



# GENERAL SCHOOL REGULATIONS

## FLORENCE BILINGUAL SCHOOL

**ENGLISH DRAFT VERSION**

*- REVISION 09/2024 -*

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## INTRODUCTION

The School Regulations are a fundamental document for the proper functioning of the school. It is a set of rules that establish how activities should be carried out within the school, with the aim of creating a serene and organised environment where everyone can work and learn with mutual respect.

These rules serve to ensure that the school can achieve its educational and training objectives while respecting the principles of transparency and consistency. The Rules and Regulations are not just a set of rules to be followed, but a tool to help build a school community in which everyone, students, teachers and parents, work together for the common good.

In practice, the General School Regulations regulate both individual and collective behaviour, helping to maintain order and safety within the school. It was drawn up taking into account the main laws and regulations that affect the school world, and is approved by the Board of Teachers and the School Council.

Respect for these rules is fundamental to ensuring a peaceful learning and working environment where everyone can feel valued and safe.

The school regulations are drawn up taking into account the main regulatory sources, the National Collective Agreement CCNL Aninsei 2024/27, D.L.vo 29794, D.L.vo 81/08, D.PR. 249/98, Presidential Decree 2751999, Legislative Decree 196/2003 and the implementing decrees governing the many and varied aspects of the school.

While the School Rules and Regulations are the school's legislative charter par excellence, they are perfectly complemented by the school's policies, which elaborate on and specify the various aspects of school life. As is the case in all schools of the Cognita Group, of which we are a part, the policies are designed to ensure a consistent, safe and stimulating educational environment for all students.

These policies cover a wide range of topics, providing clear and detailed guidelines on every aspect of school life. To ensure maximum transparency, all policies are always available on the school's website in the dedicated section under 'School Policy'. This allows students, parents and school staff to always have a clear and up-to-date reference.

## **CHAPTER I - MANAGEMENT AND COORDINATING BODIES**

The Florence Bilingual School is part of the Cognita Group, which includes over 100 schools of excellence in Europe, South and North America, Asia and the Middle East.

The school is managed by the President's Council, chaired by Dr. Leonardo Amulfi, Principal and Legal Representative, which provides for the organisation of the Institute and determines its direction and educational project.

### **Art. 1 - Duties and functions of the Principal**

The Principal is responsible for and coordinates the educational and teaching activities of the school.

The Principal collaborates with the 'Heads' of each educational sector in defining the school's development plans and strategies and is the guarantor of the unity of the school's educational and training action.

It oversees relations with the public administration, institutional and political bodies, trade associations, companies, private groups, both locally and nationally or internationally.

It oversees relations with pupils' families, both individually and in collective meetings.

It oversees the selection and management of all school staff.

It supervises the general administrative and accounting services.

The Principal, Dr. Leonardo Amulfi, is a member of the national board of directors of the Associazione Nazionale Istituti Non Statali di Educazione e di Istruzione (ANINSEI) (National Association of Non-State Educational Institutes) as well as president of the Tuscan regional ANINSEI committee.

### **Art. 2 - Tasks and Functions of the President's Council / Senior Leadership team**

The President's Council of the Florence Bilingual School consists of:

- Leonardo Amulfi, Principal, chairing
- Christopher Moore, Head of Primary and Early Years
- Marta Benettin, Administration/Business Manager
- Juan Reyna, Cluster Business manager

Tasks of the Senior Leadership Team:

- It defines the school's objectives and improvement plans and ensures their implementation.
- It ensures the implementation of the school's values, vision and mission.
- It sets the pedagogical-educational guidelines, oversees the development and implementation of the curriculum and ensures the effectiveness of teaching practices.
- Plans and coordinates professional development programmes in line with the objectives of improvement plans.
- It defines the guidelines for personnel recruitment.
- It monitors students' academic performance and develops strategies for improvement.
- Ensures the implementation of school policies, in particular for the protection of pupils.
- It defines the strategic allocation of financial resources.

These responsibilities reflect the key role of the Senior Leadership Team in guiding the development and overall success of the school.

The Senior Leadership Team interfaces with the School Council and the Teachers' Board.

### **Art. 3 - Duties of the Heads, Coordinators of Educational and Teaching Activities**

The Heads and the Coordinators of the pre-school and primary school and of the middle school implement the School's Educational Offer Plan outlined in the PTOF with reference to the EU and national education standards, the guidelines and directives of the Senior Leadership Team, the indications provided by these regulations.

As part of their role, Heads of Education are called upon to

- Ensuring that the curriculum is always aligned with the school's mission and vision and is in line with current regulations.
- Develop and implement school policies and procedures that ensure a safe environment and foster students' learning and social-emotional development.
- Promoting a culture of innovation and continuous improvement in teaching and learning.
- Support and guide teachers in implementing effective teaching strategies and assessment practices.
- Develop an adequate and effective monitoring system of curriculum implementation and student progress, providing guidance and support where needed.
- Monitor student behaviour, organising intervention programmes when necessary.
- Collaborate with the inclusion and welfare coordinator, teachers, specialists and parents to address individual student needs and provide appropriate support.
- Promoting a positive school climate, emphasising respect, inclusion and diversity.
- Cultivate strong relationships with parents, maintaining open lines of communication and providing regular updates on student progress and school activities.

The Heads of Education in their function rely on the close cooperation of the Education Coordinators of each school order to ensure the smooth overall functioning of their area:

- an educational coordinator of the Nursery
- an educational coordinator of the Pre-school
- a primary school teaching coordinator
- an educational coordinator of the middle school

The Teaching Coordinators, subject to the directives of their Head, implement the necessary procedures to achieve the set objectives. In addition, they are responsible for managing/supervising school materials and timetables, supporting teaching staff and preventing/resolving problems related to their specific areas of responsibility.

The following tasks are assigned annually in the school:

- Designated Safeguarding Leader + Safeguarding Team
- Cambridge Exam Officer
- Digital leader
- Educational Visits Coordinator
- Inclusion and Italian L2 Coordinator
- Lavagnini site facilities support
- Primary timetabler
- Technical coordinator Pre-school Lavagnini
- Technical coordinator Pre-school Lupi
- Technical coordinator Menarini Baby nursery
- Technical coordinator Mirò Nursery
- Technical coordinator Nido Matisse
- Data Protection Coordinator

## CHAPTER II - COLLEGIAL BODIES

The Florence Bilingual School has management bodies, representative of the different school components, inside and outside the school: teachers, students and parents.

### Article 4 - Convocation

The initiative for convening a collegial body is exercised by the president of the body itself or by one third of its members.

