



KINDERGARTEN
Scuola Bilingue

GENERAL INSTITUTION REGULATIONS

February 2018

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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 Headmaster.

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 with respect to 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*.

Art. 2 – Duties and Functions of the Headmaster

The Headmaster, subordinate to the directives of the Director, has the ongoing responsibility for, and coordination of, the educational activities of the school.

The Headmaster collaborates with the Director to define the plans and strategies for the development of the school and to guarantee a unified approach to the educational activities of the institute.

The Headmaster has the duty of organising internal training and professional development activities. As the delegate of the Director, the Headmaster may sign acts and documents of an educational nature and of external relevance.

The Headmaster is also responsible for:

- management of teaching staff (absences, lateness, substitutions, authorisations, holidays)
- management of Collegial Committees
- direct coordination of the educational activities of the Middle School

The Headmaster provides consultation on the basis of experience and competencies.

Art. 3 – Duties of the Pedagogical Coordinator, the Technical Coordinator, and the Coordinators of Educational Activities

The coordination of the activities of the Nursery School are supervised by the Technical Coordinator and the Pedagogical Coordinator. The Pre-School is under the supervision of the Coordinator of Educational Activities, the Elementary School under the supervision of the Coordinator of Educational Activities, and the Cambridge Programme is supervised by the Coordinator of Linguistic Projects.

Technical Coordinator and Pedagogical Coordinator – the Nursery School’s educational committee is supervised by the Technical Coordinators, who coordinate its activities with respect to management and organisation. The Technical Coordinators deal with educators (absences, lateness, substitutions, authorisations, and holidays) and, coordination 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. It is the duty of the Pedagogical Coordinator to 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.

Coordinators of Educational Activities – 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 Headmaster (for specific aspects), 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, of different points of view, and of 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 in 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 in 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 in the introduction of the new teacher to the school community, the valorisation of their previous experience, and, when necessary, helping them focus their skills in the organisation of the learning environment and situation - positive educational assessment, the involvement of the student in their learning and their work - for the optimal realisation of the school's mission.

In addition, 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 the 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 achieves quorum with at least half plus one members 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. It is the duty of the President to 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 clear expression of 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, 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 Headmaster. 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 text books, 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;
- giving advice 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 Headmaster issues convocations of Teachers College meetings in ordinary session according to the established calendar. When the Headmaster deems it necessary, a convocation for an extraordinary sessions 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 Headmaster. 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 Headmaster, or by a teacher from the same Council, as a delegate of the Headmaster. 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 session when the Headmaster, upon advice of the teachers, sees the necessity for a meeting.

If the Class, Interclass, and Intersection Councils 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 Councils are held at times not coinciding with class hours.

The Class, Interclass, and Intersection Councils 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.

CHAPTER 3 – RIGHTS AND RESPONSIBILITIES

Section 1 – RIGHTS AND RESPONSIBILITIES OF TEACHERS

Art. 14 – 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 with respect to moral and civic conscience, in accordance with 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 – with respect to 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, on 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. 15 – 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. 16 – 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 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 students' 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. 17 – Class Council Coordinator and Team Coordinator

The Headmaster selects the Class Coordinator. The Coordinator:

- Presides over the Team/Class Council in the absence of the Headmaster;
- Is the reference point for colleagues and families with respect to 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 Headmaster for updates on the educational progress of the class.

Art. 18 – 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 Headmaster, 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. 19 – 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 protection of privacy and the correct assumption of roles.

Art. 20 – 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. 21 – 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 Headmaster (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 students' work home (notebooks, art work or other items) and create displays of the students' work (e.g. posters, drawings, etc.) at school.

Art. 22 – 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 is not permitted.

