not coincide with class hours.

Art. 5 – Legitimacy of the Session

Collegial Committee meetings are in session at the precise hour indicated in the convocation and achieve quorum with at least half plus one member present. Not included in the count are non-active members who have not yet been substituted.

Quorum is necessary at the start of a session and also at every vote.

Art. 6 – Debate of the Agenda

The President individuates the secretary from among the Collegial Committee members. The President must bring all the items in the agenda up for discussion, in the order in which they appeared in the convocation. The order of the items may be modified if proposed by members of the Committee, subject to majority approval. The items on the agenda may incorporate additional, relevant topics, upon proposal by members of the Committee, subject to majority approval. In the case of adjournment of the session, the items not discussed will be examined in the following session.

Art. 7 – Voting

Voting cannot legitimately take place without quorum. Voting must be clearly expressed, with raising of hands, or by roll call, when requested by the President or one of the members. Voting is secret in the case in which it regards specific and determinable persons. Members who abstain from voting count for quorum and legitimisation of the meeting, but not amongst the voters.

Measures are adopted by a clear expression of an absolute majority, except in cases of special dispensation which require alternate measures. In the case of a tie, in ordinary voting, the vote of the President carries.

Once closed, the voting may not be re-opened to include members not present at initial voting. Neither can a vote be repeated. In the case of approval of a measure in part, with separate voting, voting will proceed successively until it addresses the measure in its entirety.

Art. 8 – Minutes and Reporting

In the first part of the meeting, a record is made of the legitimacy of the meeting (date, hour, person presiding, secretary, verification of quorum, names of the absent and whether the absences have been justified, the agenda).

For every item in the agenda, a synthetic record is made of the considerations which emerged during the debate and the outcome of a vote (number of members present, votes in favour and contrary, abstentions and null votes). A member of the Committee may ask that their specific contribution to the deliberations be recorded in the minutes of the meeting.

The members of the Committee have the possibility of producing a written declaration for transcription by the secretary in the minutes of the meeting.



The minutes of the Committee meeting are written in a specific book or register with numbered pages, stamped and signed by the Director of the school. Within the same scholastic year, minutes are numbered progressively. The minutes of the Committee meeting can be drafted directly in the book or, if taken on a computer, printed and added to the book, to be stamped, signed, and endorsed by the secretary and the President on every page.

Art. 9 – Substitutes for Non-Active Members

The selection of substitutes for non-active Collegial Committee members (for whatever reason) will proceed according to the provisions of Art. 35 of D.L.G. 297/1994.

Art. 10 – Loss of Collegial Committee Membership Rights

Collegial Committee members are declared in forfeiture of membership with the loss of eligibility requisites, or non-participation for three successive sessions without justification.

Art. 11 – Resignation of Collegial Committee Membership

Members of a Collegial Committee may resign at any moment. Resignations are made in written form. An oral resignation is accepted only when given in an active session of the Committee. The Committee may, in the first instance, invite the resigning member to withdraw the proposal. Once the Committee has officially taken note of the resignation, the resignation is definitive and irrevocable. The resigning member, until the official recognition of the resignation by the Committee, is a full and active member of the Committee and is, therefore, counted amongst the members of the Committee.

Art. 12 – Operating Procedures of the Teachers College (T.U. 16/04/94, n. 297 Title I, Art. 7)

The Teacher's College is bound by the directives and objectives set by the Director, in compliance with national educational norms, and has the following functions:

- deliberating authority in the matter of the educational functions of the Institute. In particular, the Teachers College is responsible for programming educational activities with regard to the adaptation of the national educational curriculum to the needs and exigencies of the specific learning environment of the school and the promotion of interdisciplinarity. The Teachers College exercises this authority with respect for the freedom of teaching guaranteed each teacher;
- formulation of proposals for the organisation, composition and assignment of teachers to classes, the organisation of class schedules and the realisation of additional scholastic activities;
- establishing, with the objective of evaluating individual student performance and the class as a unit, the subdivision of the academic year into two or three periods;
- periodically evaluating the educational offerings to monitor effectiveness in relation to planned goals and objectives, proposing, where necessary, opportune measures for the improvement of scholastic activities;
- providing for the adoption of textbooks, consulting with Interclass and Class Councils and, within the financial limits and by advice of legal counsel, selecting educational support and assistance;
- adopting or promoting, within the parameters of its competencies, experimental educational initiatives;
- promoting proposals for training and professional development for the teachers of the Institute;
- planning and realising measures for the support of disabled students;
- advising on the educational aspects of health education proposals;
- taking into consideration, in the adoption of its own resolutions, any proposals or advice given in Interclass and Intersection Councils.

The school calendar is established at the beginning of the academic year and takes into account the Annual Meeting Schedule, agreed upon and approved within 30 days of the beginning of the academic year.



The Director issues convocations of Teachers College meetings in ordinary session according to the established calendar. When the Director deems it necessary, a convocation for an extraordinary session is issued, or, if at least one-third of the Teachers College members request a session.

The Teachers College is composed of teaching personnel with permanent and temporary contracts at the Institute and is presided over by the Director. Support teachers who co-teach in the classroom are also members of the Teachers College.

Art. 13 – Operating Procedures of Class Councils, Interclass Councils, and Intersection Councils (T.U. 16/04/94, n. 297 Title I, Art. 5)

The Collegial Committee of the Pre-School is the *Intersection Council*, that of the Elementary School is the *Interclass Council*, and that of the Middle School is the *Class Council*.

The Class, Interclass, and Intersection Councils are respectively composed of: teachers from the particular Pre-School campus, teachers from parallel classes or from the same cycle, or from the same campus in the Elementary School, and of teachers from the same campus at the Middle School. Support teachers who co-teach in the classroom are also part of the above Councils. The following also form part of the Class, Interclass, and Intersection Councils:

- a parent representative from each section or class, elected by the families of students enrolled in the Pre-School and Elementary Schools;
- four parent representatives from the classes, elected by the families of students enrolled in the Middle School, as well as two student representatives, elected by the students of the classes;

The Class, Interclass, and Intersection Councils are presided over by the Director or a member of the Head Council. The Council is convoked, depending on the subject of the meeting, with either the participation of all members, or only the teaching staff.

The Class, Interclass, and Intersection Council meetings are established at the beginning of every academic year and meet according to the Annual Meeting Schedule, or in extraordinary sessions when the Director, upon the advice of the teachers, sees the necessity for a meeting.

If the Class, Interclass, and Intersection Council meetings treat the organisation of educational activities or interdisciplinary issues, then only teachers are present.

If the Class, Interclass, and Intersection Councils meetings treat mid-term and final student assessments, then only teachers are present.

The Class, Interclass, and Intersection Council are held at times not coinciding with class hours.

The Class, Interclass, and Intersection Council have the role of bringing proposals to the Teachers College regarding educational activities, new initiatives, as well as facilitating and developing reciprocal relations between teachers, parents, and students. In particular, the Councils focus on curriculum planning, assessment, and new initiatives. Class Councils have the authority to determine disciplinary provisions for students.

Art. 14 - The School Board

The School Council is the governing body of the scholastic institute and is representative of the school community that elects its members.

Elections are held every three years for a parent, teacher and, A.T.A. members, according to procedures governing the elections.

Composition of the School Board

The Council is composed of 24 members

- the Chairman of the Administrative Council, ex-officio member
- the Didactic Coordinator of the primary school, ex-officio member
- the Didactic Coordinator of the Preschool, ex-officio member
- the Didactic Coordinator of the Lower Secondary School, ex-officio member



- the Cambridge Program Didactic Coordinator, ex-officio member
- the Coordinator for School Inclusion and Well-being, ex-officio member
- 8 members representing teachers
- 8 members representing parents of students
- 2 members representing A.T.A. personnel

Councillors hold office for three years. In the case of resignation of membership, or loss of membership prerequisites, the councillor forfeits their position and is replaced by the first not elected representative by act of subrogation.

The offices of the Board consist of a President, Vice-President and a Secretary.

The Presidency and Vice-Presidency are drawn from the parent representative component of the Board.

The duties of Secretary of the Board are entrusted to a Board member by the President of the Board

Elections and Attributions of the Duties of the School Board

At its first sitting, the School Board presided over temporarily by the President of the Administrative Board, elects the President of the School Board (SB) internally from among its parent members. The election of the President takes place by secret ballot, the member elected wins by an absolute majority of the votes concerning the number of constituent members. In the event of a tie, voting is repeated until one of the members achieves a clear majority amongst all candidates.

The Board elects a Vice-President chosen from amongst the parent representative members following the same procedures as those for the election of the President, also elected are two parent representatives, one teacher representative, and one member of the ATA, who together constitute the Executive Board.

The President of the School Board convenes the School Board, presides over the meetings and signs all the documents issued by the School Board.

The Vice-President has the same responsibilities as the President in the absence of the President.

The Secretary provides minutes of the sessions of the School Board and, jointly with the President, signs all documents issued by the Board.

Functions of the School Board

The School Board:

Adopts the School's Three-Year Educational Offering Plan elaborated by the Teachers College;

With exception to the competencies as exercised by the Teachers College, the Intersection Councils the Interclass Councils, and the class councils, the School Board has deliberative authority, as proposed by the executive, over what concerns the organization and planning of school life and activities, subject to the budgetary limitations of the Administrative Council, in the following areas:

Adoption of institutional regulations governing, among other items, establishing the procedures for the functions of the library and the use of cultural, educational and athletic materials, for the surveillance of students during entry to school and during the school day as well as exit from the school, for the participation of the public at Board meetings;

Proposals for acquisitions, replacement, and conservation of technical-scientific equipment and teaching aids, including audio-visual equipment and library equipment and proposals of acquisitions for necessary training equipment;

Adapting the school calendar to specific environmental necessities and obligations;

Establishes general criteria for educational planning;

Establishes criteria for the planning and actualization of out-of-school activities, intermural activities and extra-curricular activities with particular attention to remedial courses and support courses, to complementary activities, for guided tours and field trips;



Promotion of contact with other schools and institutes to promote information and experience exchanges and undertaking possible collaborative initiatives; the Board particularly, in keeping with the international character of the school, formulates proposals and initiatives which

- encourage participation with the Cambridge International network
- help realise European exchange projects (Erasmus +) for students and teachers
- consolidate and extend collaboration with American universities to support quality internship programmes.

Encouraging school participation in cultural, athletic, and recreational activities of particular educational interest;

Forms and procedures for initiatives of benefit and aid can be undertaken by the institute.

The School Board indicates, also, general criteria relative to the formation of classes and the assignment of the classes to specific teachers, the adaptation of the schedule of lessons and other scholastic activities to environmental conditions and the organizational exigencies of the intersection, interclass and class councils; expresses opinions on the general development, educational and administrative, of the school

Deliberates, given educational advice from the Teachers College, upon initiatives focusing on health education and to counteract the phenomenon of bullying and cyberbullying.

Adopts sanctions which may result in the suspension of more than 15 days, exclusion from the scrutinio finale, or non-admission to the Esame del Stato at the conclusion of the course of study.

Designates two parent representatives to the Student Statute Guarantee Council which resolves appeals to disciplinary sanctions issued by the class councils internal to the school, instituted and regulated by the present Institutional Regulations (Art. 95, VII: DISCIPLINARY REGULATIONS OF THE MIDDLE SCHOOL)

The School Board also deliberates the formation of associations, the establishment of memberships to school networks and consortia as well as initiatives that require the involvement of agencies, entities, universities, public and private actors.

Procedures for the Convocation of the School Board

Ordinary Convocation of the School Board

The first convocation of the School Board, immediately following the naming of the Board members by the Headmaster, is designated by the Headmaster who thereby presides at the Board's first sitting.

The Board is convoked by the President of the School Board who may convoke the Board upon request of the Executive Council or a majority of the component members of the Board. The School Board meets, in ordinary session, on dates established by the Executive Council.

The meetings are held during workdays, except in extraordinary cases of particular urgency, and have a maximum duration of three hours, items from the agenda which have not been discussed will be held over for the next Board meeting.

Further, items may be added to the agenda, if the Executive Council is favourable, as proposed by one or more Board members, at least one day in advance of an established Board meeting date; justification should be provided for the refusal of such proposals.

Convocation of an Extraordinary School Board Meeting

In extraordinary circumstances due to urgent and unplanned situations, the School Board may be convoked by request of the President of the School Board, of the Executive Council, or of at least 1/3 of the members of the School Board. In this case, the President of the School Board sees to the convocation of the Board within twenty-four hours. In the case in which neither the President nor the Vice-president of the Board are available, the Board may be directly convoked by the President of the Executive with the approval of the absolute majority of the serving members of the Executive, an approval which may be secured by telephone. For these convocations, the President of the Executive will evaluate, given the timeframe, whether the convocation will be given by written or in electronic message form.

Acts Deliberated by the School Board

Public Character of the Board Meetings



Board meetings are open to the school community. The public may be excluded when discussion involves a single person as the subject under discussion which will be indicated in the convocation communication.

Every member of the Board may propose order motions consistent concerning the law, to the General Institution Regulations, to the agenda, or to emphasise the method or the order in which an item is debated or is intended to proceed to a vote. The President of the Board will decide the admissibility of an order motion and whenever the President's decision is not accepted by the member who has put forward the proposition, the Board will decide by a raised hand vote.

Acts Deliberated by the School Board

Voting takes place by raised hand, a resolution is adopted by an absolute majority of the validly expressed votes, except by special arrangements. Abstention is deemed a null vote as it is not validly expressed. In the case of a tie, the President casts the deciding vote.

Voting takes place by secret ballot only when the resolution deliberated concerns a legal position or the interests of a specific person. Resolutions concerning specific persons must be discussed in non-public sessions and voting must be taken by secret ballot.

Minutes of School Board Deliberations

Every sitting of the School Board is recorded in minutes, signed by the President and the Secretary, affixed on a purposely designated Register with numbered pages as School Administrative acts. Record is kept only of approved resolutions. It is the responsibility of each Board member to have a record made of their interventions during deliberations and their own position on decisions taken. Approval of the minutes of the meetings, proposed by the President, is made during the successive meeting. The resolutions of the Executive Council are approved at the end of every Board meeting and are thus executed immediately after the Board meeting in which they were adopted.

Public Access to Documents

Access to School Board documents is through publication in the assigned School Register, documents are released immediately after having received the signature of the School Board President and the Secretary. Resolutions are published within a maximum of eight days from the relevant Board meeting, the minutes are published immediately after Board approval of the minutes.

Copies of the minutes and the deliberations must be provided to Board members upon request.

Resolutions and deliberations concerning specific persons are not subject to publication.

Furthermore, in the matter of access to administrative documents the provisions of L.7 August 1990 no.241 and subsequent modifications are observed.

Art. 15 -The Executive Council

The members of the Executive Council are elected from the members of the School Board and remain in office for three academic years. If in the course of the three years, the member loses eligibility for election to the Board, they will be replaced by the first non-elected member of the respective election list.

The Executive Council is composed of:

- the President of the School Board, who presides over the Executive Council
- the Director

Elected to the Executive Council from the members of the School Board, with a majority of expressed votes, are:

- A teacher, either a member of the administrative, technical, or auxiliary staff (who may hold the role of the Secretary of the Executive Council) and two parents.



The Executive Council does not have power of decision. Except for the right of initiative, the School Board, Executive prepares work for the Board, providing for the preparation of documents and the implementation of the related resolutions.

The Executive is convoked by its President. The convocation must indicate the agenda and be issued, in ordinary procedures, at least 5 days before the meeting, in extraordinary procedures, the convocation may be issued verbally or by telephone, with the shortest possible delay.

The principle of public access to documents is not applicable to those produced by the Executive Council. Only members of the School Board may view the minutes deposited in the offices of the Institution.

CHAPTER III – RIGHTS AND RESPONSIBILITIES

SECTION 1 – RIGHTS AND RESPONSIBILITIES OF TEACHERS

Art. 16 – Training, Professionalism, Collegiality

Teachers have freedom in the exercise of their profession, according to Art. 1 of D.lgs 16 April 1994 n. 297: “In respect of Constitutional norms and the school system, teachers are guaranteed freedom in teaching, understood to be educational autonomy and a free expression of teaching philosophy” and of Art. 4, cc. 4 and 5 of CCNL ANINSEI 2015 – 2018: “Teachers are guaranteed freedom in the teaching of students concerning moral and civic conscience, following the educational objectives of the Institute, and Constitutional norms. Teachers work with the Administration of the school in the determination of educational initiatives and programmes in keeping with the general educational objectives of the Institute, in the interests of the school and the enterprise.”

The exercise of this freedom necessitates the continual training and development of a specific professional preparation so that teachers may work flexibly and efficiently in choosing opportune educational strategies – concerning socio-emotive and cognitive development priorities – to meet the educational aims, learning objectives, and content of the curriculum. Freedom in teaching as thus described is joined to the collegiality essential to the school system, relying as it does on the alignment of pedagogical methods and the necessity of multi- and inter-disciplinary interchange, at the level of Class Team and other collegial committees (Interclass/Intersection/Class Council and Teachers College).