The convening notice, issued by the chairman, shall be issued at least 5 days before the date scheduled for the meeting and at least 24 hours in advance in the case of emergency meetings. In the latter case, the convocation may be made by the quickest means, including by telephone.

The convocation must indicate the items to be discussed, the day, the time and the place of the meeting. Meetings must take place at times that do not coincide with school hours.

### Article 5 - Validity of Sessions

The meeting opens at the time indicated in the notice of convocation and becomes valid for all purposes with the presence of at least half plus one of the members in office. The number of members in office shall not include members who have ceased to hold office and have not yet been replaced.

A quorum must exist not only at the beginning of the sitting, but also at the time of each vote.

### Article 6 - Discussion of the Agenda

The President identifies the meeting secretary from among the members of the Collegiate Body. It is the President's duty to discuss all the items on the agenda in the order in which they appear in the notice of call. The order of discussion of the items can be changed upon the proposal of a member of the Collegiate Body, subject to approval by majority vote. On the proposal of a member of the collegiate body, the agenda may be supplemented with other topics, pertinent to the tasks of the collegiate body, subject to approval by majority vote. If the meeting is adjourned, the same agenda shall be dealt with at the following meeting.

### Article 7 - Voting

Voting is carried out openly by a show of hands or by roll call, when the President or one of the members so requests. Voting shall be secret when it concerns specific or determinable persons. A vote cannot be validly taken if the councillors do not have a quorum. Councillors who abstain from voting shall be counted in the number necessary to make the meeting quorate, but not in the number of voters.

Resolutions are passed by an absolute majority of the votes validly cast, unless special provisions stipulate otherwise. In the event of a tie, but only for open votes, the vote of the President shall prevail.

The vote, once closed, may not be reopened due to the arrival of other members, nor may it be repeated unless it is found that the number of votes cast is different from the number of voters. In the case of approval of a measure in parts by separate votes, a final vote shall be taken on the measure as a whole.

### Article 8 - Minutes

The first part of the minutes gives an account of the legality of the meeting (date, time and place of the meeting, who presides, who acts as secretary, verification of the quorum, the names of those absent and if they are justified, the agenda).

For each item on the agenda, the considerations that emerged during the debate are indicated very briefly, then the result of the vote is reported (number of those present, number of voters, number of votes for, against, abstained and null). A member of the B.o.C. may request that the minutes record the will expressed by him/her on the subject matter of the deliberation.

The members of the B.O.C. are entitled to produce the text of one of their declarations to be transcribed by the secretary in the minutes.

The minutes of the meetings of the BODs are collected in special registers with numbered pages, stamped and signed by the Head of School for endorsement. The minutes are numbered consecutively within the same school year. The minutes of the meetings of the B.O.C. may be written directly on the register or, if



produced using computer programmes, be pasted onto the pages of the register and then stamped and endorsed by the secretary and chairman on each page.

### **Article 9 - Replacement of resigned members**

In the elective Bodies for the replacement of members who cease to serve for whatever reason, the provisions of Article 35 of Legislative Decree No. 297/1994 are applied.

### **Article 10 - Forfeiture**

Elective members of the B.o.C. are declared disqualified when they lose the requisites for eligibility or do not attend three consecutive meetings without justified reasons. It is up to the President of the Bodies of the Collegiate Bodies to examine the justifications put forward by the persons concerned.

### **Art. 11 - Resignation**

Elected members of the B.O.C. may resign at any time. Resignations are given in writing. The oral form is only admissible when the resignation is given before the B.C.. The B.O.C. may, in the first instance, invite the resigning member to resign. Once the C.O. has taken note of the resignation, it becomes final and irrevocable. The resigning member, until the moment the resignation is acknowledged, is a full member of the C.O. and therefore to be counted among its members.

### **Article 12 - Operating rules of the Teachers' Board**

The teachers' board, within the directives and guidelines determined by the school's presiding board and in compliance with national education regulations, performs the following functions:

- has decision-making powers with regard to the educational operation of the school. In particular, it takes care of the planning of the educational action also in order to adapt, within the framework of the school regulations established by the State, the teaching programmes to the specific needs of the environment and to encourage interdisciplinary coordination. It exercises this power while respecting the teaching freedom guaranteed to each teacher;
- makes proposals for the formation and composition of classes and the assignment of teachers to them, for the formulation of the class timetable and for the conduct of other school activities;
- decides, for the purposes of pupil evaluation and jointly for all classes, to divide the school year into two or three periods;
- periodically assesses the overall performance of the teaching action to verify its effectiveness in relation to the planned guidelines and objectives, proposing, where necessary, appropriate measures for the improvement of the school's activities;
- provides for the adoption of textbooks, after consulting the interclass or class councils and, within the limits of the financial resources indicated by the Senior Leadership Team, for the choice of teaching aids;
- adopts or promotes experimentation initiatives within the scope of its competences;
- promotes refresher courses for school teachers;
- plans and implements initiatives for the support of disabled pupils;
- expresses an opinion, for educational aspects, on initiatives aimed at health education;
- In adopting its resolutions, the teaching board takes into account any proposals and opinions of the intersection, interclass or class councils.

The Teachers' Board takes office at the beginning of each school year and meets according to the Annual Meeting Plan.

Meetings are convened by the Principal in ordinary session according to schedule, in extraordinary session whenever the Principal deems it necessary or when at least one third of its members request it.

The teachers' board consists of the teaching staff with permanent and fixed-term contracts at the institute, and is chaired by the Principal. Support teachers who take over classes in the school are also part of the teaching board.

### **Art. 13 - Operating rules for class, interclass and intersection councils (T.U. 16/04/94, n° 297 Title I, art. 5)**

The collegial body for Pre-school is the *Intersection Council*, for primary school it is the *Interclass Council*, and for middle school it is the *Class Council*.

The intersection council, the interclass council and the class council are respectively composed of the teachers of the sections of the same plexus in pre-school, the teachers of the groups of parallel classes or of the same cycle or of the same plexus in primary school and the teachers of the same plexus in middle school. Support teachers who are co-teachers of the classes concerned also form part of these collegial bodies. They are also part of the intersection, interclass or class council:

- in pre-school and primary schools, for each of the sections or classes concerned, one representative elected by the parents of the pupils enrolled;
- in middle schools, up to four representatives elected by the parents of the pupils enrolled in the class and two student representatives elected by the students in the class;

The Class, Interclass and Intersection Councils are chaired by the Principal or a member of the Senior Leadership Team and are convened, depending on the subjects dealt with, with the participation of all the components or with only the teachers present.

The Class, Interclass and Intersection Councils take office at the beginning of each school year and meet according to the Annual Meeting Plan or on an extraordinary basis if the Principal, having consulted the teachers, deems it necessary.