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

The role of the secretarial, 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. 23 – Secretarial and Administrative Personnel

Secretarial and administrative personnel perform administrative, management, accountancy and supervision tasks in collaboration with the Headmaster 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 and the Headmaster (for specific functions);
- 5) respect work schedules established for the organisation 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. 24 – Organisation of the Secretarial and Administrative Service

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

- General Services, Development and Communications
- Administrative Area
- Special Projects
- Educational Area
- Human Resources

The organisation of personnel by function, based on a criteria of flexibility, are divided into the corresponding professional profiles: Coordinator of General Services, Development and Communications; Administrative Secretary Manager; Project Manager; Personnel Secretary; Front Office Secretarial Personnel.

General Services, Development and Communications

Coordinator of General Services, Development and Communications

The Coordinator works in close contact with, and in the support of, the Director of the Institute, collaborating actively in the definition of development plans and strategies of the school. The Coordinator analyses, elaborates and monitors activities and projects, guided by the Director. The Coordinator collaborates with the Director on the definition of communication strategies, both internal and external. With operational autonomy, the Coordinator develops communication strategies in line with the general objectives of the school, evaluating costs, times, methods, target audience and communication content. Following the directives of the Director, the Coordinator manages the organisation, development and evaluation (including financial evaluation) of projects. The Coordinator elaborates proposals inherent to the improvement of the organisation and the functionality of general services. The Coordinator coordinates and plans the work of the front office secretary and auxiliary personnel, authorising, by directive of the Director, over-time work as necessary. In coordination with the Director and the Headmaster (for specific functions), and having consulted the secretarial and auxiliary personnel, the Coordinator plans holiday time for those personnel. The Coordinator also manages absences, lateness, substitutions and authorisations of secretarial and auxiliary personnel in collaboration with Human Resources.

Administrative Area

The administrative area, subject to the directives of the Director, has specific administrative and financial functions. The manager of the administrative area has complex duties which require regulatory knowledge, administrative-accountancy competencies and corresponding technology proficiencies. The manager 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 manager of the administrative secretary area performs the following functions:

- issues invoices for families of the school and other clients for services to/for the school;
- makes payment for services provided to the school by external sources and payment of invoices to suppliers;
- payment of various indemnities to the personnel;
- preservation of documents, paper and digital;
- management of financial flows through the keeping of current bank account and cash box;
- collaboration with external consultants;
- management of insurance policies;
- management of accidents to students and personnel;
- management of correspondence;
- 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.

Projects Area

Personnel responsible for projects, subject to the directives of the Director, support and collaborate with the Director and the Headmaster for the realisation of educational initiatives, training projects, and business projects from competent organisations. These functions involve tasks that are organisational rather than operational. This is a role of coordination, of operational management, of direction for the beginning of project, the planning, execution, verification and conclusion of the project. 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 travelling planning; a definition of participation costs (with the Administration); collection of family authorisation forms; management of reservations for accomodating structures, other structures and transport; preparation of letters of appointment for accompanying teachers for field and class trips);
- management of 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);
- organisation of security certification and re-certification courses (definition of courses, evaluation of course costs, securing enrollment, management of various communications and successive preparation of certifications of course participation);
- management of other activities relative to security (management of verification records, quality certification, preparation of contracts and documentation for participation in tenders; management of HACCP documentation; organisation of evacuation drills and management of School Emergency Plan);
- management and preservation of security documentation;
- charge of preliminary activity and preparation of formal documentation, administrative and technical, specifications of procedures in call for tenders;
- management of paperwork with respect to procedures of administration of medications to students at school and protocol for the oversight of health issues of school personnel.

Education Administration Area

Education administration personnel, subject to the directives of the Director and the Headmaster (for specific functions) perform coordinating activities in autonomy, applying complex operating procedures related to educational objectives (Part II art. 5 of CCNL ANINSEI 2015-2018).