Every teacher should respect the measures and programme activities decided by the collegial committees. A working culture based on collegiality, collaboration, and on shared programme planning is encouraged by a variety of interactions for teachers at different levels:

- at the institutional level, the Teachers College, including its components (Departments, Commissions, Working Groups);
- at the level of management of educational programming, the Class Council at Middle School, the Team for Primary School, and in the regular encounters for the Nursery and Pre-School;
- at the inter-institutional level (with families, with Health Care workers and other agencies)

Teachers communicate and exchange experiences and skills to improve the quality of the educational offering of the school, demonstrating openness and flexibility to the identified needs of students, families, and the larger community. In this perspective, professional development and training constitute an essential element of the teaching profession, in the continued improvement of disciplinary content and of socio-pedagogical, educational, and methodological aims.

Art. 17 – Teacher Responsibilities: student supervision

The present General Institute Regulations adopt internal procedures which guarantee the effective and potential supervision of minors entrusted to the Institute. Among the obligations of service for teachers is



the supervision of students. The supervisory capacity, integral to the work, is the priority among other obligations of service. (art. 2048 C.C.). To ensure the supervised reception of students in the morning, teachers should arrive in class five minutes before the start of lessons, and ensure the students leave the school as prescribed in Chapter IV of the present General Institute Regulations. A teacher who must, upon completion of an educational activity and by imperative necessity, absent themselves temporarily, must first charge a colleague, or front office personnel, or auxiliary personnel with the supervision of the students until their return. Teachers must ensure that students leaving the school early, outside of the usual school departure times, must be in possession of written permission signed by their parent or guardian. In the case of Middle School students with permission to leave the school on their own to go home, teachers in the last lesson of the day must ensure that only those students with permission to leave the school independently may do so and should entrust the other students to supervising personnel.

Art. 18 – Hours of Service and Schedule

The timetable is established at the beginning of the year for each class. The schedule aims at an equitable distribution of disciplines throughout the week and the functionality of the educational offering for the student. All teaching personnel should follow the timetable established by the Headmaster or the Coordinator of General Services and Administration, in the corresponding weekly schedules; any variations must be previously authorised. Personnel schedules and the Annual Meeting Calendar are available from the front office secretary for the consultation of interested parties and the organisation of the personnel. The schedules of Primary School teachers are normally organised according to the following criteria:

- a balanced distribution of the student's activities during the day and during the week;
- a balanced distribution of teachers' presence during the week;
- the stated and justified exigencies of the teacher.

A punctual observance of the schedule is necessary for the optimum functionality of the school. For substitutions and changes in the schedule, see the relevant section in Regulations for all Personnel (Chapter 3, Section 3, Art. 29-37).

Art. 19 – Class Council Coordinator and Team Coordinator

The Director selects the Class Coordinator. The Coordinator:

- Presides over the Team/Class Council in the absence of the Director;
- Is the reference point for colleagues and families concerning any educational or organisational issues of the group/class. The teachers of the class communicate relevant episodes of class life to the Coordinator;
- Promotes serene and constructive collaboration in the Team/Class Council and encourages a climate of positive relations between teachers and families;
- Illustrates the general lines of the Class Council educational programme to the parents' assembly;
- Illustrates the educational progress of the class to parents at specific moments of Team/Class Council programme planning and assessment;
- Takes the minutes of Class Council meetings and reports on class performance for State Exams (*Esami di Stato*);
- Verifies the regular presence of students at school and reports instances of repeated absence or prolonged absence to the Headmaster;
- Receives proposals, internal or external, for initiatives and presents them to the Team/Class Council for possible acceptance;
- Confers regularly with the Director or the Education Coordinator for updates on the educational progress of the class.



Art. 20 – Standards of Behaviour

- Teachers should be familiar with the evacuation plan of the campus and sensitize the students to security procedures. Teachers participate in training relative to security in the workplace (D.lgs 9 April 2008, n. 81 and successive modifications);
- Teachers who, through legitimate impediment, will not be at school as scheduled must advise the secretary in advance as soon as possible, not after the time they are scheduled to work, even in cases where the absence will be prolonged, following the procedure described in Regulations for all Personnel (Chapter 3, Section 3, Art. 29-37).
- Teachers may, following the approval of the Director, request a meeting with a family in the perspective of increased transparency and efficiency in school-family relations; teachers, however, must be available for possible meetings requested by families;
- Teachers are not permitted to use cell phones during educational activities, according to C.M. of 25 August 1998, n. 362.

Art. 21 – Rapport with Families

Relations with families should be characterised by respect and cordiality, as well as a professional distance. Teachers are prohibited from giving private lessons or providing babysitting services to students of the Institute (Art. 58 of CCNL ANINSEI 2015-2018).

Teachers are prohibited from engaging in social media relationships with parents or students of the Institute (e.g. Facebook, Instagram, Twitter, etc.).

Communications between teachers and families should take proper, official channels, through the school. Direct contact through personal cell phones or email between teachers and families is not permitted. This meets the requirements of the protection of privacy and the correct assumption of roles.

Art. 22 – Daily Dismissal

Nursery School, Pre-School, Primary: students are dismissed only into the care of their parents or a person authorised to pick them up. If the teacher does not recognise the person delegated to pick up the student, the adult's identity should be verified. If the person delegated does not appear on the list of persons authorised to pick the student up, the teacher must verify authorisation with the secretary.

Middle School: at the end of lessons, teachers leave students in after-school care with authorised personnel and accompany those students with permission to leave school independently to the school entrance, ensuring there is no risk to safety visible in the immediate area.

Art. 23 – Communications with Families

- Electronic Register (Primary School and Middle School) – Homework: Primary School teachers assign homework no later than 16.00 on Fridays; Middle School teachers assign homework one week in advance; The teachers of a class collaborate to ensure that there is not an excessive amount of homework assigned.
- Homework assigned for the vacation periods are proposed and approved in Team/Class Council such that the amount is not heavy and is balanced;
- *Nursery, Pre-School, Primary and Middle School:* any communications from teachers to families (with the exception of field and class trip information) should be given to the secretary for distribution at least three days in advance;
- School materials are usually furnished to the teacher by the school. In the case of particular necessity, a request to families for materials must first be approved by the Director (Primary and Middle School) or the Administration (Nursery and Pre-School);



- To promote the full participation of the families in the educational programme, teachers periodically send student's work home (notebooks, artwork or other items) and create displays of the students' work (e.g. posters, drawings, etc.) at school.

Art. 24 – Parent/Teacher Meetings

- Teachers meet with parents by individual appointment at the times and on the days designated in the school calendar;
- Families can make an appointment in the Electronic Register based on availability;
- Meetings for particular exigencies can be made at other times of the year by appointment, upon request by the teacher or parents;
- Middle School parent/teacher meetings take place on four specific days, in the afternoons, indicated in the school calendar;
- Meetings with parents on school premises during lesson hours are not permitted.

SECTION 2 – RIGHTS AND RESPONSIBILITIES OF SECRETARIAL, ADMINISTRATIVE, AND AUXILIARY PERSONNEL

The role of the secretary, administrative, and auxiliary personnel is indispensable to the support of educational activities at the school and the appreciation of their duties is important for the efficient delivery of service, as well as the achievement of educational objectives.

Art. 25 – Secretarial and Administrative Personnel

Secretarial and administrative personnel perform administrative, management, accountancy, and supervision tasks in collaboration with the Director and teaching personnel.

Secretarial and administrative personnel shall:

- 1) foster positive relations with the school community and those with whom they come into contact;
- 2) be available to aid teachers, take care of the distribution of communications to teaching personnel, secretarial, administrative, and auxiliary personnel, as well as to school families;
- 3) contribute to the creation of a climate of serenity and calm in the workplace that favours the wellbeing of people and the efficient performance of work;
- 4) follow the directives of the Director;
- 5) respect work schedules established for the organization of each campus; the schedule covers five working days, from Monday to Friday and the shifts are organised annually. If daily service exceeds six continuous hours, personnel may request a break of at least 30 minutes to rest and eat;
- 6) perform duties assigned with care and attention;
- 7) wear the uniform;
- 8) communicate absences promptly for the organisation of a substitute.

Art. 26 -Functions and Organizational Structure of the Secretarial and Administrative Service

The administrative and secretarial service is organized into five distinct areas of activity and function:

- Administrative Area
- Projects Area
- Education and Protocol Area
- Human Resources
- Front Office Reception Area

The classification of staff according to responsibilities and tasks carried out, while subject to a criterion of flexibility, is divided into professional profiles corresponding to each area: Head of Secretarial and



Administrative Area; Head of Projects; Head of Education and Protocol Area; Head of Human Resources; Head of Front Office Reception Area.

Administrative Area

The Administrative Secretary, subject to the directives of the Director, is responsible for School administration and finances. The head of the administrative area has complex duties which require regulatory knowledge, administrative-accountancy competencies, and corresponding technology proficiencies. The head of the Administrative area has operating autonomy in the definition and execution of administrative, accounting, and bursar duties within the scope of directives issued by the Director (Part II Art. 5 of CCNL ANINSEI 2015-2018). The head of the administrative area supervises and coordinates the employees of the administrative area in the following functions:

- issues invoices for families of the school and other clients for services to/for the school;
- payment for services provided to the school by external sources and payment of invoices to suppliers;
- preservation of documents, paper and digital;
- management of financial flows through the keeping of current bank account and cash box;
- management of insurance policies;
- management of accidents to students and personnel;
- management of correspondence;
- management of electronic billing system;
- discharging credit transfers;
- preparation of F24 documents;
- documentation for the accountant;
- periodic reports of service vouchers;
- daily check of cash balance and bank balance;
- payments;
- oversight of active billing cycles (estimates, orders, delivery documents, billing);
- preparation of reminder files

The Head of Administration is directly responsible for:

- management of relations with clients;
- management of family unit resources for employees of the school;
- administrative support activities for the planning and realisation of educational activities;
- spending forecasts for the summer period with the elaboration of financial plans;
- payment of various indemnities to the personnel;
- collaboration with external consultants;
- calculation of SIAS-Kindergarten transfers;
- preparation of invoices for occasional collaborations;
- management and filing of documents following digital protocols.
- purchase and/or procurement of goods and services (analysis of offers, contact with suppliers, negotiation of purchase terms and conditions of supply: quantities, times, prices, and delivery methods).

Projects Area



The Head of the Projects Area, subject to the directives of the Director of the School, elaborates projects, supports, and collaborates with the Director for the realisation of educational initiatives, professional development projects, and business projects from competent organisations. These functions involve tasks that are organisational as well as operational. This is a role of coordination, operational management, responsibility for the initiation of projects, the planning, execution, verification, and conclusion of projects. Other responsibilities are organisational and technical, including a complex working activity in support of the Director, in operational autonomy. Personnel responsible for projects perform the following duties:

- organisation of class trips, cultural integration trips, and supervision of activities related to field trips (contact with travel agencies and/or tour operators on the ground for information, comparison, and presentation of estimates and travel planning; a definition of participation costs with the Administration; a collection of family authorisation forms; management of reservations for accommodating structures, other structures, and transport; preparation of letters of assignment for accompanying teachers for field and class trips);
- management of student exchanges and partnerships with foreign schools (Erasmus+ programme);
- management of extra and non-curricular internships in collaboration with the educational coordinators of different levels of schools (reception of Italian and foreign interns; stipulation of conventions with organisations promoting internships; preparation of training projects; orientation of interns; assignment of tutors; management of intern presence register; preparation of final reports and evaluations of interns);
- management of Work/School Alternation (developing a programme for Work/School Alternation in collaboration with the schools);
- organisation of activities relative to security and hygiene (management of control registers, qualification certification, preparation of contracts and documentation for participation in invitations to tender; management of HACCP documentation; organisation of evacuation drills and management of Emergency Plan);
- management of other activities relative to security: preparing forms for Health Protocols in the Administration of Medicines to Students of the School, compliance relative to security in the workplace and ascertaining the health compliance of school personnel;
- organisation of certification and re-certification courses relative to safety issues (definition of courses and evaluation of relative costs, securing enrolment, management of various communications and successive preparation of certifications of course participation, management of the instruction and preparation of the formal, administrative, and technical documentation demanded by compliance specifications and follows procedures in a call for tenders);
- operative management of compliance in matters of privacy relative to the treatment of personal information according to the indications provided by personnel responsible for personal information processing;
- management and filing of documentation with digital protocols.

Education and Protocol Area

The person responsible for Education administration, subject to the directives of the Director, performs coordinating activities in operative autonomy and with appropriate self-initiative, applying complex operating procedures related to the educational system (Part II art. 5 of CCNL ANINSEI 2015-2018).



Educational administrative personnel are responsible for the management of students in the performance of the following duties:

- student administration (enrolments, certifications, attestations);
- student administration and registrations to National Student Registry (MUIR);
- student administration and registrations to the city of Florence platform;
- requests for educational assistance for the successive academic year;
- administration of student transfers (requests and concession of nulla osta, requests and transmission of personal files and student documents);
- compulsory school obligations check
- configuration and management of Electronic Register (transfer of academic year, formation of class and group lists, input of data, configuration of teacher profiles, input of parent/teacher meeting hours, planning of parent/teacher meeting days, configuration of Evaluation and Competencies Certification Tables, distribution of user credentials, teacher Electronic Register training);
- publication of Evaluation Tables in the Electronic Register and filing in digital and paper form;
- insertion of registration information, context information, and data for INVALSI exams;
- organisation of foreign language certifications (e.g., Cambridge Certificates for English; DELF for French; DELE for Spanish): managing the calendar of exams, of registration for the exams, definition of exam dates, organisation of individual exam sessions;
- management of communication and platform of the Regional Scholastic Office;
- insertion of Textbook Selection on the AIE platform for Primary and Middle School;
- ordering of textbooks and bookstore credit;
- school textbooks and materials list;
- summer books list;
- gathering of Avvalentisi/Non-Avvalentisi (Curia Platform) data;
- Curia schedule requirements;
- preparation and compilation of documents for the beginning of the school year;
- communications (Team, Class Council, Teachers College, Interclass Council and Intersection, Class Assembly, PDP e PEI meetings, etc.);
- management of platforms: registry, vaccinations, Siria, Sisip, regional scholastic data monitoring; Istat questionnaire;
- preparation of Esame di Stato documentation and updating of Student Registry;
- September-June Primary teachers' schedule;
- Annual Teachers' commitments calendar;
- updating of teacher's addresses for the newsletter;
- management and filing of documentation with digital protocols.

The Head of the Protocol Area, subordinate to the directives of the Director, is responsible for protocol oversight and the relative filing with the platform in use. In particular, tasks include:

- configuration and management of the platform;
- provides support activity for the offices using the platform;
- carries out checks on the offices using the platform to ensure correct applications of protocol procedures for documents.

Human Resources Area



The Head of Personnel Office, subject to the directives of the Director, is responsible for the personnel area of human resources, manages procedures relative to the personnel, operating in coherence with the strategic objectives of the company, carries out checks of personnel administration, and manages contractual aspects of work performance (schedules, leave authorisations, other leave, maternity leave, retirement...)

The Head of Human Resources guarantees correct management that is both functional and coherent with strategic objectives of the company and is responsible for:

- management of employment contracts: finds, selects and collects documents, transmits documents to the Labour Consultant and supervises the final phase of transmission with signed documentation;
- paperwork concerning accidents and complaints;
- collection of documents and nominations for occasional provision of services;
- management of absences (sick leave, paid authorized leave/unpaid authorized leave, maternity leave, etc.), collection of teachers', secretarial/administrative and auxiliary personnel requests for leave, approval of requests by delegate;
- management of the Zuchetti programme for the approval of requests from teaching and non-teaching personnel;
- management of the Gnpres programme, inputting of personnel registration information, creation and uploading of schedule codes and periodic alignment of the programme;
- organization of substitutions and replacements for teaching and non-teaching (secretarial, auxiliary) personnel;
- monthly check of personnel presence; management of schedule anomalies that have not been rectified; check of paper schedule presences for personnel without automatic badge system;
- prepare, in collaboration with the office of the educational secretary, June and September schedules for the period outside the official academic calendar;
- collects the forms for non-teaching hours and keeps count of the hours;
- collects presence signatures for Teachers College meetings and training sessions;
- elaboration of service certificates;
- acts as an intermediary between personnel and the Labour Consultant;
- keeps personnel files and archives of personnel files;
- management of internal personnel communication through email and through the newsletter programme;
- management and activation of documents with digital protocols.