Responsibilities relating to the implementation of educational coordination and interdisciplinary relations lie with the intersection, interclass and class councils with the sole presence of the teachers.

Responsibility for the periodic and final assessment of pupils lies with the class council with only the teachers present.

Intersection, interclass and class councils meet at times that do not coincide with school hours, with the task of formulating proposals to the Teachers' Board concerning educational and didactic action and new initiatives, and with that of facilitating and extending reciprocal relations between teachers, parents and pupils. In particular, they exercise competences in the field of planning, evaluation and experimentation. Disciplinary measures against pupils fall within the competence of the Class Councils.

#### **Article 14 - The School Council**

The School Council is representative of all the components of the school who elect its members.

Elections are held every three years for the parent, teacher and A.T.A. components, in accordance with the procedures set out in the regulations in force.

#### ***Composition of the School Council***

The School Council consists of:

- the Chairman of the Board of Directors, member by right
- the Heads of the school, ex officio members
- the Business Manager of the school, ex officio member
- up to 8 teacher representatives
- up to 8 parents' representatives of pupils
- up to 2 representatives of A.T.A. staff

Board members hold office for three years. In the event of resignation or loss of requisites, councillors fall from office and are replaced by the first of the non-elected in their respective lists by act of substitution.

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

The chairmanship and vice-chairmanship of the Council is held by the parents.

The functions of Secretary of the Council are entrusted by the President of the DTC to a member of the Council.

#### ***Election and attribution of school council offices***

At its first meeting, the Council, temporarily chaired by the Chairperson of the CDA, elects the Chairperson of the School Council (henceforth CDI) from among the parent representatives, members of the Council. The election is held by secret ballot and the parent who obtains the absolute majority of votes, in relation to the number of members in office, is elected. In the event of a tie, the vote must be repeated until a majority of votes is cast in favour of one of the candidates.

The School Council also elects a Vice-President chosen from among the parents' representatives on the Council and in the same manner as for the election of the President, it also elects two parents, a teacher and an ATA member as members of the Executive Board.

The President of the DTC convenes the Council, chairs its meetings and signs all the acts issued by the Council.

The Vice-President is granted the same powers as the President, in the absence of the latter.

The secretary takes the minutes of the council meetings and, jointly with the president of the DTC, signs all its acts.

### ***Functions of the School Council***

The School Council:

1. adopts the Three Year Educational Offer Plan drawn up by the Teachers' Board;
2. without prejudice to the competences of the Teachers' Board and of the intersection, interclass and class councils, it has decision-making power, on the proposal of the board, with regard to the organisation and planning of the life and activities of the school, within the limits of the budget availability communicated by the board, in the following matters
  - (a) adoption of the institute's internal rules;
  - b) proposals for the purchase, renewal and maintenance of technical and scientific equipment and teaching aids;
  - (c) adaptation of the school calendar to the specific needs of the school;
  - d) general criteria for educational planning;
  - e) criteria for the planning and implementation of extracurricular activities and educational trips;
  - (f) participation of the institution in cultural, sporting and recreational activities of special educational interest;
  - (h) forms and modalities for carrying out charitable initiatives that may be undertaken by the school.

The school board also indicates the general criteria for the formation of classes, the assignment of individual teachers to them, the adaptation of the timetable of lessons and other school activities to environmental conditions and the organisational coordination of intersection, interclass or class councils; it expresses an opinion on the general, didactic and administrative performance of the school.

After consulting the teachers' board for the educational aspects, it decides on initiatives aimed at health education and combating bullying and cyberbullying.

5. Adopts sanctions entailing the expulsion of a pupil for more than fifteen days and those entailing exclusion from the final examination or non-admission to the final state examination.
6. Appoints two parent representatives to the Guarantee Body, which settles appeals concerning disciplinary sanctions imposed by class councils within the school.

### ***How the School Council is convened***

#### ***Ordinary convocation of the Council***

The first convocation, immediately following the appointment of its members by the Principal, is arranged by the Principal himself, who presides over the Council at its first meeting.

The Board is convened by the Chairperson of the DTC, who arranges for it to be convened at the request of the Executive Board or of the majority of the Board members in office. The School Council holds ordinary meetings on dates set by the Executive Board.

Meetings are held on weekdays, subject to exceptions arising from particularly serious cases, and last a maximum of three hours; items on the agenda that are not discussed are postponed to the next Council meeting. Subjects proposed by one or more councillors at least one day before the date scheduled for the Council meeting may also be included in the agenda, upon the Council's favourable opinion; any negative opinion must be justified.

The Council is convened by means of written communication directed to all the members of the Council with adequate notice, as a rule no less than 5 days before the date of the meetings. The convocation notice is posted on the notice board of each school complex and published on the Institute's website. The convocation notice shall indicate the items to be discussed at the Council meeting. Any documentation referring to the items on the agenda is attached to the notice, if possible.

The agenda is defined by the Executive Board.

#### ***Extraordinary convocation of the Council***

Extraordinary meetings of the Board for urgent and unscheduled matters are convened at the request of the President of the Board of Directors or the Executive Board or at least 1/3 of the Board members.

In such a case, the President of the DTC Council shall convene the meeting within the next twenty-four hours. If the President and Vice-President are not available, the Council is convened directly by the President of the Council with the favourable opinion of the absolute majority of the members in office of the Council, also obtained by telephone.

For such convocations, the President of the Council will consider, given the technical time available, whether to convene by written deed or by phonogram.

### ***Deliberative acts of the School Board***

#### ***Publicising the sessions***

Council meetings are open to the school members. Any exclusion of the public, decided if the discussion concerns individual persons, must be indicated in the notice of convocation.

Any member of the Council may propose a point of order, consisting of a point of law, or of the Rules of Procedure or the order of business, or of a remark as to the manner and order in which the question under discussion has been put to the vote or as to how the vote is to be taken. Whether or not the point of order is accepted shall be decided by the President, and if his decision is not accepted by the mover, the Council shall decide by a show of hands.

#### ***Deliberative acts of the Council***

Voting shall be by show of hands and the resolution shall be adopted by an absolute majority of the votes validly cast unless special provisions are made. Abstention shall be considered a null vote since it is not validly cast. In the event of a tie, the vote of the President shall prevail.

Voting shall be by secret ballot only when it concerns the legal position or interests of specific persons. Resolutions concerning specific persons must be discussed in the absence of the public and votes must be taken by secret ballot.