Education administration personnel are responsible for student administration in the performance of the following duties:

- student administration (enrollments, certifications, attestations);
- student administration, registrations to the Ministry of Public Instruction site;
- student administration, transfers (requests and concession of *nulla osta*, requests and transmission of personal files and student documents);
- configuration and management of Electronic Register;
- publication of Evaluation Tables in the Electronic Register;
- organisation of INVALSI tests, insertion of registrations and data for INVALSI;
- organisation of language certification (e.g. Cambridge Certificates for English; DELF for French; DELE for Spanish);
- insertion of Textbook Selection on the AIE platform for Primary and Middle School;
- ordering of textbooks and bookstore credit;
- preparation of documentation for the beginning of the school year;
- sending of convocation communications (Team, Class Council, Teachers College, Interclass Council and Intersection, Class Assembly, PDP e PEI meetings)

Human Resources

The Human Resources area, subject to the directives of the Director, is specifically responsible for personnel and human resources (Part II Art. 5 of CCNL ANINSEI 2015-2018). The human resources area is responsible for:

- management of contracts;
- injury reports and associated complaints;
- selection of occasional service providers;
- management of absences (health issues; paid leave/ non-paid leave, maternity, etc.);
- organisation of teaching personnel substitutions;
- collection of monthly data on personnel presence;
- management of work certification;
- updating of personnel files and archives;
- management of internal communications to personnel, by email and newsletter

Secretary Front Office Personnel

The personnel of the front office secretary predominantly perform duties which are administrative-accounting, technical and organisational support for education, sometimes using technical equipment. The

personnel of the front office secretary, follows the instructions of the Director, the Coordinator of Communication and General Services or the Headmaster, in the preparation of administrative-accounting documents and in organisational tasks to support teaching. The personnel of the front office secretary perform tasks which 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 to maintain cash box;
- typing up texts and documents;
- sending orders for stationary and cleaning materials, etc.;
- organisation of Institute projects (e.g. nutrition education project “Fruit at School”, charity activities, etc.);
- requests for maintenance and furnishings;
- execute 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;
- taking enrollments for school activities and extra-curricular activities organised by the school and registering the data in the records system;
- receiving sums for field trip and workshop fees;
- assuring the cleanliness and tidiness and, thus, 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;
- providing assistance to the school community and teaching personnel with the Electronic Register;
- organisation of the optional afternoon activities and organisation of the shuttle service for activities during school hours and for extra-curricular activities;
- management of purchases, products and materials, for the school;
- verification of the compliance of the first aid kit materials.

Art. 25 – General Directives Regarding the Planning of Administration Secretarial Services

At the end of the academic year, the Director, having consulted with personnel, determines a Annual Work Plan, the work commitments of the secretarial and auxiliary personnel for the successive academic year.

The plan takes into account:

- the school mission
- the directives of the Administration
- school priorities
- needs arising from the programming of educational activities
- the workloads of the professional profiles involved.

Activity is also organised in restricted staff meetings to coordinate personnel involved in specific work (e.g. registrations, exams, etc.).

Art. 26 – 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. 27 – 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 RSPP indications provided by the Institute during the training courses – information and courses in fire prevention and first aid courses.
2. Check that transit areas or access passages in the school are not obstructed by materials which 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, with respect to 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. 28 – Additional Activities of Secretarial, Administrative and Auxiliary Personnel

Overtime work occurs in instances of exceptional and unforeseen situations, and, as such, are 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, on the basis of 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 each single employee with regard to the work.

Section 3 – REGULATIONS FOR ALL SCHOOL PERSONNEL

Art. 29 – 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. 30 – 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 on-line 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 in accordance with 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 time card (*cartellino*) section of their on-line 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 with respect to the established schedules of each employee and will report irregularities to the Director.

Art. 31 – Lateness

The established work schedule should be respected by all personal.

Lateness should not be habitual.

Lateness of 5 minutes with respect to the work schedule, constitutes lateness for the established work schedule.

Lateness 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 in order 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 effected as quickly as possible. In the case in which lateness 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. 32 – 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 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 Headmaster 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. 33 – 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 in 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 of course themes and activities as well as provide colleagues any materials received during the course.

Art. 34 – 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 and the Headmaster will see to the provision of personnel for the duration of the absence.

Art. 35 – 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 Headmaster 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. 36 – 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. 37 – 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 use of appropriate clothing and footwear.