Front Office Reception

The personnel of the front office reception predominantly perform duties which are administrative-accounting, technical and organisational support for educational activities, sometimes using complex technical equipment, and follow the instructions of the Director or the Head of Front Office Reception in the preparation of administrative-accounting documents and in organisational tasks which support teaching. The personnel of the front office secretary perform tasks that often involve the use of databases or the procedural use of data (Part II Art. 5 of CCNL ANINSEI 2015-2018), and has the following duties:

- verification and management of correspondence with school personnel and the school community (update the mailing list, send/receive e-mail);
- preparation and sending of communications to the school community and teaching personnel;
- receiving and putting through phone calls;
- filtering verbal and written communications;
- updating archives and data banks;



- performing administrative-accounting activities for the operation of the cash box;
- typing up texts and documents;
- sending orders for stationary and first aid materials, etc.;
- sending requests for maintenance and for furnishings;
- executing administrative tasks (go to the post office, etc.);
- reception and management of requests made by school community and teachers;
- contacting the families in the case of illness or injury to students;
- managing the wait list for new students and future students;
- managing optional afternoon-after-school activities organised by the school (manages the relations between extra-scholastic association offering optional activities, is the intermediary between families and extra-scholastic associations, management and organisation of make-up classes);
- taking enrolments for optional afternoon after-school and extra-curricular activities organised by the school and registering the information in the records system;
- preparation of the documentation necessary for a field trip activity (acquisition of forms and support for the compilation of request forms for field trips on the part of teachers, checking that information is correctly added: the correct times/days, the requisite number of accompanying teachers, the precision of accompanying teachers, presentation of the request to the Director);
- receiving sums for the field trip and workshop fees;
- assuring the cleanliness, tidiness and full functionality of spaces used for parent/teacher meetings, collegial committee meetings and afternoon activities;
- placing on the school calendar the dates of collegial committee meetings, field and class trips, and school events;
- supervision of the entrance to the school;
- verification of authorisations for students leaving school early and/or leaving school independently and authorisations for field and class trips;
- putting through the daily order for lunch service;
- checking that students are picked up by persons thus delegated;
- checking that the entrance doors are closed during educational activities;
- photocopying for teaching personnel;
- provide assistance to teaching personnel in the use of the Electronic Register;
- verification of the compliance of the first aid kit materials and updating of the registry.

The Head of Front Office Reception, subject to the directives of the Director, performs coordinating activities in operative autonomy and with appropriative self-initiative, applying complex operative procedures relative to the front office reception. The Head of Front Office Reception performs all the above tasks of the Front Office Reception, with the following additional duties:

- supervision and coordination of the employees of the Front Office and of all the activities at each campus;
- training of the employees of the Front Office;
- checking outgoing communications for teachers and other users regarding the responsibilities of the Front Office;
- elaboration of operation functionality of planning and organisation of optional activities (programme of activities, contact with associations providing athletic, artistic and musical activities, allocation of charges for activities (subject to the directives of the Administration), updating of the school website with information regarding optional activities for the current academic year,



organisation of the shuttle bus between the school campuses and the sites where the activities take place; management and sorting of registration requests from interested students of the three levels of school, creation of groups for each activity which take into account availability and ability levels of each registered student);

- creation of morning bus shuttle schedule;
- supervision and management of regular registration;
- management of the waiting lists.

Art. 27 - General directives concerning the aspects and methods of implementation of the administrative and secretarial service

At the end of the school year, the Director, after consulting the heads of the secretarial areas, determines the planning of the activities and work commitments of the secretarial offices and auxiliary staff for the following school year.

The plan takes into account:

- of the school's mission
- management directives
- priorities
- needs arising from the planning of educational and educational activities
- workloads of the professional profiles involved.

The activity is also organized through the establishment of small staff coordination meetings of the figures involved on specific aspects of the work (e.g., registration, exams, etc.).

Art. 28 – Auxiliary Personnel

Auxiliary personnel are charged with the cleaning services of the school and can perform duties such as reception of students in the morning and supervision of students on school premises according to the job description of the employee. According to the job description of some employees, auxiliary personnel may also perform the following duties:

- receive students in the morning and supervision of students;
- management of lunch service and distribution of foods during lunch service;
- custodial services and surveillance of school premises.

The work activities of the auxiliary personnel are coordinated by the Coordinator of Auxiliary Personnel and supervised by the Coordinator of General Services.

Technical Coordinator of Auxiliary Personnel

The technical coordinator of auxiliary personnel, is subordinate to, and follows the indications of, the Coordinator of General Services, and is charged with:

- the coordination and verification of the activities of auxiliary personnel, who ordinarily and independently perform all tasks;
- management and substitution of auxiliary personnel;
- ordering the purchase of disposable materials, cleaning products, food items for snack, and all material requirements for the performance of duties.

Art. 29 – Directives for Auxiliary Personnel in the Performance of Assigned Tasks

As based in the Annual Work Plan, auxiliary personnel are required to:

1. Read and carefully observe, with diligence and attention, the provisions for cleaning procedures, and of product use and risk prevention, according to the current regulations and the RSPD indications provided by the Institute during the training courses – information and courses in fire prevention and first aid courses.



2. Confirm that transit areas or access passages in the school are not obstructed by materials that can block passage or create a risk. In each shift, auxiliary personnel verify that every item of safety equipment is sound and that any deficiency and risk to safety be noted.
3. At the beginning of a work shift, open the premises, turning on lights and electricity installations, according to the Annual Work Plan.
4. At the end of a work shift, carefully check the turning off of lights, check the thermostat (where present in the classroom), close cupboards, drawers, and containers with cleaning products (locking where necessary), close the doors and gates of all premises, according to the Annual Work Plan.
5. Check that the safety exits are always free of obstacles.
6. Effect a regular check of the premises and promptly report any damage or anomalies in writing and/or by telephone to the front office secretary of the campus.
7. Take delivery of and check the snack and the lunch service, with particular attention to the special diet meals; prepare the eating spaces and distribute the food, paying particular attention to students with special dietary requirements.
8. Follow the procedure for cleaning the premises as specifically planned in the auto-verification HACCP procedures;
9. Be guided by the instructions received during the safety training courses, concerning hygiene norms and the prevention of accidents according to D. Lgs 81/2008;
10. Understand that all school personnel is obliged to follow the directive of the Director of the school to use Personal Protective Equipment PPE (*dispositivi di protezione individuale DPI*) with the corresponding formal document attesting to the successful reception of the PPE;
11. Perform surveillance of students in the case of the momentary absence of the teacher;
12. Supervise the safety and security of students, in particular during the lunch break and at the end of lessons until the school closes.

Art. 30 – Additional Activities of Secretarial, Administrative, and Auxiliary Personnel

Overtime work occurs in instances of exceptional and unforeseen situations, and is not part of ordinary work activities as planned.

Overtime work is conditional upon pre-arranged formal authorisation that allows for the concrete verification of the reasons necessitating work outside of working hours. Overtime work performed without prior authorisation will not be compensated. Overtime work is authorised by the Coordinator of Communications, Development and General Services, based on ascertained exigencies and adequate documentation.

Schedule

The schedule for secretarial, administrative and auxiliary personnel is based on the organisation provided for by the Coordinator of General Services in the Annual Work Plan and should be functional in terms of the schedule of all personnel and sufficient to cover the service requirements of the school community.

Duties Specific to Auxiliary Personnel

The Director, in consultation with the Coordinator of General Services, apportions the specific share of work duties to the employees of the Institute and verifies the availability and acceptance of every single employee with regard to the work.

SECTION 3 – REGULATIONS FOR ALL SCHOOL PERSONNEL

Art. 31 – Internal Communications

Non-urgent internal communications are sent by electronic post: all teachers, administrative personnel, secretarial and auxiliary personnel should regularly check their email inboxes for school communications.



Only urgent communications will be brought, by the front office for direct viewing by staff, at times even in the classrooms.

Every teacher should regularly check the school website so as to be aware of changes to events in the school calendar (<http://www.kindergarten.it/calendario-docenti/>).

Art. 32 – Presence and Badge Use

The school is equipped with an electronic presence detection system (badge). On a daily basis all employees must personally furnish evidence of entrance and exit to the establishment according to the following procedures:

- a) The individual magnetic card (badge) assigned to each employee is strictly personal. The badge is an identifying document for entry and exit to the establishment. Delegation of the use of the badge is absolutely not permitted and constitutes an infraction subject to disciplinary measures as provided for by current regulation;
- b) The badge should be used by every employee at entry, at the beginning of each shift, and at exit, immediately at the end of each shift. Any different use of the badge (for example, non-use (*mancata timbratura*) due to having forgotten) should be adjusted within two days of the event in the personal online profile of the employee with a specification of justification/authorisation. In the event of loss of the badge, the employee should alert the person responsible in human resources as soon as possible;
- c) Entrances and exits not following the employee's schedule (either earlier or later) are not permitted;
- d) In the case of authorisations of brief absences (*permesso breve*), the times of exit and re-entry and must match those stated in the request for authorisation;
- e) Absence without justification during shift hours is not permitted;
- f) Employees should manage the timecard (*cartellino*) section of their online personal profile;
- g) Non-use of the badge (*mancata timbratura*) are subject to review by the Administration and are limited to five per academic year.

Verification of Presence

An administrative staff member responsible for the electronic presence system will periodically monitor the reports of entrances and exits and the regularity of daily use concerning the established schedules of each employee and will report irregularities to the Director.

Art. 33 – Tardiness

The established work schedule should be respected by all personal.

Tardiness should not be habitual.

Tardiness of 5 minutes concerning the work schedule, constitutes tardiness for the established work schedule.

Tardiness of 5 minutes represents 15 minutes of absence for which the school will detract 15 minutes (or its multiple) from accumulated *banca ore*, or, in the absence of such, from the current month's hours, with the corresponding consequences on monthly remittance.

Teaching personnel who have the first hours of lesson for the day should arrive 5 minutes in advance to collect the class and bring them to their classroom so that the lesson may begin punctually.

At the end of each lesson, the teacher has the responsibility of leaving the students in the care of the next colleague, a transfer which should be affected as quickly as possible. In the case in which tardiness is caused by a teacher is arriving from another campus, the front office secretary should be advised so that surveillance of the class can be organised.

Art. 34 – Absences



Absence due to illness or for any sudden, unauthorised absence, as well absence for obligatory encounters (office hours, programming meetings, Teachers College, Intersection, Interclass, Class Councils), should be communicated in writing exclusively to the personnel office with the following modality:

- before 17.00 of the day before the start of an absence
- from 7.45 of the day of absence

By regulation, any absence should be justified with the requisite documentation. Absence due to illness should be justified within the day, exclusively by written communication, including the number of the medical protocol and details of the number of the days of absence.

Teachers working in a number of institutions or working part-time will come to an agreement with the Director or Education Coordinator as to the number of obligatory meetings, according to proportionality.

All teaching personnel are required to complete the form (available at the front office) to record obligatory meetings attended which should then be given in to the personnel office every month.

Art. 35 – Leave Authorisation Requests

Requests for authorisations of leave must be communicated, with motivation, in written form using the specific form (available at the front office) at least 3 days before the date on which leave is requested. The requests are evaluated and in the case of approval, approval is granted given in written form.

In the case in which requests are motivated by training or professional development courses, as provided for by Art. 50, b of the CCNL ANINSEI contract, the authorisation will be given only in the instance that the topics or themes of the courses conform to the purpose or the training approved in the Teachers College annual plan for professional development; upon return from the course, the teacher should provide a summary to the Director of course themes and activities as well as provide colleagues any materials received during the course.

Art. 36 – Substitution of Absent Personnel

In the case of teacher absence, the human resources personnel will promptly provide a substitute from among available personnel. Substitutions are selected following these criteria:

- selection of personnel with hours which need to be recuperated;
- selection of personnel who are not in service and who have made themselves available for substitution, earning extra hours

In the case in which administrative and secretarial personnel are absent, the Coordinator of Administrative and General Services will promptly provide for the reorganisation of available personnel.

In the case of the absence of auxiliary personnel, the technical coordinator of auxiliary personnel, following the direction of the Coordinator of Administrative and General Services, will promptly organise the necessary substitution.

In the case of prolonged absence (e.g., maternity leave, accident, long illness, etc.) the Director will see to the provision of personnel for the duration of the absence.

Art. 37 – Holidays

For all personnel, the summer holiday period (July and August) is covered by 30 working days of accrued holidays, the elimination of 4 days of some midweek national holidays, and for the balance, from *banca ore* hours accumulated during the year.

Requests for early vacation leave should be made in writing to the office of personnel using the appropriate form (available from the front office) and will be subject to authorisation by the Director for teaching personnel, by the Technical Coordinator for the Nursery School educators, by the Coordinator of Communication, Development and General Services for secretarial, administrative and auxiliary personnel. The use of vacation days, outside of school closure days in the school calendar, will be detracted from the compensation of the summer holiday period.



The vacation calendar for non-teaching staff will be defined by the Administration in consultation with the non-teaching staff. (Art. 35 ANINSEI).

Art. 38 – Workplace Safety

All personnel should observe health and safety norms and regulations as established by D.L. 81/2008 and subsequent documents, through the application of every caution and preventative measure.

All Institute personnel participate in the First Aid and Employee Anti-Fire courses as decreed by D.L. 81/2008.

All personnel must participate in the Basic Workplace Safety course as provided for by the relevant regulation.

Art. 39 – Uniform

Administrative and secretarial personnel, Nursery School and Pre-School educators should visibly wear the uniform.

For the administrative and secretarial staff, tops are composed of:

- a cardigan or sweater with the school logo
- a short or long-sleeved polo shirt with the school logo
- bottoms can be a skirt/ blue trousers or jeans

For Nursery School and Pre-School educators, the uniform is composed of:

- a sweatshirt with the school crest
- a short-sleeved t-shirt or polo shirt with the school logo
- bottoms can be blue trousers or jeans

For both groups of personnel, the uniform is provided by the school.

The Nursery School educators, before beginning their shift, should ensure to change into the uniform, ensuring the use of appropriate clothing and footwear.

SECTION 4 – STUDENT RIGHTS AND RESPONSIBILITIES

Art. 40 – Arrival and Reception

Students are expected to arrive at school punctually; they will be received by school personnel if they arrive before the beginning of lessons, and by teachers at the start of lessons, according to the organisation of each campus.

Art. 41 – Tardiness and Absences

Tardiness

- Students arriving at school within ten minutes of the start of lessons (*ritardo breve*) will be admitted to class without the requirement of a justification for the tardiness.
- Students arriving with more than ten minutes tardiness (*ritardo*), which would cause a disruption to the lesson in progress, will be admitted to class at the 2nd hour of lessons, accompanied by a justification of tardiness.
- Any arrival in the successive lesson hours should be made in the interval between lessons and accompanied by parental justification.
- Tardiness at the Primary and Middle School will be noted in the Electronic Register; parental justification is to be communicated in the Electronic Register and must be received on the day of the tardiness, or the following day.
- For the Primary and Middle Schools, the Coordinating class teacher will request a parental conference for repeated tardiness (more than 3), for justification of the tardiness.



Absences

- Absences of one day, or more than one day, will require parental justification communicated in the Electronic Register by the time the student returns to school. Following the 3rd day of non-justified absence, the absence will be considered 'unjustified'.

Art. 42 – Assistance and Supervision During School Hours

- Students may leave the classroom two at a time (one girl, one boy) per classroom.
- Students may not leave the classroom without the teacher's authorisation.
- In the intervals between lessons, students are not permitted to leave the classrooms and/or disturb the lessons of other classrooms.
- During all intervals, whether external or internal to the school, students must follow the regulations in vigour at each school campus and the indications given by teachers in the avoidance of risk and any danger.

Art. 43 – Standards of Behaviour

Students are to behave concerningwards the Director, all school personnel, and fellow classmates, as consonant with civility. In addition, students are expected to show respect for the work of all school personnel and to follow their instructions.

A serene school environment is the right of every student. Behaviours that risk personal safety or that of others are not permitted. Bullying and harassment are not tolerated and will be severely punished.

Expected Behaviour during Intervals, Lunchtime, After-Lunch

During intervals and lunch, students shall exhibit respectful behaviour, conducive to a civil and sociable lunchtime even during 'unstructured' school moments and mealtimes.

Behaviour is evaluated in the report card, therefore disciplinary sanctions will be applied to behaviour during mealtimes and the intervals.

Behaviour contrary to those outlined in the School Regulations will not be accepted.

- Teachers to whom students are entrusted shall be held to high standards of surveillance and are expected to intervene where necessary to correct behaviour.
- Each student must take their assigned seat at the table: their place is assigned and they may not change places without prior permission.
- Correct behaviour during mealtimes is expected and students must not avoid getting up from their places. Yelling is not permitted, neither is playing with food or other objects. Attention must be paid when pouring water into glasses.
- It is important that students try all foods to encourage a proper diet.
- Students may use the bathroom before entering the lunchroom and afterwards. They may not leave the lunchroom to go to the bathroom.
- Eating foods or drinking beverages brought from home is not permitted during lunch.
- Any problems during lunch must be brought to the attention of the teacher or the lunch monitor present by the student(s), who will then assist.
- Students must remain seated during lunch until they are accompanied outdoors or into the classroom by the teachers.
- The lunchroom must be left tidy, all personal objects must be removed by the students upon leaving.
- Students are not permitted to chase each other in the courtyard, nor play dangerous games, however, students may play with a soft ball.