#### ***Minutes of Council Proceedings***

Minutes of each Council meeting are taken, signed by the Chairperson and Secretary, drawn up and/or pasted on a special register with numbered pages and kept on file in the School Administration. Only the decisions taken are recorded in the minutes. It is the right of each member of the Board to have his or her interventions and position on the decisions taken recorded in the minutes. The approval of the minutes of the meeting is decided by the Board, on the proposal of the President, at the following meeting. Resolutions prepared by the Council are put to the vote at the end of each Council meeting and are therefore enforceable immediately after the Council meeting in which they were adopted.

#### ***Publicity of acts***

The publicity of the acts of the School Council must take place by means of publication on the appropriate notice board of the School Institute immediately after receiving the signature of the Chairperson of the DPC and the Secretary. Resolutions are published within a maximum of eight days from the relevant Council meeting, and minutes are published immediately after their approval by the Council.

Copies of the minutes and resolutions must be provided to the members of the Council if they request them.

Acts and resolutions concerning individual persons are not subject to publication.

Furthermore, the provisions on access to administrative documents set out in the Law No 241 of 7 August 1990, as amended.

## **Art. 15 - The Executive Committee**

The members of the executive board are elected within the school council and serve for three school years. Those who, during the three-year term, lose the requisites to be elected to the board are replaced by the first of the non-elected in their respective lists.

It is composed as of right:

-by the President of the Col, who chairs it

-from the Principal

They are elected by the School Council by a majority of the votes cast:

-one teacher, one administrative (acting as secretary of the council) or technical or auxiliary employee, two parents.

The Executive Board has no deliberative power. Without prejudice to the right of initiative of the School Board, the Executive Committee prepares the work of the School Board itself by preparing the acts and takes care of the execution of the related resolutions.

The Council is convened by its President. The convocation must indicate the agenda of the proceedings and must be issued, ordinarily, at least five days before the meeting; extraordinarily, also by means of verbal notices or by telephone within a short period of time.

The presence of at least half of its members is required for meetings of the council to be valid. Resolutions are passed by a majority of votes.

The principle of publicity does not apply to the acts of the Executive Board. Only the members of the School Council may inspect the minutes filed at the offices of the School Institute.

# CHAPTER III - RIGHTS AND OBLIGATIONS

## Section 1 - RIGHTS AND DUTIES OF DOCTORS

### Article 16 - Training, professionalism, collegiality

The teacher has full freedom of teaching as provided for in Article 1 of Legislative Decree no. 297 of 16 April 1994: "In compliance with the constitutional rules and regulations of the school, teachers are guaranteed freedom of teaching in the sense of teaching autonomy and free cultural expression of the teacher" and by Article 4 Part two - Title I art.4 of the CCNL ANINSEI 2024 - 2027: "*Teachers are guaranteed the freedom to teach for the training of learners in respect of their moral and civil conscience and the programmatic directions of the Institute, in compliance with the constitutional norms. Within the framework of the Institute's guidelines, teachers participate with the school management in determining the programme and educational initiatives, in compliance with the Institute's aims and in the interest of the company.*" The exercise of this freedom entails the duty to take care of and enrich a specific professional preparation that enables them to make, in a flexible and effective manner, the most appropriate choices in relation to the socio-affective and cognitive characteristics of the pupils, the educational goals, the learning objectives and the contents of the curricular and didactic planning. The freedom of teaching described above must be combined with the collegial working style envisaged by the school regulations, which presupposes harmony on the level of educational styles and the need for multi-multi-inter-disciplinary connections, both at team level and in the collegial bodies (class/inter-section/class Council and Teachers' Board).

**Each teacher is required to respect the deliberations and planning of the activities of the collegial bodies.** The working style based on collegiality, sharing and planning practice is fostered by numerous meeting methods involving teachers at different levels:

- at institutional level in the Teachers' Board, including its articulations (Commissions, Working Groups);
- at the level of educational and didactic management in the periodic planning of Class Councils for the Middle School, of Teams for the Primary School and in the planned planning for the Nursery School and Pre-school.

Refresher training and in-service training are an essential feature of teaching professionalism, for an in-depth study of both disciplinary content and psycho-pedagogical, didactic and methodological issues.

It is important that interpersonal communications (between colleagues, between teachers and the other components of the school, between teachers and pupils) take place, despite the difference and specificity of roles and functions, under the sign of respect for the other, of understanding and mutual recognition.

All members of the school community adhere to the Values, Vision and Mission of the Florence Bilingual School:

### VALUES

'We believe in the values of justice, respect, integrity and enthusiasm for life and knowledge' (Prof. Mario Amulfi, school founder)

### VISION

We prepare pupils to succeed in life, helping them to develop a global perspective and passion for learning in a rapidly changing world.

### MISSION

We want to bring our vision to life:

- Offering an excellent bilingual education that encourages intellectual curiosity, critical thinking and creativity
- Investing in an excellent team of Italian and international teachers
  - Taking care of each pupil's needs in a welcoming environment
- Putting well-being at the heart of everything we do
- Cultivating a strong sense of community

## **The Strategic Pillars of Cognita Schools**

Being part of the Cognita group of schools, we adhere to the four pillars of the Cognita Quality Framework. The pillars are designed to intentionally guide the work and effort to continuously improve each school. This is at the heart of our mindset of being 'the best at improving':

### **Holistic Education**

Holistic Education intentionally blends social, emotional, physical and cognitive learning. This leads to solid academic achievement, autonomy, an adaptive mindset and positive attitudes to thrive in a rapidly changing world. Effective holistic education is rooted in the concept of self-efficacy, a belief that 'I can'.

The contributors to Holistic Education are:

1. Physical and mental wellbeing as a foundation for positive human development
2. Relationships rooted in care and trust that create a positive culture
3. Interpersonal and self-regulation skills in all aspects of the curriculum
4. Rich, aspirational, challenging learning experiences relevant to the needs of all learners
5. An evidence-informed pedagogical framework that incorporates responsive teaching and academic rigour
6. Evaluation and feedback informing academic monitoring to accelerate progress
7. Digital competence as an enabler for learning
8. Integrated social purpose and responsibility in learning and school life
9. Different perspectives to develop a global mindset
10. Behaviour and language that develop an adaptive mindset for students.

### **Leadership**

Leadership creates the conditions for success by building culture and capability in our people, resulting in a great place to learn, work and grow. Effective leadership is rooted in the concept of collective efficacy, a belief that 'we can'.

Contributors to Leadership are:

1. A palpable clarity of purpose that is shared, understood and experienced
2. A culture that has been intentionally created and managed through trust and empowerment
3. An inclusive community that actively promotes diversity
4. Leadership at all levels, using solid evidence to inform decisions and innovation
5. Self-evaluation and use of feedback for individual, team and school improvement
6. Continuous professional learning leading to growth in expertise for individuals and teams
7. A well-maintained and inspiring environment that integrates safety and security in all aspects
8. Listening to and involving the wider community
9. Mutual commitment to the Cognita system and external partnerships
10. Behaviour and language that develop an adaptive mindset for colleagues.