Section 4 – STUDENT RIGHTS AND RESPONSIBILITIES

Art. 38 – 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. 39 – Lateness and Absences

Lateness

- 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 lateness.
- Students arriving with more than ten minutes lateness (*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 lateness.
- Any arrival in the successive lesson hours should be made in the interval between lessons and accompanied by parental justification.
- Lateness 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 lateness, or the following day.
- For the Primary and Middle Schools, the Coordinating class teacher will request a parental conference for repeated lateness (more than 3), for justification of the lateness.

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. 40 – 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. 41 – Standards of Behaviour

Students are to behave with respect towards the Headmaster, 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 which 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 table: their placed 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 such time as 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 not 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 of 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 Headmaster 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 of 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, discolourations 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. 42 – 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 in order 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 which is favourable to personal growth, guaranteeing a 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 students' 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 being 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, lateness, 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. 43 – 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 communication by signing in to the Electronic Register.

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

Art. 44 – 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 request 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 complete 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 Headmaster 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.

CHAPTER IV – ORGANISATION OF SCHOLASTIC SERVICES: SPECIFIC REGULATIONS

Section 1 – ORGANISATION OF THE SUPERVISION OF STUDENTS

Art. 45 – Beginning and End of School Activities

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 for reasons of family exigency.

Pre-School – The reception and pick-up area for students of the Pre-School are the classrooms and the common areas, usually between the hours of 7.30 and 9.00. A teacher or other staff member will be available for the reception of students at each campus. Parents, or a delegated adult, may come into the school between the hours which have been established for entry and can pick up the students between 16.00 and 18.00. Parents and caregivers are encouraged to pick-up as efficiently as possible to avoid crowding and creating challenging conditions for the supervision of students. When agreed upon between teachers and families, usually in advance, students may be picked up before or after the lunch hour for reasons of family exigency.

Primary School – On school premises, supervision for students in their care is the responsibility of the teaching staff. At the end of lessons, students are given into the care of their parents, or other delegated adult, or after-school care staff.

After the start of lessons, entry into school is supervised by front desk personnel. Families are asked to be punctual in picking up students to avoid having personnel work beyond school opening hours. Teachers and other personnel must confirm that all students have been picked up, bringing any students still present in the classes at 18.00 to the personnel at the front desk, who will then contact the families by telephone.

Middle School – At the school bell (8.15) teachers will wait in the main hall for any students who have yet to arrive; lessons begin at 8.20. From the entrance to the classrooms, students are supervised by auxiliary personnel and front desk personnel. For better supervision, teachers will precede their classes in the stairwell, being careful to avoid crowding in the ascent and descent of the stairs.

Art. 46 – Supervision of Entry at Each Campus

Parents or a delegated adult may access the school buildings in order 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. 47 – 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. 48 – 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 a correct use of the bathrooms so as to avoid damage to persons and materials.

Lunch-time 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 in order 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. 49 – 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 accident, the following procedures must be scrupulously observed:

- in the case of *slight accident*: the teachers 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 *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. 51 – 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. 52 – 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 followed 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 know only to the teacher.

Art. 53 – 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. 54 – 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. 55 – Elevator

The use of the elevator at the Viale Matteotti campus is restricted to: adults, teachers, secretarial 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 Headmaster or the Administration, and supervised by an adult.

Art. 56 – 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. 57 – 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. 58 – 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. 59 – 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. 60 – 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. 61 – 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, fall 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 work station and every instrument. If damage which 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 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. 62 – 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 Headmaster, the teacher must inform families, sending the request through the secretary at the front office.

Middle 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. 63 – 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 Headmaster 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. 64 – 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 is 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 Coordinator of General Services and Administration, who, upon seeking approval of the Headmaster and/or the Administration, 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. 65 – Photocopies

The use of the photocopier 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 the purposes of 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 totaled 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. 66 – Copyright

All written, audiovisual 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 reproduction and/or duplication of textbooks.

Art. 67 – 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 Headmaster or School Director.