Personal Objects and School Materials



- Students are asked to bring to school only those objects which are required for lessons or which constitute a snack. It is recommended that children not bring money, objects of value, or toys, to school. The school cannot be held responsible for any eventual damage or loss to such items.
- The use of cell phones within the school is severely prohibited; any urgent communications can be made using the school telephone. The students at the Primary School are not allowed the use of cell phones during school outings or field trips, whereas the use of cameras is allowed. Any use at school of cell phones or digital cameras will invoke disciplinary measures as provided for in Disciplinary Regulations (chapter VII) of the General Institution Regulations handbook. Serious infractions of the regulations will require the Director to notify the competent authorities.
- Students are responsible for the correct use of school furnishings and of school materials; students who provoke damage to materials or furnishings will be held to the compensation of those objects.
- The bathroom facilities should be used correctly, and basics norms of hygiene and cleanliness should be respected.

Uniform

Students are expected to wear the school uniform daily. The school uniform gives a sense of belonging to the school community as well as promoting a sense of equality that contributes to a shared school identity. For these reasons, wearing the school uniform is required daily, in the Nursery School through the Middle School.

Pre-School School uniform:

- Shirt, white polo or t-shirt (with school logo)
- Sweatshirt or sweater (with school logo)
- Blue trousers, blue skirt, blue dress (with school logo) or plaid skirt.

Primary School uniform:

- Shirt, white polo or t-shirt (with school logo)
- Sweatshirt or sweater (with school logo)
- Blue trousers, blue skirt, blue dress (with school logo) or plaid skirt.

Middle School uniform:

- Shirt, white polo or t-shirt (with school logo)
- Sweatshirt or sweater (with school logo)
- Blue trousers, blue skirt (with school logo) or plaid skirt.

Pre-School, Primary and Middle Schools:

- Socks and tights must be solid navy or white in colour
- Permitted are: navy leggings and dark blue jeans without designs, discolorations or rips
- 'I giochi di Kind' charity event t-shirts are permitted
- Blue polo shirts are permitted, though they will no longer be available at the uniform store for purchase

SECTION 5 – RIGHTS AND RESPONSIBILITIES OF PARENTS

Art. 44 – Family Co-responsibility Pact

The Family Co-responsibility Pact defines in clear terms the shared rights and responsibilities of families, students, and the school. It is based on a positive dialogue between all parties that ensures educational success and prevents hardship.

It is for this reason that we have created a contract between the school and the families, of school values and rules for behaviour, that each party must respect and be guided by to realise common educational goals.

The School commits to:



- providing a professional educational culture, open to a plurality of ideas, respectful of the individual identities of each student;
- ensuring an environment that is favourable to personal growth, guaranteeing quality education in a serene environment, and a learning process that respects the diversity of the learning experience;
- offering concrete strategies for supporting learning with the objective of ensuring educational success, promoting commitment and incentivising educational excellence;
- providing for the full integration of diversely abled students, promoting integration initiatives for foreign students, protecting language and culture through intercultural exchange, stimulating reflection and undertaking projects for the student's health and well-being;
- guaranteeing maximum transparency in student assessments, through innovative technological means, while

Students commit to:

- understand and respect their rights and responsibilities as students towards the school community, materials, and environment;
- respect the time planned with teachers for reaching curriculum objectives and to completing requested learning activities;
- accept, respect and help others: to be sensitive to diversity and committed to understanding the motivations for particular behaviours;

Families commit to:

- value the educational institution, establishing a positive dialogue with the school in respect of a shared educational and pedagogical vision, and establishing a relationship of collaboration with teachers;
- respect the educational institution, committing to regular and punctual student attendance, actively participating in school functions;
- assure regular reception and reading of school communications in the Electronic Register, on the school website or sent by e-mail;
- observe the procedures for the communications of absences, tardiness, and early pick-up;
- ensure students wear the school uniform daily, as detailed in the school registration documents;
- share and engage with the student in the Family Co-responsibility Pact.

In addition, families express their consent (with regards to D.Lgs 30 June 2003, n. 196 '*Codice in materia di protezione dei dati personali*') that their children may participate in the learning abilities screening programme proposed by the school. Data collected will be treated with maximum respect to privacy. Individual evaluations are the responsibility of the Inclusion Committee (*Gruppo di lavoro per l'inclusion – GLI*).

Art. 45 – School – Family Communications

Primary and Middle-School students bring their school agenda home daily, which, with the Electronic Register and email, constitute a regular means of communication between the school and families. Parents are encouraged to check the content of lessons and the assignment of homework, communications from teachers and the school, and indicate that they have viewed these communications by signing into the Electronic Register.

Nursery School and Pre-School communications will be sent by e-mail.

Art. 46 – School Pick-Up Procedures



Students may be picked up after school by their parents or by another adult authorised and designated by the families on the student registration form (grand-parents, baby-sitter, etc.) or communicated during the school year.

At the beginning of the school year (or during the school year should there be changes) the Secretary will communicate the list of persons delegated with the responsibility for picking up each student in the class to the class or section Co-ordinator, who will then inform all the class or section teachers. The list will remain in each classroom for the consultation of teachers.

If parents wish to nominate another parent of the school or another adult to pick up their child at school, the request and delegation must be made in written form to the Secretary. The delegated person(s) will be required to present identification.

Occasional Early Pick-Up

Early pick is permitted only by exception and only with valid justification. The student must be picked up by the parents or by an adult thus delegated. The motivation for early pick-up must be made in the Electronic Register.

Frequent Early Pick-Up

Dispensation for regular early pick-up during afternoon lessons is given for medical reasons or for athletic and artistic activities. Parents may send a request to the Director for early dismissal of the student 15 minutes before the end of lessons or during the intervals between afternoon lessons by filling out the required form.

Authorisation for Leaving School Premises (Middle School Students)

Middle School students may be given permission to leave the school premises unaccompanied, upon request by parents having completed the required form. With the objective of increasing student responsibility and autonomy, the student may leave the school premises to arrive home or at a pre-determined, agreed upon, location.

The Director will take into account the special circumstances of the request, consider the student's age and maturity, the locations of travel, and will give or refuse permission accordingly.

If authorisation has been granted, the responsibility of school personnel for the student ceases once the student leaves the school and the immediate school environment.

Authorisations granted will be revoked in the case of non-compliance with the agreement for leaving school premises unaccompanied.

Art. 47 - Availability of family members and accidents

The telephone availability of a family member must always be ensured during school hours. Therefore, parents must indicate the telephone numbers to call in order of priority on the registration form, preferably specifying the relation to the student.

In the event of an accident or severe pain and an inability to find the parents, the school will send the student to the emergency room by ambulance.

Parents whose child has suffered an injury at school must deliver any certificate issued by the emergency room or doctor within 24 hours from the date of the certificate to the secretary's office, within 48 hours the office is required to report the incident to the Insurance, INAIL and the Public Safety Authority.

CHAPTER IV – ORGANISATION OF SCHOLASTIC SERVICES: SPECIFIC REGULATIONS

SECTION 1 – ORGANISATION OF THE SUPERVISION OF STUDENTS



Art. 48 – Beginning and End of School Activities

Students can be accompanied to the entrance area of each school campus.

Only one parent/caregiver is allowed inside the facility for both the drop-off and pick-up of Nursery school children, and only for the pick-up of Preschool children.

Parents of students (or delegates) can stay in the outdoor areas of the school only for the time strictly necessary to accompany the students.

The families of the students are required to respect the start time of lessons, this promotes the best start of the teaching activity and the serenity of the children.

Upon leaving school, students must be picked up by a parent or an adult delegated by them.

It is necessary to ensure punctuality in picking up students from school to avoid the surveillance staff having to remain longer than the established time. In any case, teachers must make sure that the students have been picked up and, if not, at 6.00 pm they deliver the students still present at school to the front office clerk who takes steps to contact the families by telephone.

Nursery School – In the morning children are welcomed in the Miro and Matisse classrooms, between 7.30 and 9.00. Parents, or a delegated adult, may come into the school in the hours which have been established for entry and can pick up the children between 15.45 and 18.00. When agreed upon between teachers and families, usually in advance, children may be picked up before or after the lunch hour if necessary.

Preschool – In the morning, the Preschool students are dropped off at the entrance by the parent (or a delegate) with a school employee, who then accompanies them to the section. An exception is made for the parents of three-year-olds who will be able to accompany the children to the classroom to facilitate their separation from the parent, only during the acclimation phase, i.e., the first 2 weeks of the school year.

Normally, at the Preschool, drop-off time is from 7.30 to 9.00. From 7.30 to 8.00 students will be in the presence of a teacher or staff member, this is the 'before-school' drop-off service. Children dropped off between 8.00 and 9.00 will be received directly to their classroom with their teacher. Students can be picked up from school between 16.00 and 18.00. A single parent (or one authorized delegate) can access the building during the established pick-up times by going to the front desk where a school employee will go to collect the child and bring him or her to the front desk.

At the time of pick-up, it is necessary to stay in the school premises for the time strictly necessary to collect your child, to avoid overcrowding and not hinder surveillance of the school or children. If necessary, families can collect their children before or after lunch, by sending a written communication to the front desk in advance.

Primary School – From 7.30 to 8.00 a teacher/employee is guaranteed in each campus for the 'before school' welcome service. The teachers on duty must be present five minutes before the start of lessons and welcome the classes. Among the duties expected of the teaching staff is that of supervising the students entrusted to them while they are on school grounds.

Students can be picked up from school between 16.00 and 18.00. At the end of the lessons, the students must be collected by their parents or by persons delegated by them or to persons assigned to the after-school service.

Lower Secondary School – Drop-off time is from 7.30 to 8.00 where students can be received for the 'before-school' service at the Viale Matteotti 52 entrance. From 8.00 am, the entrance of the lower secondary school students takes place at the gate at number 50 in Viale Matteotti. In the morning from 8.00 to 8.20, the teachers wait for the students in the classrooms; lessons start at 8.20. Students who arrive at the entrance of the School with a delay of less than 10 minutes (short delay) are admitted to class without the need for



justification, while for a delay exceeding 10 minutes, long enough to interrupt their regular course of the lesson, students are admitted to class at the second hour with justification.

In the afternoon at 16.05, at the sound of the bell, during the final hour, teachers accompany their students who are allowed to leave independently and personally takes them to the gate of the courtyard making sure that the students leave the school grounds. During this time, the auxiliary staff (one on the third floor and one on the fourth floor) bring down, a few minutes later, the remaining students who will wait for the arrival of their parents inside of school premises.

To provide the necessary surveillance while going downstairs, it is advisable that the teacher precedes the class, and that in case of gatherings the teacher warns the class to observe the necessary distance from other groups of students to avoid any form of crowding.

Art. 49 – Supervision of Entry at Each Campus

Parents or a delegated adult may access the school buildings to drop off and pick-up students during the times established by the school, doing so efficiently to avoid over-crowding and creating challenging conditions for the supervision of students.

Art. 50 – Supervision During School Hours

Nursery School, Pre-School, Primary School, Middle School – teachers must ensure the constant supervision of students during the entire period in which they are responsible for a class or group of students: at the time of entry to, and exit from, the school, during educational activities, at recess and intervals, either on the school premises or during field trips and class trips, reached by foot or by other means of transport. For the Nursery School and Pre-School, a teacher is present in the room in which afternoon rest occurs for the supervision of the children.

Play time in the external courtyards must be organised in such a way as to ensure the constant supervision of teachers.

Primary and Middle School – When students move from the classroom to other areas of the school (the gym, laboratories) the students must wait for the teacher to accompany them and must move from one place to another in order and in silence. In exceptional circumstances, students may move around the school under the supervision of teachers or school personnel. The use of the laboratories is regulated by the teaching staff responsible for the sector. It is the duty of the teacher using the laboratory to adopt correct laboratory procedures for the use of laboratory instruments and devices and inform the secretarial staff of any malfunctioning equipment.

Art. 51 – Supervision During the Intervals – Lunchtime – After-Lunch – After-School

The teacher present at the beginning of the interval (recess) is responsible for supervision for the whole period of the interval. Teachers who are supervising are not permitted to absent themselves for any reason during this time. During the interval, students are allowed to go to the bathroom in pairs; the teacher will supervise the classroom and the hallway. Teachers are not permitted to send students to laboratories without supervision. The Primary School interval is 20-25 minutes long. Teachers are present throughout the interval; each teacher is responsible for their own group of students and establishes an environment of calm play, conversation, and snack time. During the interval, teachers ensure the correct use of the bathrooms so as to avoid damage to persons and materials.

Lunchtime is a school activity and as such is a moment of sociability. Each class lunches as a group. Teachers should help the students during lunch time, promoting a climate favourable to healthy eating habits and sociability. Following lunch, students have free time or may participate in organised class activities.

Each teacher is responsible for supervising their assigned group of students. Students cannot play with a ball or play football inside the school buildings. Teachers will organise the use of the courtyards, the outdoor play areas, and use of benches with the Administration of the school.



Middle School – The morning interval takes place in the classroom or on the same floor as the classroom. The teacher should be at the doorway to supervise the classroom and the landing outside the classroom. Students are not permitted to go up or downstairs or to leave the floor where their classroom is, neither may they leave the immediate surroundings of the classroom, except with permission, to use the bathrooms on the same floor. Supervising teachers must ensure that games with a ball or running do not occur during the interval. When the intervals are held in the courtyard, teachers must ensure that the atmosphere is calm and that there is no running or inappropriate games which may provoke accidents or damage.

Art. 52 – Supervision during lessons time change

Middle School and Primary School - The attention of all teachers is drawn to the problem of the timeliness and supervision of students during the lessons time change, so it is necessary to adopt some appropriate behaviours:

- teachers who start the timetable must already find themselves in front of their class at the sound of the bell;
- to ensure the continuity of supervision over pupils, teachers who enter service from the second hour onwards or who have had a “free” hour, are required to be found already in front of the interested classroom to allow a quick change of the teacher on school classes;
- the teachers in the classroom must plan themselves so as not to delay the exit, in particular, the teachers who are in the gym or in the laboratory classrooms;
- each teacher must be informed, through the weekly timetable of the class posted at each door of the classroom, about the teacher who must give the change and where he comes from so that he can realize if it is a normal or exceptional delay;
- the teacher not engaged in the next hour will wait for the arrival of the colleague on time;
- if the gearbox does not arrive, before moving, the front office secretariat is notified to take care of the surveillance service;
- teachers interested in changing their shifts avoid having to talk to colleagues to exclude expectations in the expected exchange rates;
- during the change of the teacher, the students are called to stay in their classrooms, preparing the material for the next hour.

Art. 53 – Prevention and Security

Teachers are responsible for any student accidents occurring during their hours of service or to the children under their supervision. A list of the locations of first aid kits is posted on the bulletin board at the entrance of each campus; teachers are required to have viewed this list.

In the case of an accident, the following procedures must be scrupulously observed:

- in the case of a *minor accident*: the teacher attends to the student with the first aid kit or accompanies the student to the front office for care. In all cases, the teacher must communicate the incident to the family by telephone and give an account of the accident.
- In the case of a *serious accident*: first aid is administered, and the Administration is immediately informed of the incident. The Administration will evaluate the accident, and together with the teacher, telephone and inform the family, and, in cases of necessity, call emergency services at 118. It is the duty of the teacher responsible for the care of the student to write a report of the incident within 24 hours of the incident.

In cases of extreme seriousness, 118 will be called immediately.



SECTION 2 – USE AND MANAGEMENT OF SCHOOL RESOURCES, PREMISES, AND SPACES

Art. 54 – General Organisation

For ideal functionality and use of spaces, materials, and resources, it is necessary to:

- Respect the furniture and scholastic materials, as well as norms of hygiene and safety
- Tidy and organise materials and other resources after use
- After use, return furniture to original positions and spaces to original conditions of use

Nursery School and Pre-School teachers should organise materials daily so that cleaning staff may clean the classrooms.

Primary and Middle School teachers should, along, with students, organise materials and re-organise the classrooms and common spaces after use. Particular attention should be paid so that personal objects are not left behind in the common spaces.

Animals are not admitted into the school building, or on the school grounds, including green spaces.

Art. 55 – Computers and Technology Resources

Computers and other technology resources are available for teacher and student use during teaching hours. Teachers using technology resources are responsible for their use and care. Teachers are also responsible for promptly reporting to the front desk personnel any malfunctioning or broken materials. Front desk personnel will arrange technical assistance.

Students are responsible for materials during their use until they are returned to the teacher. Students must promptly communicate any broken or malfunctioning equipment to the teacher.

Students can use these materials only in the presence of, and under the supervision of, a teacher.

Installation of software and hardware in school materials is not permitted, these functions are performed solely by the systems administrator.

LIM

Nursery School, Pre-School, Primary School, Middle School: Students are not permitted to use the LIM without teacher supervision; all use must follow the guidelines of the Institutional Rules and Regulations and the laws governing the projection of images in public.

Each LIM is password protected and the password is known only to the teacher.

Art. 56 – Courtyards and External Spaces

The use of the courtyards and external spaces coheres with the School Emergency Plan. The courtyards are the emergency meeting points of the school in cases of emergency and over-crowding in the school buildings, a general meeting point, and at disposal for educational activities.