### **Operational Excellence**

Operational Excellence supports a thriving organisation to continuously improve. Operational Excellence is rooted in the concept of being the best at improving, a belief that 'it can be done'.

Contributors to Operational Excellence are:

1. A working environment with clear responsibilities, roles and lines of communication
2. A mentality of continuous improvement, supported by learning and feedback
3. Optimal and efficient organisational structures that are fit for future purposes
4. An inclusive framework of policies, processes and procedures that adapts to the local context and regulations
5. Using a range of data to set targets and measure impact
6. Taking responsibility for operating safely, within agreed parameters
7. Achieving the agreed budget by being cost-conscious and efficient

8. Use technology where it can support improved operational performance.

### **Growth**

Growth drives investment in Holistic Education, increases our reach to more students and provides opportunities for our staff. Growth is rooted in the concept of the fuel that powers the system; a belief that 'standing still means going backwards'.

Contributors to Growth are:

1. Outstanding holistic education that is translated and communicated through community experiences, building the school's reputation and delivering on the promise to parents
2. High-quality experiences for all stakeholders building defence
3. Effective enrolment and retention policies, processes and systems
4. A mindset of ambition that every school should fully utilise
5. Being consciously and intentionally adaptable to the changing operating environment
6. Effectively integrating new schools into the Cognita community.

### **Art. 17 - Teachers' responsibilities: supervision of pupils**

These Rules make internal provisions within the school to ensure the effective and potential supervision of the children entrusted to it. It is part of the teachers' service obligations to supervise pupils. The obligation to supervise is of primary importance with respect to other service obligations, without interruption (Article 2048 of the Civil Code). In order to ensure that pupils are welcomed and supervised, teachers are required to be in class in the morning, five minutes before the start of lessons, and to ensure that pupils leave in accordance with the provisions of these Rules. Any teacher who, during the course of teaching activities, must, due to unavoidable necessity, be temporarily absent from the classroom, must, before leaving the class, instruct a colleague or the front office staff or custodian to watch over the pupils until his/her return. The teacher is required to ensure that pupils under his or her responsibility who have to leave the school early or in any case in derogation of the normal exit time, have specific authorisation signed by a parent or guardian. In particular, on the occasion of the ordinary exit of the Middle School, the teacher in the last hour of class is required to ensure that only those pupils who have explicit authorisation to leave the school and go home alone leave the school and entrust the others to the supervisory staff.

### **Art. 18 - Working hours and timetable formulation**

Timetables are established at the beginning of the year for each class, aiming at a balanced distribution of subjects over the course of the week and the functionality of the educational offer for the pupils. All teaching staff adhere to the timetable approved by the Heads and any changes must be authorised in advance. Primary and Middle School teachers' timetables will normally be articulated with the following criteria in mind:

- balanced distribution of pupils' commitments throughout the day and week;
- balanced presence of teachers in the classrooms throughout the week;
- declared and justified needs of teachers.

Punctual adherence to the timetable is necessary to ensure the smooth running of the school.

### **Art. 19 - Class Council, Team Coordinator**

The Council Coordinators are appointed by means of an annual appointment letter. The Coordinator:

- Presides over the Middle School Class Council or Primary School Team in case of absence of the Heads;
- He/she is the point of reference for the organisational, educational and teaching problems of the class group in relation to colleagues and families. The class teachers inform the coordinator of any episodes in class life deemed relevant.
- He/she illustrates to the parents' assembly and in collegiate meetings the general outlines of the Class/Team Council's educational planning.
- It is the guarantor of a calm and constructive discussion between the members of the class team and fosters a climate of positive relations between teachers and families.



- It monitors the regularity of pupils' attendance and refers situations of repeated or prolonged absence to the Primary School Coordinator and Head of Primary and Early Years.
- It receives communication of any initiative coming from inside/outside and submits it to the team for approval and organisation.
- It ensures that families are duly informed through official channels of the school's initiatives and activities.
- Prepares the preparatory work for the intermediate and final examination
- He/she regularly confers with the Primary or Middle School Coordinator and his/her Head to update them on the educational and didactic progress of the class.
- In the primary school he drafts and files the minutes of the council meetings; in the middle school he ensures that the class secretary drafts and files the minutes of the council meetings and class presentations for the state examinations.

## **Art. 20 - Rules of conduct**

**As far as teachers' behaviour rules are concerned, the school's Code of Conduct for school staff and volunteers and the Safeguarding Policy are strictly adhered to.**

In addition to what is stated in the Code of Conduct and the Safeguarding Policy, it is important to emphasise the following:

- Teachers examine the evacuation plans and make pupils aware of safety issues. They participate in training on workplace safety regulations (Legislative Decree no. 81 of 9 April 2008, as amended).
- If the teacher is prevented, due to legitimate impediment, from attending school, he/she must notify the school promptly and in any case no later than the beginning of working hours, even if the absence continues, following the procedures described in these regulations.
- Teachers are entitled to request, with the approval of the Head or Education Coordinator, interviews with families with a view to a more transparent and effective school/family relationship; they must in any case be available for any meetings requested by families.
- The use of mobile telephones during teaching activities is prohibited in accordance with Ministerial Order No. 362 of 25 August 1998.

## **Article 21 - Relations with families**

Relations with families must be characterised by respect and cordiality, but also by due professional distance. **Teachers are forbidden to give private lessons or babysitting services to pupils at their institute ( title IX art. 61 of CCNL ANINSEI 2024-2027) .**

**It is also forbidden to engage with parents or students of the Institute on social media (e.g. Facebook, Instagram, Twitter, ...).**

Communication with families takes place at all times and only via the school's official channels. Under no circumstances is direct contact with parents via their mobile phone or personal email. This allows for the protection of privacy and a correct assumption of roles.

## **Art. 22 - Returning pupils**

**Nursery, Pre-school, Primary: pupils are only handed over to parents or an authorised adult.**

In case the teacher is in doubt or does not know the person who has come to collect the child, it is necessary for him/her to check the identity of the delegate. If the delegate does not appear on the list of authorised persons, the teacher checks the authorisation with the secretary.