Section 3 – HEALTH AND SAFETY

Art. 68 – 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 of new foods, and a balanced approach to diet. The school supports educational nutrition initiatives such as Fruit at School '*Progetto Frutta nelle scuole*' with the objective of encouraging healthy eating choices and correct socialisation at mealtimes.

In the San Gallo and Via Lupi campus, lunch is prepared on the premises in the kitchens of the Mantellate Foundation. Lunch is prepared by CIR Food – Division Eudania for the Viale Matteotti campus.

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. In accordance with 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 can not 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 such time as the parents request another change.
- In the case of errors in delivery of the 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. 69 – 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. 70 – 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 is 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 Headmaster (from both parents) as well as official medical authorisation, requested by parents and accompanied by medical documentation, from: the Pediatric Services of *Aziende Sanitarie*, or from a pediatrician 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 life-saving;
- 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 Headmaster 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 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. In order 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 supervision of school personnel'. The same wording must appear in the parental request to the Headmaster for authorisation. The procedure otherwise remains the same: the Headmaster 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 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 course of the academic year.

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

Art. 71 – 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, in order 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, inasmuch 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, in order to act preventively;
- in the case that head lice is detected by the school doctor, effect 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/sections 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 is 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. 72 – 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. Air flow 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, in accordance with the hygiene and safety norms provided for in the self-evaluation HACCP guidelines.

CHAPTER V – GUIDELINES FOR FIELD AND CLASS TRIPS

Art. 73 – 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. 74 – 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 Headmaster, 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 Headmaster in writing of any inconveniences incurred during the class trip or travel, with reference to 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. 75 – Planning for Field Trips, Class Trips, Intercultural Exchange Trips

By the month of October, Intersection/ Interclass/ Class Councils prepare proposals for the academic year of field trips, class trips, and intercultural exchange trips by teacher initiative. Following which, 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 Headmaster 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 on-line school calendar, for the consultation of families. Teachers should inform the secretary of eventual modifications to the calendar.

Art. 76 – 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 on the basis of 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 written, 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 accomodating structures and other structures;
- the educational, cultural, and relational goals of the trip;
- a declaration of committment 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 it to the Headmaster 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 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 Headmaster 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 with the aim of 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. 77 – 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 accomodating 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 maintainence of mechanical components; that drivers are effectively employees of the company and benefit from planned rest periods.

Art. 78 – Organisation and Communications Regarding Field and Class Trips

For field trips – In the case transportation that 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, are 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 accomodating 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. 79 – Final Report

The accompanying teachers should provide a report of the trip with the aim of evaluating 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 accomodation (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. 80 – Establishment of the Inclusion Committee (*Gruppo Lavoro per l’Inclusione – GLI*)

The establishment of the GLI committee conforms to the 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. 81 – The Composition of the GLI Committee

- 1) 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 Headmaster;
 - b) the GLI representative, who presides as delegate of the Headmaster; the representative has training and experience in the area of disability and disadvantage. Priority is given to a group membership with specialist experience in the area;
 - c) Two representatives from the Nursery School (one from each campus);
 - d) Two representatives from the Primary School (one from each campus);
 - e) One representative from the Middle School;
 - f) The foreign languages coordinator;
 - g) A specialist working in the area of rehabilitation.

Art. 82 – Convocation and Meetings of GLI

Meetings are convoked by the Headmaster, who presides over the committee, or by the GLI representative. Meetings are called at least 15 days in advance unless necessity requires an urgent decision – with the objective of maintaining the quality of the education – provoking an extraordinary convocation of the committee.

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

Decisions in the GLI committee are made by majority decree.

Every meeting is recorded in the minutes taken by a rotating member of the GLI committee.

The GLI committee may meet in plenary session, as per article 2), in 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 GLHO.