Smoking is not permitted in the courtyards and external spaces of the school.

Art. 57 – Lobby, Corridors and Stairwells

The lobby is the main reception and information point for students, school families, visitors and school personnel. The Secretary at each campus is located in the lobby, at the front desk.

The lobby and corridor may be used:

- for the viewing of authorised communications on the designated bulletin board
- to affix informational materials

The stairwell in the Viale Matteotti campus is used uniquely as a means of getting to the classrooms or exiting the building. Stopping in the stairwell is forbidden, as are any behaviours of risk to the safety of students or to others, such as running, jumping, pushing, or holding onto a classmate during ascent or descent.



Art. 58 – Elevator

The use of the elevator at the Viale Matteotti campus is restricted to: adults, teachers, administration personnel, auxiliary personnel, and elevator maintenance staff. Unaccompanied minors are not permitted in the elevator.

At the beginning and end of the school day, the elevator is reserved strictly for school personnel and the disabled. Heavy schoolbags may be brought up to the classrooms, and vice versa, under the supervision of school personnel.

Students with a temporary difficulty in movement may use the elevator, having been granted permission by the Education Coordinator or the Director, and supervised by an adult.

The use of the elevator is prohibited in case of earthquake, fire, or flood.

Art. 59 – Teacher’s Room

The teacher’s room is reserved for the use of teaching personnel. Students may not use the room, cupboards, or drawers in the room. The premises must always be left clean and tidy.

Art. 60 – Bathrooms

Bathrooms at the disposal of disabled students are found on every floor of the main campus and the other campuses.

The premises must always be left clean and tidy. Auxiliary personnel should be alerted to any malfunctioning equipment and lack of materials or cleanliness.

Art. 61 – Storerooms and Materials in Storage

The storerooms, reserved for the use of authorised personnel, are located at each campus and contain tools and materials in current use.

Unauthorised personnel may not access the storage rooms.

In the absence of auxiliary personnel, the storage rooms should be locked.

Art. 62 – Changing Rooms

The changing rooms in the main and other campuses are reserved for the use of auxiliary personnel, Day-care and Nursery School educators. Unauthorised personnel may not access the changing rooms.

For reasons of hygiene, authorised personnel must keep the changing rooms clean and tidy.

Art. 63 – Technical Rooms

‘Technical rooms’ designate: a. the main heating installation; b. the main electrical installation

Unauthorised personnel may not access the technical rooms.

In the absence of authorised personnel, the technical rooms should be locked.

Art. 64 – Laboratories and Special Classrooms

The use of laboratories for educational purposes is reserved for classes accompanied by the respective teacher, following the pre-established educational aims of the programme.

- Teachers using the laboratories and special classrooms must establish times of use with their colleagues.
- Responsibility for the use of laboratories and special classrooms, both in any initial preparatory phase and during the educational activity, falls within the supervisory capacity of the teacher.
- Care of the equipment is the responsibility of the user, who should not modify the equipment and should notify the front desk secretary (or the teacher, if the user is a student) in the case of defects or issues encountered. All requests for maintenance and repair of the equipment should be brought to the attention of the secretary at the front desk who will make the necessary arrangements.



- The teacher will take care, at the beginning and end of each lesson, to check every workstation and every instrument. If damage that had not been present at the beginning of the lesson is observed at the end of the lesson, the teacher should promptly communicate this to the secretary at the front desk.
- The laboratories and special classrooms must always be left orderly.
- Keys to the classrooms and equipment cupboards are kept at the secretary's desk in the front office. The teacher who last used the laboratories and special classrooms should return the keys to the secretary at the front desk.

For the proper functioning of the laboratories, the following rules must be observed:

- the register must be filled out for every lesson;
- at the end of every lesson the room and the instruments must be left clean and in order;
- the tables, benches, and washbasins must be cleaned at the end of every lesson;
- use only materials acquired by the school;
- notify the secretary of the front office in advance of any lack of materials.

Art. 65 – Teaching Materials

Textbooks are selected at the Teachers College at the end of the preceding academic year.

During the year, at Team meetings and in Class Councils, teachers may propose the acquisition of a book for a specific discipline. Once the request has been approved by the Director, the teacher must inform families, sending the request through the secretary at the front office.

Lower Secondary School: for disciplines in which other materials are selected in the place of a textbook, the materials, and organisation of the material will be decided in the Teachers College.

Art. 66 – School Materials/Stationery

School materials/stationery are usually acquired by the school. A budget for the acquisition of scholastic materials is established every year for the use of each class/section. In addition, the school provides each class/section with basic materials for the academic year.

Some additional materials may be requested of the families.

Each Team and Class Council must provide, by the 20th June of the preceding school year, a list of scholastic materials to be requested of families. The list of requested materials must be approved by the Educational Coordinator or the Administration of the school. Following approval, the secretary of the front desk will communicate the school materials list to the families by the end of June.

Art. 67 – Procedure for the Acquisition of School Materials/Stationery

The school has a list of regular suppliers of scholastic materials. A list of suppliers and description of products are available at the front desk and may be used by teachers when formulating requests.

By the 20th of June, teachers must supply a full list of scholastic materials in common use and any scholastic furnishings to the secretary at the front desk.

To acquire a reduction in costs, lists for school materials used by teachers for educational activities are compiled and an order is placed three times a year.

For any individual or exceptional ordering of materials, the teacher must, in advance, provide a written request to the purchasing office (administrative area), who, upon seeking approval of the Director, begins the approval procedure.

The usual procedure is that purchases to be made at and by the school; in exceptional cases, and with the written approval of the Administration (in which detail will be made of the type of invoice required) the teacher may directly purchase materials.

Art. 68 – Photocopies



The use of the photocopy machine is reserved for educational materials, for the requirements of Secretarial personnel and the Administration. Private and personal use of the photocopier is not permitted.

Requests – Request for photocopies must be made by teachers at least one day in advance of their eventual use to the secretaries of the front desk.

Students cannot be requested to ask for photocopies or to pick them up.

Accounting – A quota of photocopies per discipline per student by semester is established every year. An accounting of the total number of photocopies is provided for monitoring photocopy usage. Usage should be recorded in the register (with details of the class/section for which the copies are made) available for that purpose at the front desk, or, if the teacher uses a personal photocopy code, tallied electronically.

Guidelines for Use: Prioritise the use of double-sided photocopying mode to reduce paper use. The number of copies made are totalled and detracted from the total available to personnel.

Unforeseen or special requirements – for requirements that are not covered in the above guidelines:

- the Daycare, Nursery School, and Primary School submit written requests to the educational coordinator, who will transfer the request to the Headmaster for approval.
- Middle School requests are submitted to the Headmaster for approval.

Art. 69 – Copyright

All written, audio-visual, and electronic information is subject to copyright law. Any reproduction of original materials must respect regulations by which entire texts and chapters may not be copied. Copying pages from class textbooks is not permitted. Teachers assume all responsibilities for the reproduction and/or duplication of textbooks.

Art. 70 – Distribution of Informational Material and External Publicity

Distribution of any kind of informational material or advertisements in the classes or school is not permitted without the pre-authorisation of the School Director.

SECTION 3 – HEALTH AND SAFETY

Art. 71 – Mealtimes

Mealtimes, such as lunch and snack time (during the morning interval and in the afternoon following the end of lessons) are important moments of socialisation and the promotion of healthy eating habits.

The Kindergarten School promotes balanced nutrition at home and at school which meets and respects the health requirements of growing students. Kindergarten's cafeteria presents a health-conscious approach to nutrition, promoting correct eating habits, trying new foods, and a balanced approach to diet. The school supports educational nutrition initiatives such as Fruit at School '*Progetto Frutta nelle scuole*' to encourage healthy eating choices and correct socialisation at mealtimes.

For each campus, lunch is prepared directly in the kitchen inside of the Mantellate Foundation Conservatory. The menu and dietary guidelines closely follow those established in the '*Linee di indirizzo regionali per la ristorazione scolastica*' promoted by the *Regione Toscana* and according to the rules of Food Hygiene Services of ASL.

The menu is divided into two seasons, winter and summer; with the introduction of a wide variety of seasonal products, especially vegetables.

In each season, the menu is broken down into four-week periods which succeed each other. The menu calendar is established annually.

The approval rating of the foods is monitored through periodic surveys conducted by the auxiliary lunch personnel. Following the HACCP plan for checks and control in food safety, auxiliary personnel check temperature, hygiene, quality, and quantity and note the data on the control sheet provided; in the case of any anomalies, these are promptly reporting to the Administration.



Food, General Regulations

- In the case of intolerance or food allergies, parents should bring a medical attestation to the secretary at the front office and fill out a 'special foods' form, specifying the foods which the student cannot eat.
- Alternative menus are available which take into account diverse ethnic and religious requirements, and menus that are dairy/egg-free and vegetarian. These menus can be selected by filling out the 'special foods' form; this menu will become the definitive menu from year to year until the parents request another change.
- In the case of errors in the delivery of menus, the student, and all personnel, must notify the Technical Coordinator of auxiliary personnel and the Coordinator of Communications, Development, and General Services.
- In the case of mild gastro/intestinal disturbances, families may present a written request for simple food (without sauces) on the morning of the lunch requested, up to a maximum of three days. Any subsequent days are permitted only upon presentation of a medical certificate, for the health of the student.
- If students are going to miss lunch on a particular day, and for valid reasons, parents, or their delegate, must present a written request.
- Consumption of food and drink brought from home during the lunch hour is not permitted.
- Class parties to celebrate birthdays are authorised by the school; food and drink brought to a class party must be properly labelled with a list of ingredients, potential allergens, and the expiry date. Food prepared at home, therefore, may not be brought to school, because it may not be possible to know the exact ingredients, cooking procedures, and type of food conservation used.

Primary and Middle School: food prepared at home (e.g., sandwiches) and eaten at snack time, for the personal consumption of the student, is permitted.

Art. 72 – Lunch Committee

A lunch committee for every class/section at each campus is created annually and made up of class parent representatives. At the beginning of the academic year, and by arrangement with the Administration, the structure and procedures of the tasting committee are established.

Art. 73 – Administration of Medication at School

Administration of medication is not permitted at school. However, issues arising from the presence at school of students who require the administration of medicines during school hours are regulated by the implementation of the MUIR Guidelines issued by the Ministry of Health, in place to protect access to education for all students. In the case of life-saving medications or indispensable medications, a protocol for administration can be activated in the following way.

Administration of indispensable or life-saving medicines.

To activate the procedure for the administration of medications during school hours the parents of the student must provide a written request to the Director (from both parents) as well as official medical authorisation, requested by parents and accompanied by medical documentation, from: The Paediatric Services of *Aziende Sanitarie*, or from a paediatrician or general practitioner of their choice. Medical authorisation must declare the following:

- the state of the students' illness;
- the exact prescription for the medication, with specification as to whether it is indispensable or lifesaving;
- the absolute necessity of the administration of the medication;
- the necessity for the administration of the medication during school hours;



- the non-discretionary capacity in which the person who administers the medication must act: the identification of the event in which administration of medication is necessary, the times at which it is administered, the doses and procedures of administration;
- the feasibility of administration of the medication by non-professional personnel;
- the first name and last name of the student;
- the commercial name of the medication;
- a description of the event/condition which necessitates the administration of the medication;
- doses of administration;
- procedures of administration;
- possible side effects of the medication and necessary responses to any side effects;
- procedures for conservation of the medication;
- duration of the therapy.

Once the documentation listed above has been presented, the Director will provide authorisation and an action plan for the administration of the life-saving or indispensable medication will be created and will provide:

- a suitable location for the conservation and administration of the medication
- authorisation for the parents of the students to access the school building during class hours for the administration of the medication
- availability of personnel, either teachers, secretarial, or auxiliary to administer the medication in the absence of the parents.

Personnel from either teaching, secretarial or auxiliary staff with requisite training (have taken a First Aid course according to the legislative decree 81/2008, or similar training recognised by the regional School District, or in collaboration with ASL and Departments for Health and Social Services) will be identified to participate in the student's action plan.

Once the authorisation has been provided and the action plan is drawn up, a report will be made at the moment of receipt of the medication by the school from the parents.

In specific cases, and by prior arrangement with ASL and the parents of the student, minors may be permitted to administer medication to themselves. To satisfy the requirements for medical authorisation of such a request, in addition to satisfying the requirements listed above for the administration of medications at school, the additional notation must be included: 'the minor student may self-administer the medication under the supervision of school personnel'. The same wording must appear in the parental request to the Director for authorisation. The procedure otherwise remains the same: The Director provides authorisation with the accompanying action plan and a report will be made at the moment of receipt by the school of medication from the parents, with the addition that in this document, the phrase 'the minor student may self-administer the medication under the supervision of school personnel' will also be included.

Medical certification is valid for one academic year and must be renewed annually, or, if, necessary, during the academic year.

A report should also be made when the school returns the medication to the families.

Art. 74 – Head Lice Checks

The school shares responsibility with the families for a correct approach, along with the relevant health organisation, and to giving accurate information in checking for, and in the treatment of, head lice. The school is committed to providing information about head lice, as is the case with the communication of all contagious illnesses, to better manage situations of contagion or risk and for the protection of the health and safety of the students.

The parents of students have an important role to play in the identification, treatment, and prevention of the diffusion of head lice.

Families may take action in the following ways:



- teach children, as much as possible and depending on the age of the children, to avoid situations of risk for the transmission of head lice (avoid prolonged contact between students' heads and the exchange of personal possessions (hats, scarves, combs, hair accessories, etc.);
- check daily or at least weekly for head lice at home, even if the school has not communicated the presence of head lice in the classroom, or even if symptoms (itching) are not present, to act preventively;
- in the case that head lice are detected by the school doctor, affect treatment and subsequent checking, as well as treatment of other members of the family and the disinfection of personal objects, according to the indications provided by the Preventative Medicine Services department of the ASL.

Upon request by the parent class representative during the Interclass/Intersection meetings, and by approval of the class/section's parents, the school can provide a service by which a dermatologist provides regular, periodic checks of the students in the class/section. In the case that head lice are detected in a class/section, the parents of the student(s) will be informed. The other families in that class/section will be informed that a case of head lice is present in the class/section.

Art. 75 – Hygiene

School hygiene is represented in all the rules applied to protect and maintain the physio-psychological well-being of the student.

The Kindergarten School is committed to respecting the following norms:

- ensuring an optimal micro-climate, with the maintenance of adequate heating in the classrooms and internal spaces of the school and sufficient ventilation. Airflow is achieved through natural and artificial ventilation; an air conditioning/ventilation system is in use during the summer months, periodically serviced and maintained; lighting is both natural and artificial;
- ensuring that the interiors of the classrooms are designed to be both comfortable and soothing;
- providing appropriate spatial requirements for the typology of school (with regards to student/children's age), as well as bathrooms and necessary equipment for an efficient learning environment;
- offering a school building where the bathrooms have windows and there are sinks just outside the bathrooms. At the main campus San Gallo and at the Viale Matteotti campus there are also drinking fountains ensuring safe, hygienic access to water;
- organising school activities in a balanced manner, with intervals to balance the mental and physical fatigue of the students;
- maintaining a continually clean and disinfected school environment, following the hygiene and safety norms provided for in the self-evaluation HACCP guidelines.

CHAPTER V – GUIDELINES FOR FIELD AND CLASS TRIPS

Art. 76 – Class Trips, Guided Tours, Cultural Exchanges and Field Trips

Class trips, Guided tours, Intercultural exchanges, and Field trips are an integral part of the educational programme of the school and are included in the objectives articulated in the school's *Piano Triennale dell'Offerta Formativa (PTOF)* or Three-Year Plan.

Class trips: defined as activities involving students and teachers outside of the school, taking place for an entire day or consecutive days.

Intercultural exchanges: defined as activities organised by previous agreement with other institutions, in Italy or outside of Italy, and which can be reciprocal.



Field trips: defined as educational activities taking place outside of the school, within school hours, and as part of the educational programme.

Art. 77 – General Criteria for Field Trips, Class Trips, Intercultural Exchange Trips

- the number of participants should represent 75% of the students of the class ;
- the number of days for a class trip are usually: one day for the Pre-School and 1st and 2nd Grade, two or three days for 3rd grade; three days for 4th and 5th grades and one to three days for the Middle School;
- the time dedicated to an educational activity during a class trip must be more than the time required to arrive at the destination of the class trip;
- the field trip or class trip must be connected to the educational programme and adequately prepared during the lessons which precede the trip;
- particular attention should be paid to the functionality of the trip for the full participation of disabled students;
- all students participating in a field or class trip must possess an i.d. card provided by the school;
- student participation must be authorized by parents in writing;
- students not participating in a field or class trip may attend school, in a parallel class, or the next grade;
- upon request by teachers, and if authorized by the Director, the participation of school collaborators or other professionals, is allowed;
- all participants are covered by an insurance policy for accidents;
- teachers are asked to inform the Director in writing of any inconveniences incurred during the class trip or travel, concerning the travel agency or the transportation company or other;
- students who have paid the trip registration fee but are unable to participate in field or class trips due to illness may, within 5 days of the date of the beginning of the trip, present a medical certificate for reimbursement of a part of the fee. The request will be evaluated and paid by the insurance.