**Middle school: at the end of lessons, teachers entrust pupils using the after-school service to the educator in charge and accompany those pupils authorised to leave independently to the school gate, checking that there are no visibly dangerous situations at the exit.**

## **Art. 23 - Communications with families**

Teachers' communication with families takes place via the following channels:

- **Cognita Connect:** Teachers of all grades are required to use the Cognita Connect application to send periodic photo documentation and information on school activities to families.
- **(primary and middle schools only) *Electronic Register:***
  - Assignment of tasks:
    - the teachers assign the tasks no later than Friday at 1 p.m;
    - (middle only) the teacher always assigns homework one week in advance;
    - the class teachers agree not to assign an excessive load of homework; the class coordinators are responsible for checking the pupils' homework load on a weekly basis;
    - holiday tasks (Christmas, Easter, summer) are proposed and approved in the team/class council so that the load is balanced.
  - Description of the activity: the teacher enters a brief description at the end of the lesson
  - Attendance/Absence of pupils to be filled in at the beginning of the lesson.
  - Family receptions
- **(primary and middle school only) Teacher e-mail:** in order to improve school-family communication, parents can contact teachers at their institutional e-mail address:
  - to provide personal information about their child that may affect learning and/or behaviour at school;
  - to communicate any difficulties in learning a given discipline;
  - to request a further meeting with the teacher pointing out the specific reasons;
  - to request information on the teaching programme due to a possible extended absence.

The teacher is expected to communicate with the family within school hours, using short, targeted messages and a professional tone. Teachers will endeavour to respond to communications within 48 hours (weekends and holidays excluded).

## Article 24 - Receptions

- Teachers receive parents by individual appointment on scheduled days and times. Talks for special needs may also take place at other times of the year, at the request of teachers or parents, and will always be by appointment.
- (primary and middle) families book individual appointments via the electronic register.

## Section 2 - RIGHTS AND DUTIES OF SECRETARIAL, ADMINISTRATIVE AND AUXILIARY STAFF

Secretarial, administrative and auxiliary staff play an indispensable role as support for educational action and the enhancement of their skills is decisive for the efficiency and effectiveness of the service and the achievement of educational goals.

**Like teaching staff, administrative and auxiliary staff are also required to comply with the school's Code of Conduct for school staff and volunteers and the Safeguarding Policy.**

## **Art. 25 - Secretarial and administrative staff**

Secretarial and administrative staff follow the instructions of the Principal and Business Manager and their line managers and are obliged to

- 1) handling relations with users
- 2) showing availability towards teachers, taking care of the dissemination of communications addressed to teaching staff, secretarial, administrative and auxiliary staff and school families;
- 3) contribute to the creation, in the workplace, of a climate of serenity and harmony that promotes the 'well-being' of the person and the effectiveness of the work performed;
- 4) adhere to working hours, as set out in the time organisation of each plexus;
- 5) wear uniform (front desk staff);
- 6) communicate their absence from work in good time, so that a replacement can be arranged.

The secretarial and administrative staff actively cooperates with the President's Council and the teaching staff.

It is divided into areas:

1. Marketing and Communication
2. Admission
3. Teaching secretariat
4. Health and Safety
5. Facilities and shopping
6. Human Resources
7. IT Technical Support
8. Extra-curricular and school enrichment activities
9. Front Desk
10. Administration and Finance

## **Art. 26 - Functions of the administrative and secretarial areas**

### **Marketing and Communication**

The Marketing and Communication area:

- is responsible for developing strategies to engage the school community and communicate the school's values, vision and mission, creating promotional material, managing social media, as well as organising promotional events and open days;
- collaborates in improving school-family communication, providing regular updates on educational programmes, school events and ongoing initiatives, in order to maintain an open and transparent channel of dialogue and collaboration with the school community;
- manages the public image of the school in order to establish positive relations with the media and the local community.

### **Admission**

The Admission area manages the student admission process, coordinating applications. It is responsible for providing all information about the school and admission procedures, managing applications for admission and communicating acceptance or rejection decisions to those concerned. It ensures that the entire admission process is followed in a timely manner.

### **Teaching secretariat**

The teaching secretariat is responsible for the management and archiving of student documentation, including registers, certificates and administrative documents.

In particular, it performs the following tasks:

- pupil management (enrolment, issue of certificates, transfers);
- management of the pupils' area and enrolment in the National Student Registry and the Municipality of Florence platform;
- control of compulsory schooling evasion;
- configuration and management of the electronic register;
- publication of Evaluation Sheets on the electronic register and digital archiving;

- management of teaching area platforms (INVALSI, AIE, Syria, Sisip, Regional School Observatory, Istat, etc.);
- administrative management State Examination;
- protocolisation of documents.

The Education Secretariat also deals with the management of curricular and non-curricular internships and the convening of collegial bodies (School Council, Teachers' Board, Class Councils).

### **Health and Safety**

The health and safety area promotes the development, identification and implementation of suitable prevention measures to protect the health and physical integrity of pupils and school staff. It deals with:

- design and implement information activities on risks and on company H&S procedures and policies;
- coordinating and organising health and safety training for school staff (e.g. first aid, fire-fighting, basic safety courses);
- manage quality certifications, licence renewals and documentation (internal and external audits)
- manage pupils' personalised intervention plans (PIPs) for the administration of medication at school;
- management of emergency procedures (evacuation tests, first aid, etc.);
- Operational management of privacy requirements relating to the processing of personal data according to the instructions of the data controller.

### **Facilities and shopping**

The area deals with:

- management and maintenance of buildings;
- the planning and execution of projects for the renovation, improvement and expansion of school facilities;
- of the school's facilities and physical resources;
- management of the cleaning of common areas and classrooms,
- the organisation and supervision of the school lunch service;
- of the school's purchases.

### **Human Resources**

The human resources area manages all personnel-related processes. In particular:

- the recruitment process following the safer recruitment policy to ensure the safety standards of Cognita Group schools to protect and promote the well-being of children;
- all personnel administration activities (contracts, schedules, leave, maternity, retirements, etc.);
- data to be provided to the labour consultant for the production of pay slips;
- substitution of teachers;

### **IT Technical Support**

The IT area is responsible for the management and maintenance of all technological resources used within the institute. This includes the management of computers for teachers and pupils, the maintenance of Interactive Multimedia Whiteboards (IWBs), IT security and the protection of sensitive data, the management of networks and network infrastructure, as well as the repair and maintenance of IT and technology devices in the school. In addition, the IT area is involved in the implementation of innovative technological solutions to support teaching and learning, and in providing technical assistance and training to school staff on the effective use of available technological resources.

### **Extra-curricular activities and enrichment of the school curriculum (ECA)**

The ECA area plans, promotes and coordinates extracurricular activities, ensuring that they are in line with the school's educational objectives and provide meaningful opportunities for students' learning and personal development. In particular, it deals with:

- the planning and organisation of a wide range of extracurricular activities offered by the school, which may include clubs, workshops, cultural and sporting events;
- the administrative management of educational outings and trips, including abroad, working closely with teachers to ensure a safe and enriching educational experience outside the school environment.