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

Art. 83 – 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 required of individual student 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, discusses the results and procedures for communication of the results with teachers, and, successively, to families.
2. screening: in May for First Grade, in February for Second Grade, and October for Third Grade, in the Primary School. In addition, new students are tested during the year upon request by the team of teachers or class council.
3. analysis: of the general situation of the school (number of BES students, types of BES, the classes involved);
4. preparing the Annual Plan for Inclusion (*Piano Annuale per L'Inclusività – PAI*);
5. observing, monitoring, and evaluating the level of inclusion at the school;
6. managing and coordinating the activities of the school in relation to students with disabilities with the goal of optimising school procedures and organisation;
7. identifying indicators and the description of procedures of student competencies and predictive indicators of learning difficulties with the aim of preventive intervention;
8. gathering and organising proposals by the operative GLHs based on their exigencies, 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;
9. identifying criteria for the selection of support teachers in the class and for the use of the co-presence of teachers and educational support teachers;
10. following 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 of 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;

11. proposing the acquisition of equipment, aids and didactic materials, tools and technology aids for BES students;
12. defining procedures for the integration of BES students and identify criteria for the assignment of students with disabilities to a class;
13. analysing critical cases and propose solutions arising from issues of integration in the class;
14. 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;
15. formulating proposals about the organisational structure related to BES students in terms of the training and professional development Three-Year Plan;
16. addressing the importance of the inclusion of students with linguistic disadvantage, L1 that is not Italian, and create a temporary personalised plan (*piano personalizzato transitorio* – PPT) for these students.

Art. 84 – Role of the Inclusion Teacher Representative

The Inclusion Teacher Representative is responsible for:

1. convoking and presiding over GLI meetings as delegated by the Headmaster;
2. preparing the proceedings for GLI meetings;
3. preparing the relevant forms and documents for PEI, PDP, and PPT. Preparing proposals for discussion during meetings with teachers and specialists involved in each case;
4. creating a summary outline of Italian law for the aid of teachers and parents, for the explication of the interventions proposed in the PEI, PDP and PPT, and manage the communications with the Secretarial Office for the families and/or the *Ufficio Scolastico Territoriale di competenze*;
5. managing the documentation related to BES students, checking validity and updating information (general information, pathology, necessity for assistance and pedagogical support, etc.), guaranteeing a 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 Headmaster in the creation of a summary of requests for support teachers, 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;
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 with respect to the proceedings required by the legislative norms;
10. participating in Class Councils, in collaboration with the Headmaster, 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. participating in periodic consultation with foreign languages teachers to monitor and discuss the academic progress of BES students, upon request of the teacher or by initiative of the GLI teacher representative.

Art. 85 – 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, Interclass, Intersection and of GLI;
2. write up the final version of the PEI;
3. collaborate and inform other members of the Class Council on issues in relation to the BES student and on 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 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 the ways in which it will be realised.

Art. 86 – 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 time 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 the ways in which it will be realised, and taking into consideration any eventual internal or external specialist interventions.

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. as Class Coordinator, participate in meetings with health workers.

Art. 87 – Definition of the Activities of Learning Reinforcement and Tutoring

The Class Council may propose a learning reinforcement activity for any student, with the aid of a tutor or specialist, to support the student's learning and integration needs.

The intervention is designed by the Class Council and, by agreement with the family, can include the participation of a specialist.

The types of educational support activities available at the school are:

1. Learning support and reinforcement for children with a variety of learning difficulties, in a personalised programme.
2. Tutoring for foreign students requiring support in Italian language learning.
3. Activities for support in learning or speech therapy with a specialist, requested by the family and approved by the relevant association.

The coordination of these activities are the responsibility of the GLI representative who, hearing the recommendations of the Class Council or Team, receives the request (individuating motivation, objectives, procedures and scheduling, etc.) and requests approval from the Headmaster.

The execution of the project requires the approval of the Headmaster, who grants the request of the family and/or the teachers and gives authorisation to proceed with the project within the school structure.

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 on 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 criteria.

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 web site.