Art. 78 – Planning for Field Trips, Class Trips, Intercultural Exchange Trips

By October, Intersection/ Interclass/ Class Councils prepare proposals for the academic year of field trips, class trips, and intercultural exchange trips by teacher initiative. Following this, the Teachers College approves the Annual Plan of field trips and class trips relative to its educational merits. The Administration Council evaluates the organisational and financial aspects before final approval of the Plan.

The Director may authorise field trips not anticipated at the beginning of the year, notwithstanding the established procedures, if the trip meets the programme objectives of the Intersection/ Interclass/ Class Council and falls within the educational principles delineated in the P.T.O.F. A calendar with the dates of field trips and class trips will be provided to secretary personnel who insert the dates into the online school calendar, for the consultation of families. Teachers should inform the secretary of eventual modifications to the calendar.

Art. 79 – Procedures for Field Trips, Class Trips, Intercultural Exchange Trips

Activities for field trips, class trips, and intercultural exchange trips are discussed and approved in Intersection/ Interclass/ Class Councils based on projects presented by teachers; this usually occurs by the 15th November or at the first Intersection/ Interclass/ Class Councils with full membership. The project should be presented in writing, and approved, form and should include the following points:

- the names of the accompanying personnel and their substitutions;
- the participants (number of students and class);
- the dates of the trip;
- specifications of transportation and meals;



- the itinerary of the trip;
- reservations to be made at accommodating structures and other structures;
- the educational, cultural, and relational goals of the trip;
- a declaration of commitment to supervision.

Following deliberation of the project in the Teachers College and approval in Administration Council, the information is communicated to secretarial personnel who manage the organisational and administrative aspects of the project.

For all **field trips**, the lead accompanying teacher is required to fill out the request for field trip authorisation form and return it to the Front Office Secretary of the respective campus at least 21 days before the date selected for the field trip. The secretarial staff will check the completion of the form and send them to the Director for evaluation and approval. The secretarial staff will communicate information about the field trip programme and itinerary to the families and will collect required authorisations, as well as funds required for the field trip from families. One day before the field trip the lead teacher will collect both the signed approval from the Headmaster and the list of participants from secretarial personnel.

For all **class trips**, the lead accompanying teacher is required to fill out the request for a class trip authorisation form in full and return it to the Education Administrative Secretary of the respective campus by 20th December of each year. Secretarial personnel will manage the organisational and administrative aspects. Once these aspects have been defined, secretarial personnel will send it to the Director for evaluation and approval. Secretarial personnel will communicate information about the class trip programme and itinerary to the families, define the number of participants and collect required authorisations, as well as funds required for the class trip from families. One week before the class trip the lead teacher will collect both the signed approval from the Headmaster and the documents necessary for the trip from the secretarial personnel.

The lead teacher will provide a summary of the activities undertaken during the class trip to evaluate evaluating the educational aspects of the activities, as well as make recommendations for future class trip initiatives; using the appropriate form, to be returned or sent to secretarial personnel within seven days of the end of the class trip.

Art. 80 – Criteria for the Selection of Transportation Company and Travel Agency

Secretarial personnel will obtain estimates from transport companies and travel agencies. They will acquire and conserve for records:

- 1) for class trips (1 or more days): the trip contract and certification, a declaration that transportation and accommodating structures meet the safety requirements of current regulations.
- 2) for field trips organised by the school: a declaration attesting to the validity of insurance coverage for injury to persons transported; verification of regular maintenance of mechanical components; that drivers are effectively employees of the company and benefit from planned rest periods.

Art. 81 – Organization and Communications Regarding Field and Class Trips

For field trips – In the case transportation by private bus is required, the teacher should inform secretarial personnel. The information should be conveyed at least 21 days in advance of the date, along with the destination and the times of transport. Secretarial personnel contact the transport companies for availability and costs associated, confirming with the teacher the availability of transport.



At least 15 working days before the field trip, teachers send information to the families, through the secretary, communicating the following information:

- Date, hours, location of destination
- Means of transport
- Educational objectives of the field trip
- Total costs
- What the student should bring
- What happens in case of rain?
- Request for parental authorisation

The Front Office Secretary verifies the totality of costs with the Coordinator of General Services before sending a communication to the families.

For class trips - Information relative to class trips, including the daily itinerary, is sent to families at least 45 days before departure.

The secretarial personnel responsible for class trip organisation verifies the totality of costs for the class trip with the Director before sending a communication to the families.

Teachers should inform secretarial personnel of:

- requirements for classroom substitutions, if accompanying teachers have been scheduled to teach during the class trip dates. For guided tours and class trips, requests for classroom substitutions must be made at least 15 days before departure.
- payment methods agreed upon with accommodating and other structures
- necessity of a packed lunch (if required)
- other possible necessities.

Registration and trip participation fees – Secretarial personnel will collect trip participation fees and authorisations. The day before a field trip, the secretary will phone families who have not yet provided consent; authorisation can be provided on the form available at the Front Office.

Class trips require the authorising original signatures of both parents. Consent will be required of families with the request to pay a deposit, equal to 25% of the total participation costs.

Art. 82 – Final Report

The accompanying teachers should provide a report of the trip to evaluate the trip as well as to provide recommendations for future class trip initiatives. The report should include:

1. Number of student participants and means of transport
2. Propriety and helpfulness of drivers
3. Hotel accommodation (room and board)
4. Excursions
5. Agency services
6. Educational objectives met
7. Student evaluations of the trip.

Chapter VI – REGULATIONS FOR BES STUDENT INCLUSION

Art. 83 – Establishment of the Inclusion Committee (*Gruppo Lavoro per l’Inclusione* – GLI)

The establishment of the GLI committee conforms to article 15 comma 2 of the 5/02/1992 law, n. 104 and all other referent norms. The task of the GLI committee is to collaborate internally to promote educational initiatives and integration for students with disabilities or specific learning difficulties (*disturbi specifici di apprendimento* - DSA) and BES students.



Art. 84 – The Composition of the GLI Committee

The GLI committee of the Kindergarten School of Florence conforms to article 15 comma 2 of the 104/92 law and to C.M. n.8/2013, prot. N.561 and is composed of:

- a) The Inclusion and Well-Being at School (IBeS) coordinator;
- b) Three GLI representatives, one for the Nursery School, one for the Primary School, and one for the Middle School.
- c) The representatives have training and experience in the areas of disability and disadvantage. Priority is given to members with specialist experience in the area;
- d) One representative from the Nursery School (one from each campus);
- e) One representative from the Primary School (one from each campus);
- f) One representative from the Middle School;

Art. 85 – Convocation and Meetings of GLI

Meetings are called by the IBeS Coordinator, who presides over the committee, or by a GLI representative, and are scheduled at least 15 days in advance unless necessity requires an urgent decision – to maintain the quality of the education – provoking an extraordinary convocation of the committee.

The composition of the GLI committee can be altered by the IBeS Coordinator by special decree when necessity requires changes in membership.

Decisions in the GLI committee are made by majority decree.

Every meeting is recorded, and the minutes are taken by members of the GLI committee in rotation.

The GLI committee may meet in plenary session, as per article 2), in a restricted committee (with the presence of only a part of the committee), or in a dedicated session (with members present responsible for a particular individual or student). In this last case, the GLI committee is termed the operative GLO (Operational Work Group).

By invitation, external experts, or persons responsible for the care of BES students external to the school, may participate in GLI committee meetings.

Art. 86 – GLI Authority and Role

The GLI committee is generally responsible for the inclusionary aspect of educational programming at the school. GLI has the task of collaborating with the educational initiatives and the integration plans for each student. GLI strategies of early intervention are intended to prevent difficulty, disengagement, and marginalisation in BES students and to promote full access to education of students with BES.

GLI is specifically responsible for:

1. identifying BES students within the school community using the following procedures:
 - a) Procedures for identifying and reporting students with BES are coordinated between Class Councils and the GLI committee according to the specificity of each case.
 - b) Screening for learning disabilities is coordinated by GLI which, in September, establishes the specific testing periods, discussing the results and procedures for communicating results with teachers, and then, to the families.
2. analysing of the general situation of the school (number of BES students, types of BES, the classes involved);
3. approving the Annual Plan for Inclusion (*Piano Annuale per L'Inclusività* – PAI);
4. observing, monitoring, and evaluating the level of inclusion at the school;
5. managing and coordinating the activities of the school concerning students with disabilities to optimise school procedures and organisation;



6. identifying indicators and the description of procedures of student competencies and predictive indicators of learning difficulties with the aim of preventive intervention;
7. gathering and organising proposals by the GLO Operatives based on actual needs, according to article 1, c.605, letter b of the 296/2006 law defined as the PEI, as established by article 10, comma 5 of the 30th July 2010 law n. 122;
8. identifying criteria for the selection of support teachers in the class and the use of the co-presence of teachers and educational support teachers e the organization of the assistant teachers;
9. monitoring the participation of the support teacher in Class Council, Interclass, and Intersection meetings; assuring the use of correct procedure and that the most advantageous situation for the educational progress of the student is pursued in respect to the regulations. Given the international character of the school, foreign languages are part of the educational offering and the collaboration of L2 and L3 teachers in the educational action plan ensures inclusion;
10. proposing the acquisition of equipment, aids and didactic materials, tools and technology aids for BES students;
11. defining procedures for the integration of BES students and identifying criteria for the assignment of students with disabilities to a class in collaboration with the class formation commission;
12. analysing critical cases and formulating solutions that may arise from integration issues in the class based on reports from TEAM or class council;
13. formulating proposals for the training and professional development of teachers, with a view to supplementary courses or training for teaching staff, with ASL or local agencies committed to individualised support and educational plans. Proposals for training will be detailed and structured within the PAI; taking into account the three-year training plan;
14. taking into consideration the importance of the inclusion of students with linguistic disadvantage linked to L1 that is not Italian, for whom a Transitional Personalized Plan (PPT) will be prepared for Primary School and a Personalized Didactic Plan (PDP) for the Lower Secondary School as well as Language Facilitation workshops.

Art. 87 – Screening Procedure

The screening will be carried out in the Primary School:

1. in May for the First Grade Classes,
2. in February for the Second Grade Classes,
3. in October for the Third Grade Classes,
4. furthermore, new-entry students will be screened upon request by the teachers or class council.

The tests selected for the screening process are:

1. The MT Reading & Writing Comprehension Test
2. The AC-MT Math Test
3. BVSCO Writing Test

The screening administration procedure includes:

1. A preparation meeting for the screening administration between the appointed instructors and the IBeS Coordinator;
2. The administration of collective test will be conducted by the teachers in class and the oral test conducted by the IBeS Coordinator or a delegate of Coordinator;
3. The evaluation of the test results done by the IBeS Coordinator;
4. Discussion of the results between the coordinated teachers and those who administered the tests to identify the families to be contacted;



5. The families will be contacted via email by the school; however, the coordinated teachers will be tasked with informing the families first by phone or in person, especially regarding students in the First Grade.
6. A meeting to share the results with the families conducted by the coordinated teacher and the IBES Coordinator

Art. 88 - Role of the School Inclusion and Well-Being (IBES) Coordinator

The Inclusion and Well-Being at School Coordinator:

1. presides over the GLI;
2. coordinates the inclusion activities across all grades of the school;
3. coordinates with the Inclusion representatives
4. communicates with the Head Council and enforces the provisions of the Executive Council of the Administration
5. coordinates with the Executive Councillor in charge of L2 teaching and activities to identify the training needs of teachers and organize L2 courses;
6. handles the needs of teachers related to the implementation of personalized and individualized plans for BES students, the management of difficult classes, and participates in planning if necessary.

Art. 89 - Role of the Inclusion Teacher Representative

The GLI Inclusion Representative is responsible for:

1. scheduling and presiding over GLI meetings;
2. preparing the proceedings for GLI meetings;
3. preparing the relevant forms and documents for the PEI, PDP, and PPT;
4. creating a summary outline of Italian law for the aid of teachers and parents, for the explanation of the interventions proposed in the PEI, PDP, and PPT, and manage, in collaboration with Secretarial Office, the communications for the families and/or the *Ufficio Scolastico Territoriale di competenza*;
5. managing the documentation related to BES students, checking validity and updating information (general information, pathology, necessity for assistance and pedagogical support, etc.), guaranteeing respect for privacy according to the regulations of sensitive and personal data;
6. maintaining communication with ASL and relevant external agencies;
7. collaborating with the Head Council in the creation of a general summary of what is expected of support teachers/staff, based on the requirements of students with disabilities and relative PEI, of DSA students, and a final report of the inclusion activities of the respective Class Councils/TEAM
8. taking part in the integration of specialist teachers providing educational assistance and support;
9. guiding the performance of the Class Councils, Interclass, Intersection, and individual teachers concerning the proceedings required by the legislative norms;
10. participating in Class Councils, in collaboration with the Head Council, in the discussion of issues relating to BES students;
11. managing the information on school regulatory norms regarding the integration of students with disabilities
12. organising periodic consultation with teachers and class council to monitor and discuss the academic situation/progress of BES students and for the compilation of PEI and PDP.

Art. 90 – Role of the Specialised Support Teacher

Teachers specialised in support teaching should:

1. follow the educational programme of the student for whom they are responsible, established with the recommendations of the Class Council, TEAM, and of GLI;



2. write up the final version of the PEI in collaboration with the TEAM coordinator
3. collaborate and inform other members of the Class Council on issues concerning the BES student and the norms and regulations defining inclusion procedures;
4. mediate, in collaboration with the Class Coordinator, relations between the Class Council and the family of the student with a disability;
5. engage with the educational activities of BES students and address any difficulties arising from scholastic integration;
6. prepare an integrated programme for BES students mediating between the curriculum and specific objectives for the BES student, defining how it will be realised.

Art. 91 – Role of the Class Council with a BES student

Class Councils which include BES student should:

1. be informed of all issues relating to the BES student and, as far as necessary, the performance of the student in educational activities;
2. be informed of the norms and regulations defining inclusion procedures;
3. discuss and approve the most advantageous educational pathway for the student;
4. define and compile all required documentation (PDP, PEI, PPT) within the established deadlines;
5. check the PEI with the required procedure and in a timely manner which allows for modifications and improvements as a response to any difficulties encountered and which favour the best chances of success;
6. prepare an integrated programme for BES students mediating between the curriculum and specific objectives for the BES student, defining how it will be realised, and taking into consideration any eventual internal or external specialist interventions.

Art. 92 - Role of the Individual Teacher in a Class with a BES student

Individual teachers, in addition to article 7, should:

1. contribute, with the support teacher, to the elaboration of the PEI;
2. follow the indications of the PEI with regards to the objectives, methodology, and procedures for verifications and assessment;
3. bring any issues inherent to the education of the BES student to the attention of the Class Coordinator, support teacher, and the GLI representative;
4. the Coordinator teacher will participate in meetings with health workers.

Art. 93 - Enrolment Procedure for Non-Italian-Speaking Students

Non-Italian-speaking students can enrol in the school using the following procedure:

1. Interview of the family with the IBeS Coordinator in which an information sheet will be filled out (if the parents are both foreigners, born in another country, first language other than Italian, exposure at home to a language other than Italian, previous schooling, etc.);
2. Test to identify the Italian linguistic level administered by a language facilitator;
3. If the level is less than or equal to an A2, the child is required to attend a linguistic facilitation course to acquire the communication skills necessary for school learning;
4. The admission of the student to the school is subject to the family's acceptance of the course;
5. The details regarding the plans for language L2 can be found in the Reception Protocol.

Art.94 – Admission Procedure for students Enrolled During the Course of Study

The school offers a bilingual course of study, students wanting to enrol in the school without having attended from the first year of Primary School, must complete an evaluation interview with the Cambridge Coordinator



or the Cambridge Exams Officer to determine if the linguistic level is sufficient to start the course of study in our school. The English level required for our students to attend the first year of the Lower Secondary School is level A2 (completed) of the Common European Framework of Reference for Languages (QCER), corresponding to KET for the Cambridge School.

Art. 95 - Definition of the Activities of Learning Reinforcement and Tutoring

The Class Council may propose a learning reinforcement activity for any student, managed by the assistant teacher with instructions from the teacher.

The coordination of these activities is entrusted to the IBeS, which accepts the intervention proposal (motivation, objectives, methods and time of execution, weekly frequency, etc.) and requests approval from the Head Council.

Art. 96 – Definition of Procedure for Observation, Identification, and Communication with Families of BES Students

In every class (Nursery, Preschool, Primary, and Middle School (first year), observations will be made twice a year by the IBeS Coordinator or a delegate to help teachers detect any difficulties early-on.

In agreement with the teachers, the IBeS Coordinator or the GLI representatives can perform further observations if necessary.