### **Front Desk**

Front Desk staff manage the entry and exit of visitors, ensuring compliance with security policies and monitoring a register. The Front Desk is the first point of contact for families and the main point of contact for teachers in case of need. It manages the switchboard and resolves any day-to-day problems, ensuring that communications are accurate and up-to-date. It also supports other administrative departments, manages deliveries and internal distribution. Actively participates in administrative support activities, including the management of confidential and sensitive information, ensuring compliance with security and privacy regulations.

### **Administration and Finance**

The administration and finance area deals mainly with the financial and accounting management of the school. This includes the recording and monitoring of income and expenditure, preparation of budgets, payment of staff salaries, management of municipal and regional subsidies for the Nursery and Pre-school, issuing receipts and invoices, collection of fees and payments due from families, management of contracts with suppliers and services, budget planning and control, management of financial resources and compliance with tax and accounting regulations; administrative management of insurance, including accident coverage for students and staff.

### **Art. 27 - Auxiliary staff**

The auxiliary staff is in charge of cleaning services and may perform tasks of reception and supervision of pupils and surveillance of school premises according to the job description of each employee.

In particular, the following tasks may be assigned in the job description of some auxiliary employees:

- reception and supervision of pupils;
- Organisation of the canteen service and serving of meals in school canteens;
- custody and surveillance on school premises.

The work activities of the auxiliary staff are coordinated by the Maintenance&Facility Coordinator and supervised by the Business Manager.

### **Art. 28 - Directives to auxiliary staff to carry out assigned tasks**

The auxiliary staff is obliged, according to the Annual Activity Plan, to

- scrupulously, diligently and diligently observe and comply with the provisions on how to carry out cleaning operations and the use of products and risk prevention, in accordance with the regulations in force and the indications provided by the Institute's RSPP during training-information courses and fire prevention and first aid courses.
- Ensure that no materials that may cause disturbance or danger are deposited in the places of transit and access to the facilities.
- During each work shift, the auxiliaries will check the efficiency of individual and collective safety equipment and report any breakdown or breakage and any dangerous situation detected.
- At the beginning of the service, the premises are opened with the switching on of the lights and the commissioning of the facilities, in accordance with the Activity Plan.
- At the end of the service, carefully check that the lights are switched off, thermostats (where present in the classrooms) are checked, cupboards, drawers and various containers with keys for storing cleaning materials are closed, and doors, gates and all premises are locked in accordance with the Activity Plan.
- Check that the emergency exits are kept clear of all obstacles at all times.

- Carry out regular reconnaissance of the premises and promptly report faults, breakages and anomalies in the facilities, installations and equipment by written and/or telephone communication to the plexus front-office secretary.
- Accepting and supervising the delivery of meals, paying particular attention to the presence of meals for special diets; setting up the canteen areas and providing meals, paying attention to pupils with special diets;
- In particular, the cleaning of the premises must be carried out in accordance with the HACCP self-control plan;
- Act in accordance with the instructions received during safety training courses, in compliance with the hygiene and accident prevention rules laid down in Legislative Decree 81/2008;
- Each school employee is obliged by directive of the Head of School to use personal protective equipment (PPE) with a formal document certifying that the PPE has been handed over;
- Supervising pupils in the event of the teacher's temporary absence;
- Ensuring the safety and security of pupils, particularly during the lunch break and at the end of lessons until the school closes in the evening;

### **Art. 29 - Additional activities of secretarial, administrative and auxiliary staff**

Overtime must be aimed at coping with unforeseeable and exceptional work situations and, therefore, cannot be used as an ordinary factor in work scheduling.

Overtime work must be subject to formal, prior authorisation, which makes it possible to verify in concrete terms the existence of the reasons that make it necessary to work in excess of normal working hours. Overtime not authorised in advance shall not be recognised.

Overtime work is authorised by the line manager on the basis of established and adequately documented needs.

## **Section 3 - RULES FOR ALL SCHOOL STAFF**

### **Article 30 - Internal Communications**

Internal communication takes place via institutional e-mail (nome.cognome@florencebilingualschool.it): all teachers, administrative, secretarial and auxiliary staff are required to check their e-mail regularly.

### **Art. 31 - Presence and how to use the badge**

At the beginning of the school year, the school establishes the rules for monitoring staff attendance. An electronic attendance system (badge) may be used for all or certain categories of staff, as required. Each employee is responsible for the personal use of their badge and for reporting any problems or loss in good time. Exceptions and requests for non-punching must be justified and will be limited to a maximum of 5 per year. All employees are obliged to carefully and on time fill in the so-called 'time sheets' in order to be able to process pay slips, scrupulously following the instructions sent by the Human Resources department.

Any hours in excess of one's working hours will only be recognised if approved in writing by one's line-manager before being worked.

### **Art. 32 - Delays**

Working hours must be observed by all staff.

The delay on the entry time may not be a daily occurrence.

Teaching staff taking up their duties during the first hour of class are required to enter 5 minutes before duty in order to group their class at the reception point and proceed to their respective classrooms, so as to ensure a punctual start to lessons.

An employee's commencement of work 5 minutes after the scheduled working time is considered late.

At the end of each class hour, teachers will take care to leave the class in the care of their succeeding colleague, so the exchange must be made as quickly as possible. If the delay in the change is caused by the

teacher moving from one location to another, the front office must be notified so that it can organise supervision of the uncovered class.

### **Art. 33 - Absences**

Both non-scheduled absences (due to illness and any leave for sudden events) and scheduled absences must be reported immediately to the school via the 'My Absence' platform in order to enable the organisation of replacements.

In the event of absence, the teacher is obliged to inform the secretariat of any parental conferences or optional activities or courses that will be skipped, so that parents can be informed.

In the case of absences from compulsory meetings (planning, Teachers' Board, Intersection, Interclass, Class Councils), these must be communicated by email to the personnel office and justified.

As a rule, all absences must be justified with appropriate documentation. In particular, absences due to illness must then be justified within the day, communicating only in writing the medical record number and details of the days of absence.

Teaching staff working in more than one institution or part-time will agree with the Principal or the Education Coordinator on the meetings to be attended, according to principles of proportionality.

### **Art. 34 - Requesting leave**

Requests must be communicated and justified in detail via the MyAbsence programme at least three days prior to their use. Requests are assessed and, in the event of approval, written confirmation is given.