Art. 88 – 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, of 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, in accordance with 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. 89 – Types of Disciplinary Infractions

Student behaviour subject to disciplinary sanctions are those which:

1. Cause harm or offense to persons or damage the scholastic institute

- mockery, jokes, and teasing which humiliate or slander classmates in front of others
 - provocative behaviour, uncontrolled reactions, foul language, threats or extortion, quarreling 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
2. Make improper use of and/ damage structures, facilities, materials of the school community and of others
 - damage to objects, intentional or as a result of inappropriate behaviour
 - damage to the premises or to furnishings
 3. Impair intellectual and educational progress, resulting in deliberately inadequate scholastic performance
 - Infrequent punctuality, deliberately irregular presence, repeated absence without justification and arbitrary absences
 - behaviours which disrupt the learning environment of the class and compromise the integrity of regular class activity
 - unjustified refusal to fulfill 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 which prevent appropriate communication between the School and family, for example, falsification of parental signatures, repeated lateness in returning forms or other documents to the school

Behaviours compromising the conditions of safety and well-being

1. actions which may risk the safety of others

Actions liable to legal prosecution

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

Art. 90 – 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
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 fulfillment of scholastic aims	An 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	An 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	An 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	An 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	An 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	An 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, Headmaster
C2	Not respecting the safety norms established in the School Safety Plan	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, Headmaster
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, Headmaster
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, Headmaster
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, Headmaster

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, Headmaster
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, Headmaster
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, Headmaster
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, Headmaster
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, Headmaster

Art. 91 – 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. 92 – 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 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 defense, an 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 educational interventions have been established:

Disciplinary measures which do not include suspension

- a) written report in the class register of the relevant infraction bearing on educational activities, or of persistent injury to persons or things, the possibility of asking the parents to accompany the student to school

Authority: Teacher on duty, Teacher/Coordinator of the class

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

- c) Confiscation of inappropriate materials, and, in serious cases, procedure as in (b). The teacher present at the moment of event informs the Headmaster, who takes custody of the material in question, informs the family and decides upon a method of restitution; other possible sanctions can be provided for by decision of the Class Council.

Authority: Teacher on duty, Headmaster, and, if need be, Class Council

- d) An activity of reparation or compensation in order 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 the damages. Compensation is paid to the school account and the sum is applied to necessary repairs. The Headmaster 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, Headmaster, and, if need be, Class Council

Disciplinary measures which include suspension for a period of less than fifteen days

Suspension from educational activities for a maximum of five days for infractions which have had serious consequences on activities, caused damage to persons or the environment, have a degree of intentionality, and are recurrent behaviour. 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 to persons, have a degree of intentionality, and are recurrent behaviour.

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

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 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

Nota bene:

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. 93 – Recourse and Appeals

- The parents of the student in question have access to an appeal of the disciplinary sanctions within 15 days of the notification of the disciplinary process, with the relevant Student Statute Guarantee Council (*Organo di Garanzia*) at the school, in accordance with 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).
- 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
- Valid decisions of the Student Statute Guarantee Council are made with full presence of its members
- Decisions are taken by majority and abstentions do not influence a vote count
- The same Student Statute Guarantee Council adjudicates internal School conflicts with regards to the application of the present Regulations

Art. 94 – 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 Headmaster (or a substitute) who assumes the presidency of the committee
- the president of the Administrative Council of the Institute
- 1 representative of teachers, chosen among candidates

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 in the case of abstention or recusal.

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.

The present Disciplinary Regulations are an integral part of the Institute General Regulations.

The School, in keeping with the principles enshrined in the Italian Constitution and the International Convention on the Rights of the Child (acknowledged in the law 27/05/91 n. 176), guarantees and asks of the student:

- the full enjoyment of the rights recognised in the above documents
- observance of the obligations of the Institute General Regulations.

Finally, the School asks the Family, in addition to acknowledging the School's primary educational responsibility, an active collaboration in the common educative task and the respect of the rules of the Institute General Regulations.

Art. 95 – 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 authorised, 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 of 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 Headmaster 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 Headmaster and/or Class Council may substitute severe disciplinary sanctions with other provisions, comprised of services to the school or other activities with social aims.