Following the identification of a BES student:

1. Contact the family to meet with the teachers and the IBeS Coordinator or GLI representatives and the teaching coordinators of each grade based on the necessity of each case.
2. If the teachers and the IBeS Coordinator or GLI representatives find it helpful, they can invite the family to complete specialized assessments (for example, in the case of clear positive results to the learning disability screening, in the case that difficulty in personal or educational development is noted in Primary School, or that the child is behind in reaching development milestones in Nursery School, etc.). Should the family choose to do further assessments, the representative will be responsible for: accompanying them, explaining the reasons for and illustrating the procedures of these assessments given by ASL, and answering any questions the family might have.
3. Afterwards, the IBeS Coordinator or the GLI representatives will remain in contact with the family and follow them throughout the course of study.
4. The school will arrange the PEI or PDP that will be shared twice a year with the family and the specialists. If critical issues arise, it's possible to conduct a PEI or PDP at any time of the year.
5. Outside specialists that work with students can enter the school upon signed acceptance of the school access protocol.

At the end of each school year, before moving up a grade, the IBeS Coordinator and the GLI representatives can meet with the teachers to help form the classes (from the Nursery to Preschool, from Preschool to Primary, and from Primary to Middle School). The criteria of observation by the representatives will regard the number of children in the classes based on the presence of BES students and the distribution of the BES students themselves in a compatible and functional way.



CHAPTER VII – MIDDLE SCHOOL DISCIPLINARY REGULATIONS

The Kindergarten School Middle School disciplinary regulations are based on the indications of *The Statute of the Student - Statuto delle studentesse e degli studenti* issued with D.P.R. no. 249 of 24th June 1998, the Student Discipline Regulations *Regolamento di disciplina degli alunni* (D.P.R. no. 235 of 21st November 2007 and Com. MIUR prot. N. 3602/PO of 31st July 2008) in addition to the School Educational Programme – *Piano dell’offerta formativa*.

Any student disciplinary sanctions should have an educative, formative character; based as they are on the rights and responsibilities of the student and the fundamental respect of the person. They are adopted in coherence with the duty of the school to develop citizens with a sense of identity, belonging, and responsibility.

Disciplinary sanctions are applied following the discussion of the facts of an event, the evaluation of the seriousness of the event, and according to a gradual and proportional criterion.

The present Regulations have been adopted by the School Council and the Class Councils, are consultable school documents and are available for consultation in the Administrative offices and on the school website.

Art. 97 – General Principles

- The School provides an education through study while also contributing to the development of the civil and cultural values of students, fostering participation in civil society.
- The School is a community of dialogue, study, and social experience informed by democratic values and supportive of the personal growth of the student in all its dimensions. With equal dignity and in the diversity of their roles, all school personnel work to promote the development of citizenship, access to education, and the realisation of personal potential, following the principles and regulations of the Constitution and the State.
- The school community values the freedom of expression, thought, conscience and religion, and is based on the reciprocal respect of all within the school community, independent of age and condition, and the rejection of ideological, social, or cultural barriers.
- Disciplinary measures have educational aims, the objectives of strengthening a sense of responsibility and the restoration of correct relations within the school community, as well as the reintegration of the student through social, cultural, or activities that strengthen the school community (Art. 1 comma 2 DPR 235/2007).

Art. 98 – Types of Disciplinary Infractions

Student behaviour subject to disciplinary sanctions are those which:

- Cause harm or offense to persons or damage the scholastic institute
- Mockery, jokes, and teasing which humiliate or slander classmates in front of others
- Provocatory behaviour, uncontrolled reactions, foul language, threats or extortion, quarrelling and fighting with classmates including verbal and/or physical aggression, hitting, damage to clothing or personal objects (violent acts, throwing objects, physical aggression, pushing, tripping, etc.)
- Language, attire, and behaviour not consonant with the school environment and that, therefore, offend the dignity of the environment
- Make improper use of and/ damage structures, facilities, materials of the school community and others
- Damage to objects, intentional or as a result of inappropriate behaviour
- Damage to the premises or furnishings
- Impair intellectual and educational progress, resulting in deliberately inadequate scholastic performance



- Infrequent punctuality, deliberately irregular presence, repeated absence without justification, and arbitrary absences
- Behaviours that disrupt the learning environment of the class and compromise the integrity of regular class activity
- Unjustified refusal to fulfil the requests and follow the indications given by the teacher or other school personnel responsible for educational activities
- Use of cell phones or other technology for non-educational uses during school hours, if authorisation has not been specifically given
- Bringing to school, and use of, inappropriate materials
- Behaviours that prevent appropriate communication between the School and family, for example, falsification of parental signatures, repeated tardiness in returning forms or other documents to the school

Behaviours compromising the conditions of safety and well-being

1. actions that may risk the safety of others

Actions liable to legal prosecution

1. theft
2. improper use of audio-visual equipment (recording audio and video)
3. serious damage to premises and furnishings
4. deliberate injury to persons.

Art. 99 – Types of Disciplinary Sanctions and Personnel with the Authority to Dispense Sanctions

Given the disciplinary provisions in effect, sanctions should:

- have an important educational objective
- strengthen a sense of responsibility and the restoration of correct relations within the school community (Art. 4 *Statuto delle studentesse e degli studenti*) and should be:
- be prompt and temporary
- be graduated and proportional to the infraction
- be contextual, that is, reference the positive personal and socio-cultural educational environment of the student; by regulation sanctions may not deprive the student of educational activity, they must be inspired by the goal of reinforcing a sense of personal responsibility and reparations of an injury considering that:
- students can only be subject to disciplinary sanctions if first they have been provided with the opportunity to explain their version of events
- sanctions may not be applied, either directly or indirectly, in response to the free expression of opinions when correctly voiced and not detrimental to other persons

The following table establishes criteria for the identification of educational interventions and/or the application of disciplinary sanctions to address infractions.

The student may be offered the opportunity to engage in an activity beneficial to the school community in place of the provisions of a disciplinary sanction.

DISCIPLINARY SANCTIONS AND PROVISIONS – TYPE A

Code	Infraction	Educational Intervention	Disciplinary Sanction	Authority
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A1	Disruption and interruption of educational activity	Individual activity, peer tutoring	Written notice in the Electronic Register, individual meeting	Teacher
A2	Failure to execute instructions	Regular checking of that instructions have been fulfilled	Written notice in the Electronic Register, individual meeting	Teacher
A3	Carelessness with, and forgetting, school materials	Reflection on increasing a sense of personal responsibility	Written notice in the Electronic Register, individual meeting	Teacher
A4	Verbal interaction with classmate including use of inappropriate language or expression	Dialogue with the aim of recuperating relations with classmate and understanding of injury caused; written reflection on the actions undertaken	Written notice in the Electronic Register, individual meeting	Teacher
A5	Infrequent punctuality, irregular presence	Formal request to comply with behaviour required of the school context, also through individual reflection	Written notice in the Electronic Register, individual meeting	Teacher
A7	Dress and behaviour not appropriate to the school environment	Formal request to comply with behaviour required of the school context, also through individual reflection	Written notice in the Electronic Register, individual meeting	Teacher

Note: Regarding Infraction A6, the school uniform is obligatory, at least for tops, as indicated at www.kindergarten.it/servizi and subsequent regulations issued in memoranda by the D.S.



DISCIPLINARY SANCTIONS AND PROVISIONS – TYPE B

Code	Infraction	Educational Intervention	Disciplinary Sanction	Authority
B1	Repeated behaviours of type A infractions, preventing the full functioning of the educational environment or presents obstacles to the fulfilment of scholastic aims	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher
B2	Misconduct and offenses towards members of the school community	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher
B3	Repeated use of inappropriate language	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher
B4	Unauthorised use of cell phone or other audio/visual equipment	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher
B5	Dirtying the premises, not respecting decorum	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher
B6	Possession of objects and carrying out of behaviours which may harm the safety and security of the environment or of persons	A Citizenship and Constitution relational activity prevent the recurrence of the behaviour	Written notice in the Electronic Register; written communication to family	Teacher

Note: Regarding Infraction B4, refer to Ministerial Memorandum n.30 of 15 March 2007 and the specific D.S Memorandum of 15 January 2016.

DISCIPLINARY SANCTIONS AND PROVISIONS – TYPE C

Code	Infraction	Educational Intervention	Disciplinary Sanction	Authority
C1	Repeated type B behaviour infractions	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than five days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
C2	Not respecting the Safety norms established in the Safety Plan of the General Institution Regulations	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than five days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
C3	Damage to school objects or objects belonging to others	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than five days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
C4	Alteration of grades	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than five days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director



C5	Falsification of signatures	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than five days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
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DISCIPLINARY SANCTIONS AND PROVISIONS – TYPE D

Code	Infraction	Educational Intervention	Disciplinary Sanction	Authority
D1	Repeated type C behaviour infractions	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than fourteen days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
D2	Unauthorised use of cell phone or other audio/visual equipment to record images/sound	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than fourteen days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
D3	Intentional violence, harassment or serious offenses to the dignity of members of the school community	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than fourteen days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
D4	Offences and events occurring on school premises which present a danger to the safety of persons and to the serene functioning of the school	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than fourteen days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director
D5	Repeated alteration of grades and/or signatures	Intense reflection to create awareness of the consequences of the incident for individuals and the school community, also through a Citizenship and Constitution activity	Written notice in the Electronic Register. Possible suspension for not more than fourteen days or an activity beneficial to the school community	Class Teacher, Class Coordinator, Class Council, Director



Art. 100 -Procedure for Type A and B Infractions

Type A Infractions

Verbal admonition; written notice of admonition in the teacher's register and the class register.

Authority: Teacher on duty

Type B Infractions

Verbal admonition; written notice of admonition in the teacher's register and the class register; written communication to family.

Authority: Teacher on duty

Art. 101 -Procedure for Type C and D Infractions

Written notice in the Electronic Register; written report by the teacher or other personnel present during the incident; convocation by the Headmaster to the Class Council of the student subject to disciplinary provisions and their parents, in the presence of the parent class representative; the work of the class council has four phases:

1. Elaboration of the event and subsequent findings (only Class Council)
2. The student involved in the event expresses their version of events (Class Council, with student and parents)
3. Decision (only Class Council)
4. Communication of the decision made by the Class Council and its justifications, (Class Council, with student and parents); written report of the minutes of the Class Council with the disciplinary provisions adopted, including justifications for disciplinary sanctions; formal communication to the family and the student; work of collaboration with family and student in understanding the disciplinary expectations of the school.

Every disciplinary sanction must be accompanied by the justification that rendered it necessary; the facts reported must be only those strictly necessary for the description of the event and the reasons for the sanction. Before initiating the disciplinary process, the Headmaster, alternately the Class Coordinator/Teacher, speaks with the student involved and prepares a written account of their declarations. Aspects to be addressed in the interview with the student are: elements of the student's defence, acceptance of responsibility and injury caused, and willingness to make amends. The elements discussed will be included in the written report in preparation for the disciplinary process.

For type C and D infractions, the following types of disciplinary proceedings and corresponding disciplinary interventions have been established:

1. Disciplinary Measures which do not Include Suspension

- a) An activity benefitting the school to address an insufficient sense of responsibility and respect for the school environment and materials. The Teacher/Class Coordinator (or the Headmaster) will communicate with the family, motivate an educational intervention, and reasons for any activities outside of school hours.

The coordinator of the class (or the Director) communicates to the family, including reasons for the intervention and precision of activities that may be carried out after school lesson hours.

The following types of activities have been established:

- Aid to school personnel in the task of reorganising and cleaning duties, as assigned by teachers, such as reorganising classrooms, the gym, or other
- Reorganising laboratories, libraries, or other



- Secretarial activities, reorganising catalogues or archives
- Volunteer work with individuals or organisations, to be documented

In cases in which detentions at school are decided upon, the Class Council recommends the intervention and the procedure (in particular, the surveillance of the student); families are informed of the decisions made.

Authority: Teacher on duty, Teacher/Coordinator of the class, Class Council, Director

- b) An activity of reparation or compensation to address damages caused to the school structure or equipment. Students held responsible for acts of vandalism of school premises or furnishings, of theft, or of damages, will be asked to compensate for the damages. Compensation is paid to the school account and the sum is applied to necessary repairs. The Director and the Teacher/Class Coordinator decide upon the intervention, inform the family, and agree upon the educational provisions; in more significant cases, the Class Council can decide upon the reparation activity, with the possibility of additional provisions as well.

Authority: School Personnel, Teacher/Class Coordinator, Director, and, if necessary, the Class Council

2. Disciplinary Measures which Include Suspension for a Period of Less than Fifteen Days

- a) Suspension from educational activities for a maximum of five days for infractions that have had serious consequences on activities, caused damage to persons or the environment, have a degree of intentionality, and are recurrent behaviour.
- b) Suspension from educational activities for more than five days up to a maximum of fourteen for infractions and behaviour of particular seriousness that have had serious consequences to the environment or persons, have a degree of intentionality, and are recurrent behaviour.

Authority: In order: Teacher/Class Coordinator; Class Council; Headmaster as executor of proceedings.

3. Disciplinary Measures which Include Suspension for a Period of More than Fifteen Days

These sanctions are applied to behaviours in cases of the violation of the dignity and respect of persons or the risk to the safety of persons; these cases will be dealt with quickly and severely with the convocation of the Administrative Council of the Institute and immediate application of the provisions of the regulations (DPR 235/2007 and Ministerial memoranda Prot. n.3602/PO of 31 July 2008).

After ascertaining the facts of the case, the Headmaster will take the due initiative of reporting to the appropriate authorities.

Following the decision of suspension, the Class Council defines a procedure for maintaining the relationship with the student and the family during the suspension and an eventual return to class; in particular, the Class Council evaluates the involvement of social services and forwards a plan for keeping up with the educational programme, prioritising the goals of inclusion, developing personal responsibility and reintegration into the school community.

Authority: Administrative Council of the Institute, upon proposals by the Class Council

Please note:

The disciplinary sanctions in the present article (excluding the admonitions of letter A) must be explicit in the evaluation of behaviour in the term immediately following the application of sanctions, i.e., in terms of assessment of behaviour.

Only behaviour which provokes suspension will be added to the student's file, and therefore transmitted to other schools in the case a student transfers to another school or upon graduation. Change of school does not put an end to a disciplinary procedure in process, it must be continued until the procedure is concluded.



Art. 102 -Recourse and Appeals

The parents of the student in question have access to a written appeal of the disciplinary sanction(s) within 15 days of the notification of the disciplinary process, with the relevant Student Statute Guarantee Council (*Organo di Garanzia*) at the school, following Art. 5, second comma, D.P.R. 249/98 and as provided for by the Regulations, modified by the statute (D.P.R. n. 235/2007).

The decisions taken by the Student Statute Guarantee Council may be appealed, on the part of the interested parties, with the Director of the Regional Scholastic Office. The complaint must be made within and not after 15 days from the receipt of the decision to be appealed or from the due date by which the Student Statute Guarantee Council should have pronounced its decision. The Director of the Regional Scholastic Office makes a decision subject to a binding opinion of the Regional Student Statute Guarantee Council, established at Regional Scholastic Office.

Art. 103 -The Student Statute Guarantee Council

The Student Statute Guarantee Council is designated at the moment of the establishment of the Administrative Council of the Institute. The Student Statute Guarantee Council is composed of:

- the Director (or a delegate) who assumes the presidency of the committee
- the president of the Administrative Council of the Institute
- 1 representative of teachers, chosen among available candidates
- 1 parent representative, chosen among available candidates
- 2 alternative members, one representing teachers, one representing parents

The alternates may substitute committee members in the case of a justifiable absence or the case of abstention or recusal. In the case of conflict of interest, the substitution of a member of the Student Statute Guarantee Council with a member of the Administrative Council of the Institute is permitted

The Student Statute Guarantee Council has a mandate of three years; its mandate is renewed with the renewal of the School Board.

The functions of the SSG Council are the following:

- examine the appeals presented by parents of sanctioned students and interested parties
- resolving conflicts that might arise from the application of the internal disciplinary regulations
- resolve appeals for repeals/modifications of disciplinary sanctions;
- can confirm, modify, or revoke sanctions applied, offering the student the possibility of converting disciplinary sanctions into a useful activity, or, in any case, according to the proportionality of the sanctions concerning the act committed.

The Student Statute Guarantee Council, with full presence of its members, must express a majority opinion on the merits of the appeal not more than 10 days (academic days) from the date of the request for an appeal. If the Student Statute Guarantee Council does not provide a decision within that period, disciplinary sanctions will be annulled.

Authority over appeals of violations to the Statute, even as contained within the Institute Regulations, and of disciplinary sanctions resulting in suspensions of more than fifteen days, is, by law, that of the Regional Student Statute Guarantee Council. Interested parties have recourse to an appeal to the Regional Student Statute Guarantee Council within fifteen days beginning with the communication of the disciplinary sanction.



Art. 104 – Use of Cell Phones and Other Electronic Devices

Use of cell phones and other devices by students, during educational activities, is forbidden. An infringement of the prohibition constitutes a disciplinary infraction and is based on the obligations established by the Statute of the Student (D.P.R. n. 249/1998) and the Ministerial memorandum n. 30 of 15 March 2007.

In ordinary circumstances, it is forbidden for students to bring non-authorized cell phones and other electronic devices to school.

The prohibition is thus regulated:

1. The use of cell phones and other electronic devices (such as walkmans, mp3 players, ipods, ipads, notebooks, cameras, smart watches, etc.) is not permitted on school premises, either during lessons or during the intervals, nor during extra-curricular activities at school.
2. Students who have permission to leave the school premises independently are allowed to bring cell phones to school on the corresponding days. Upon arriving at school, these students will leave their cell phones in a locked cupboard at the reception. The cell phones will be given back to the student upon leaving the school. The cell phones are turned off while at school.
3. Electronic devices may be brought to school only when authorized, and only when integral to an educational activity.

The school guarantees the possibility of communication between students and families with the telephones at the school and the telephone numbers of the school.

Teachers and school personnel have the duty of supervising students' behaviour in all areas of the school. Any infractions should be reported promptly to the administration and will be subject to disciplinary evaluation.

Failure to comply with these regulations may provoke the imposition of severe disciplinary sanctions:

- If a student is found in possession of a cell phone or other electronic device during school hours, disciplinary sanctions will be issued by the Director and written in the class register and the evaluation of the behaviour will be reviewed for the final grade.
- If a student is found using a cell phone for communication, to take photos, or to record image or sound, the Class Council will be convoked, and disciplinary sanctions issued which may include provisions for suspension depending on the seriousness of the offense.

The Director and/or Class Council may substitute severe disciplinary sanctions with other provisions, comprised of services to the school or other activities with social aims.

CHAPTER VIII – PRIMARY SCHOOL DISCIPLINARY REGULATIONS

The Kindergarten Primary School's discipline regulations start with the assumption that, given the students' age, all behaviours, positive or negative, require careful consideration by school staff in order to understand underlying motivations behind the behaviours.



The response to negative behaviours of a primary school student requires that the child feels understood and listened to by the school staff, while, at the same time, placing limits so that these behaviours are not repeated.

We must keep in mind that, in order to be effective, the educational intervention must always be accompanied by strategies aimed at encouraging and reinforcing positive student behaviours.

Good behaviour is built with the joint effort of the school and family, for this reason the Kindergarten school depends upon the **curriculum, teachers, students** and **parents**¹ to work in unison.

The school community (students, parents, and school staff) bases its educational plan on the quality of teacher-student relationships; it contributes to the development of students, their personality, their sense of responsibility and independence while pursuing the cultural and formative objectives necessary for living a full and active life.

Art. 105 - Principles and objectives

The Kindergarten school community policy promotes the following values:

-Respect = treating people, places, and things with kindness.

-Kindness = being kind, generous, and considerate to ourselves and others through our words and actions.

-Responsibility = being reliable to do the things that are expected or required.

Students have the right to learn, work, and play in a comfortable, safe, and accommodating school environment.

Teachers and staff have the right to work in a comfortable, safe, and community-supported school environment.

Parents and guardians have the right to feel welcomed and to know that their children find themselves in a comfortable, safe, and accommodating school environment.

These regulations identify both positive and negative behaviours and establish the necessary response to each. These regulations are consistent and functional with the school's curriculum.

The school adopts strategies to encourage and reinforce positive behaviours, the primary objective of our educational system.

The procedures adopted by the school to deal with negative behaviours are educational in purpose and help to develop a sense of responsibility and restore relationships within the school.

Disciplinary responsibility is personal. Nobody can be subjected to disciplinary actions without having been first encouraged to present their reasons.

¹ "The school is a community of dialogue, research, social experience, informed of democratic values and aimed at multi-dimensional personal growth. In it everyone, with equal respect and in the diversity of roles, works to guarantee the development of each one's potential, good-citizenship training, the realization of the right to study, and the recovery of disadvantaged situations, in harmony with the principles ratified in the Constitution of the Children's Rights International Convention completed in New York on November 20, 1989 and with the general principles of the Italian legal system. " (STATUTE OF STUDENTS AND SECONDARY SCHOOL STUDENTS - DPR n. 249 of 24/06/1998)



In no case do we condone the punishment of one's free expression of opinions when expressed correctly without causing harm to others.

The disciplinary procedures are temporary and proportionate to the infraction. They take into account the student's personal situation and, due to the young age, tend to favour reflection and the construction of a sense of responsibility, in adherence to the rules of coexistence.

No disciplinary offense related to behaviour can affect the student's grading assessment.

In no case should the entire class be punished for the actions of one or more students.

Art. 106 - Curriculum organisation

The organization of the Kindergarten Curriculum:

- encourages responsible attitudes
- guarantees rights accessible to all students
- develops the skills and attitudes necessary to allow everyone to take on more and more responsibility;
- focuses on:
 - 1) the promotion of curiosity and appreciation for the research of new knowledge;
 - 2) its social dimension: learning to relate to others in a positive, open, and socially correct way;
 - 3) its learning processes with respect to equal opportunities and implementing appropriate interventions in relation to diversity;
 - 4) the encouragement and recognition of positive behaviour.

Art. 107 - Class management and atmosphere

The classroom is the real-life laboratory for learning social skills. The following characteristics all contribute to an optimal atmosphere and management of classroom learning.

Lessons start and end on time. Lesson attendance and punctuality are monitored through the use of the electronic register and any shortcomings are addressed in a timely manner.

At the beginning of the lesson, the objectives for each activity are clearly defined and shared with the students. Directions are given clearly so that the activities can proceed smoothly.

Expected results are clearly defined and progress is carefully monitored.

Teachers must have high expectations of all students, both in terms of results and behaviour. The demeanour of the teachers themselves is considered to be a vital factor for the students' behaviour and for their motivation and enthusiasm for learning.

The expected amount of participation in lessons, class discussions, and in individual and collective work, are clear, shared, and understood.

The expectations for inside the classrooms and in the internal common spaces of the school are as follows:

- move in an orderly fashion without running in the corridors or on the stairs
- exit classrooms in an orderly fashion
- use an adequate inside voice (with low volume), in courtyards and outdoor spaces it is possible to use an outside voice (with higher volume).

Disciplinary procedures can be most effective when teachers remain positive and provide constructive criticism. It is also important that they clearly define acceptable and unacceptable behaviours. Good behaviour must be recognized and rewarded.

Negative behaviour is handled quickly and calmly, so that the progress of the lesson is not lost, and interruptions are minimal. Interventions must be carefully evaluated by the teachers: essential communication, avoiding excessive reactions, facilitate the recovery of the situation. A discreet word with



the student would be more effective than a scolding in front of the class, however, it may be appropriate in some circumstances.

Art. 108 - Code of conduct

The general rules of conduct for the school are:

- punctuality and regular attendance
- acceptable movement within the school
- wearing the school uniform
- completing homework
- maintaining respect towards others at all times, refraining from the use of physical and verbal threats, demonstrating kindness, tolerance, concern and patience towards classmates and school staff;
- only school materials should be brought to school. It is forbidden to bring dangerous materials to school which can, even accidentally, cause damage and/or injuries, such as: lighters, pocket knives, firecrackers, etc.
- it is important to respect the property of others, even when it is shared for specific school purposes and/or kept on school premises;
- no money or valuables should be brought to school, such as tablets, mobile phones, video cameras, kindles, smartwatches etc., only materials required by teachers for lessons;

Art. 109 - Strategies to promote positive behaviour and manage negative behavior

Each member of the school community works to promote and encourage good behaviour, always remembering to reward the positive behaviours of their students. Awards are recognition of achievements and progress and are an important part of maintaining student motivation. Good behaviour is built with the joint effort of the school and parents, and for this reason our institution operates on three levels: first, a structural level linked to the *curriculum* and *those who implement it*, followed by a second and third level involving the responsibilities of *students* and *parents*.

The organization of the institute's *curriculum* encourages positive behaviour through:

- the development of the skills and attitudes necessary to allow students, in proportion to their age and maturity, to take responsibility for their own learning;
- the guarantee of a broad and balanced curriculum that includes extensive opportunities for further enrichment of curricular activities;
- the guarantee of equal opportunities through the teaching and learning experiences of each individual student.

Students are required to:

- maintain excellent levels of punctuality and attendance;
- know what the teaching and non-teaching staff consider to be positive behaviour according to the definition and applications of our institution and the discipline policy;
- be an example to others in terms of the founding values of the school, that is: respect, kindness, and responsibility.

Parents are required to:

- accept and support the school's code of conduct;
- recognize the need of the school to balance the rights of the individual student with the effective conduct of the institute as a whole;
- provide practical and direct support to ensure that students comply with the school rules, for example by ensuring the use of uniforms, daily punctuality, and satisfactory task performance; actively participating in



behavioural monitoring procedures through electronic register, as well as participation in meetings and assemblies with teachers.

Positive behaviour recognition procedures

To recognize and highlight expected behaviours, the school establishes and pursues three formal levels of recognition of such behaviours:

1) Timely recognition

the teacher recognizes the behaviour by:

- a) Praise/verbal encouragement
- b) Note of merit written in the register (ACTION: to be inserted as a new entry in ClasseViva)
- c) Displaying students' work inside and outside the classroom.

2) Certifications

At the end of the first quarter, the teaching team acknowledges the expected behaviours that have been maintained throughout the four months through:

- a) CERTIFICATES OF MERIT AND PRAISE: (Action: create a standard template with the Logo)
- b) PUNCTUALITY BADGE: To encourage punctuality and school attendance at the end of each four-month period, the badge (pin) for attendance and punctuality is assigned to students who have respected the school timetable. (Gold - 100%, Silver -> 95%, Bronze -> 90%)
- c) STEP BADGE: To encourage good manners and promote respect for the acronym S.T.E.P. (Sorry, Thank you, Excuse me, Please) which represents a model code of conduct for inside the school. At the end of each term, three children per class who have shown exceptionally good manners will receive a badge (pin) with the acronym S.T.E.P from their teachers to wear with their uniform.

3) The Cup and Golden Book Awards

At the end of the school year, the teaching team acknowledges the expected behaviours that have been maintained with an official awarding by the Director/Dean during the end-of-school-year show with:

- a) the "Prof. Mario Amulfi Cup," a prize awarded to students who have shown excellent progress during the year. It is not a question of rewarding the best grades, but the best progression, perseverance, and effort. The cup changes hands from one winner to another at each award ceremony (in May).
- a) b) the Headmaster's letter & inscription in to the school's "golden book", for exemplary action.

Procedures to deal with negative behaviour

While the school always aims to reward positive behaviours, it recognizes that there are times when teachers must deal with negative behaviours in a consistent and accepted way.

When a student engages in negative behaviour, the responsible adult at that time must act accordingly. Punishment of entire groups for the activities of individuals must be avoided, as responsibilities are individual.

Before applying a penalty, it is necessary to give the student the opportunity to express his version of the facts;

- the penalties must be proportionate to the infraction;
- whatever punishment is used, students should have no doubts as to why they are being punished and how, through improvements in behaviour, they can avoid a recurrence.
- the application of a discipline procedure must however protect the teacher-student relationship and the student's self-esteem.
- the student's family must be informed of the sanctioning procedures applied to their child through the electronic register.



- in specific cases where a student continues incorrect behaviour, such as preventing the lesson from taking place, or doing something that endangers their own safety, the family will be contacted to collaborate with the school in order to manage the problem.

Definition of negative behaviour

The following categories are characterized as negative behaviours:

Minor negative behaviours:

- to be late for lessons (art. 41 Institute Regulations);
- not wearing the school uniform (art. 43 Institute Regulations);
- attend classes without necessary school supplies (art. 43 Institute Regulations);
- use of objects in the classroom not pertinent to the activities (art. 42 Institute Regulations);
- leave the classroom without authorization (art. 43 Institute Regulations);
- refusal to perform the assigned tasks;
- not completing homework.

Moderate negative behaviours:

- repetition of minor negative behaviours
- to bring a cell phone or dangerous materials to school (art. 43 Institute Regulations);
- intentionally dirty or damage the premises, furnishings or personal objects; not respecting food during school lunch;
- not observing the rules in place regarding one's own safety or the safety of others (running inside the school, tampering with fire extinguishers, emergency buttons etc.);
- showing disrespect with words, gestures, or actions to the Headmaster, the teaching and non-teaching staff, or classmates;
- engage in verbal and/or physically aggressive behaviour towards companions;

Serious negative behaviours:

- removal of goods or materials to the detriment of classmates, school staff, or the school;
- carry out acts of vandalism on items belonging to others or to the school;
- insult and humiliate peers or carry out acts of physical violence on peers or staff; if the behaviour is directed towards people with disabilities or if the offense is racist or sexist it is considered especially aggravated;
- carry out verbal or physical actions considered as bullying (= a set of constant and repetitive behaviours of arrogance and intolerance, abuse, marginalisation, exclusion of one or more people, acted by a single subject but with the complicity of others or acted by a group) towards peers;
- acts that endanger people's safety.

The discipline procedures vary according to the severity of the behaviour:

- 1) **minor negative behaviours** are punishable by the teacher who detects them with a verbal and/or written reprimand/warning. Written reprimand must be reported in the electronic register (in the "comments" field). After the third admonition, one of the following responses may be applied to a student who continues to behave incorrectly.



- 2) **moderate negative behaviours** are sanctioned with a written warning by the class teachers in the electronic register as a disciplinary note. If the teaching team deems it necessary, they can contact the family for a meeting.
- 3) **serious negative behaviours** are sanctioned with a written warning by the class teachers in the electronic register with disciplinary note. Subsequently, the family is summoned for a meeting with the teachers in the presence of the Head Teacher and/or the School Director.

Based on the type of behaviour, an educational intervention to repair the damage done will be provided in a way that is appropriate to the age and maturity of the student.

In the event of repeated moderate and/or serious negative behaviours, an educational intervention can be carried out in the following ways:

- Teaching staff meeting to evaluate the behaviour of the students involved and evaluate a coordinated intervention;
- Involvement of the Gruppo di Lavoro per l'Inclusione (GLI) (Work for Inclusion Group), which will begin a classroom observation and evaluate the necessary intervention;
- Involvement of trusted experts from the school who collaborate with the teaching team and the family.

Art. 110 - Roles and responsibilities of students, parents, school staff and direction

	STUDENTS	PARENTS	SCHOOL STAFF (teaching & non-teaching)	SCHOOL DIRECTION
ATTENDENCE AND PUNCTUALITY	Maintain	Encourage Guarantee	Monitor	Manage and reward excellence
LESSON OBJECTIVES	Adhere to the objectives	Know the objectives	Communicate, apply, and organise in a systematic manner	Define the criteria for organising lessons
RULES AND GOOD BEHAVIOUR	Know and act accordingly	Accept and promote	Accept and promote	Devise/create



REWARDS/PUNISHMENT	Know and accept	and	Know and take interest Reward/punish in support with the decisions made by the school	Know and carry out procedures	Monitor Evaluate Celebrate
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Art. 111 - Liability cooperation

	THE SCHOOL WILL COMMIT TO...	THE FAMILY WILL COMMIT TO...	THE STUDENT WILL COMMIT TO...
EDUCATION	Guaranteeing a curriculum based on projects and initiatives aimed at promoting the well-being and success, enhancement, and cultural achievement of the student	Reviewing the curriculum, sharing it, discussing it with the children, taking responsibility for what has been expressed and approved	Reading the curriculum with parents and teachers, discussing with them each aspect of responsibility
RELATIONS	Creating a peaceful atmosphere in which to stimulate discussion, promoting knowledge and mutual relationship between students, hospitality, respect for oneself and for others. Promoting talent and excellence, and behaviours inspired by solidarity and a sense of citizenship	Sharing common educational lines with teachers, allowing the school to move forward with its educational plan	Maintaining positive and correct behaviour, respecting the school environment understood as a set of people, objects, and situations



<p>PARTICIPATION</p>	<p>Listening to and involving students and families, calling them to take responsibility for what is expressed in the agreed curriculum</p>	<p>Actively collaborating by using the tools made available by the school, remaining constantly informed of the educational path of their children</p>	<p>Attending courses regularly and conscientiously fulfilling study commitments. Supporting the implementation of educational activities in a positive way, while guaranteeing attention and participation within the class</p>
<p>EDUCATIONAL INTERVENTIONS</p>	<p>Constant communication with families regarding the students' learning and disciplinary progress. Enforcing the code of conduct. Taking adequate disciplinary measures in case of infractions, celebrating positive behaviours with acknowledgments</p>	<p>Viewing all communications from the school, discussing any disciplinary decisions and measures with the children, encouraging reflection on episodes of conflict, but also enhancing and rewarding positive behaviour</p>	<p>Sharing communications from school and teachers with the family. Promoting positive relationships and respect between peers by developing situations of integration and solidarity</p>

SOURCES:

- "Statute of female and male students" of secondary school issued with Presidential Decree n. 249 of June 24, 1998
- Presidential Decree n. 235 of November 21, 2007
- Com. MIUR prot. N. 3602 / PO of 31 July 2008
- Art. 328, paragraph 7 of Legislative Decree n. 297 of 1994 (Single School Text);
- national indications.