In the event of absences motivated by participation in refresher and/or training courses for teaching staff, as provided for by the ANINSEI CCNL, leave will only be granted if the topics covered in the course are in line with the aims and training courses approved by the Teachers' Board in the annual refresher course plan; on returning from the course the teacher must provide the Principal with a brief report on the topics covered and make any materials received available to colleagues.

In order to guarantee the delivery and quality of the teaching service, **teaching staff will not be granted leave adjacent to calendar closure days** (added holidays - so-called 'bridges', Christmas and Easter holidays).

### **Art. 35 - Replacement of absent staff**

In the event of absences of teaching staff, the Secretariat will promptly find temporary substitute staff. Replacements are made according to the following criteria in order of priority:

- using teachers who have hours to make up;
- using non-tenured teachers who have made themselves available for substitute teaching to perform extra hours.

In the event of absences of administrative and secretarial staff, the line manager shall promptly reorganise the resources available on duty.

In the event of absences of auxiliary staff, the Facilities & Procurement Coordinator will provide temporary substitute staff in a timely manner.

### **Art. 36 - Holidays**

Ordinarily, holidays are taken during the summer months of July and August. For further details please refer to CCNL ANINSEI 2024-27 title VII art. 39.

### **Article 37 - Safety in the Workplace**

All personnel are obliged to comply with the health and safety regulations in the workplace, laid down in Legislative Decree 81/2008 et seq. by applying all precautionary and preventive measures.

The staff of the Istituto comprensivo participates in First Aid and Fire Fighting courses, in accordance with the indications of L.D. 81/2008. All staff are required to attend basic courses on safety in the workplace in accordance with current legislation.

### **Art. 38 - Identification badge, lanyard and uniform**

In order to protect minors, all staff, before entering the school premises, must visibly wear the identification badge provided by the school (with photo, name and surname, role) with green or red lanyard and use it constantly throughout their time at school. It is the responsibility of each member of teaching and non-teaching staff to remind colleagues to strictly observe this school rule.

Front desk staff, nursery teachers and pre-school teachers are also required to wear the uniform provided by the school.

### **Art. 39 - Clothing at school**

All staff are expected to present themselves in a manner appropriate to the school environment. This implies clean, neat and appropriate clothing, reflecting the respect and importance of the educational context. Clothing is expected to be appropriate for the activities performed and not to be excessively informal or inappropriate. Attention to personal decorum in clothing also contributes to maintaining a respectful school environment conducive to students' growth and well-being.

## **Section 4 - RIGHTS AND DUTIES OF THE PUPILS**

### **Art. 40 - Entry and reception**

Pupils must arrive punctually at school, where they are greeted before the start of lessons by school staff and then by teachers in the classrooms, according to the provisions laid down in the individual classes.

### **Art. 41 - Tardiness and absences - primary and middle schools**

#### *Delays*

- Students who present themselves at the school entrance with a delay of no more than 10 minutes (*short tardy*) are admitted to class without the need for justification.
- Students who show up at the school entrance more than 10 minutes late (*tardiness*), such that the regular course of the lesson is interrupted, are admitted to class at 2nd period with the presentation of a justification.
- Tardies will be noted in the electronic register and must be justified by the parents on the same day or the following day via the electronic register.
- In the case of recurrent tardiness (more than 3), the coordinating teacher will call the family to ask for justifications.

#### *Absences*

- Absences of one or more days must be justified by the parents via the electronic register when they return to class. After the third day on which the absence is not justified, it will be considered an 'unexcused absence'.

### **Art. 42 - Assistance and supervision during school hours**

- Pupils may leave the classroom to go to the toilets two at a time (one boy and one girl) per class.
- Pupils may not leave the classroom without the teacher's permission.
- In the primary school, the pupil must wear a yellow lanyard to go to the toilets.
- At the change of class time, pupils are not allowed to leave the classroom and/or make noise in the corridors, disturbing the smooth running of teaching activities in other classes.
- During the intervals both inside and outside the building, pupils follow the rules in force in the Institute's buildings and the instructions of the teachers in charge, so as to avoid any occasion of risk and danger.



## Article 43 - Rules of Conduct

Pupils are expected to show the same respect, including formal respect, towards all school staff and fellow pupils as is appropriate for civilised coexistence. They are also required to respect the work and follow the instructions of school staff.

Behaviour that may endanger one's own safety or that of one's companions is prohibited at all times.

### **Behaviour for pupils during recess - School canteen - After-canteen**

During intervals and in the canteen, pupils must maintain proper behaviour.

Behaviour constitutes a matter of assessment and disciplinary measures will also be applied during the canteen and breaks.

- The teachers to whom pupils are entrusted are required to supervise them as closely as possible and to carry out all necessary educational interventions.
- At the table it is necessary to maintain correct behaviour, highlighting getting up from one's seat.
- Pupils may go to the toilet one at a time before entering the canteen or after using the canteen.
- The consumption of food and drinks brought from home is prohibited during the canteen.

### **Personal and school belongings**

- Pupils are only required to bring their homework and lesson supplies to school and any snacks. It is not advisable to bring money, valuables and personal toys. The school is not responsible for any loss or damage.
- **It is forbidden to bring in and use mobile phones, smartwatches or other personal devices on school premises; the school telephone is available for any emergency communication between pupil and family.**  
The use of mobile phones, smartwatches or other personal devices is **also** forbidden for school pupils **during educational outings and trips**, unless explicitly authorised (as in the case of trips abroad). **The introduction and use at school of mobile phones, smartwatches, personal devices or digital cameras will result in disciplinary action being taken by the competent body.** In the event of serious situations and/or incidents, the Principal will make appropriate reports to the relevant authorities.
- Each student is responsible for the integrity of the furnishings and teaching materials entrusted to him/her by the school: those who cause damage to the material or damage to the school's furnishings will be liable to pay compensation.
- The facilities must be used properly and the most elementary rules of hygiene and cleanliness must be observed.

### **Uniform**

The school uniform expresses a sense of belonging to an educational community, promotes a sense of equality and helps generate a shared identity among pupils.

For this reason, it is required to wear the uniform every day, from Pre-school to Middle School according to the instructions provided by the school at the beginning of the school year.

## Article 44 - Co-responsibility Education Pact

The Educational Responsibility Pact has the explicit aim of defining the rights and duties in the relationship between the school institution, families and pupils. It is based on a positive dialogue between all those involved for a responsible qualitative growth aimed at guaranteeing educational and training success.

The students have:

The responsibility of:	The expectation of:
<ul style="list-style-type: none"><li>• Acting in accordance with directions to ensure safety and well-being within the school</li><li>• actively participate in school activities to the best of their abilities</li><li>• respect the rights of others</li></ul>	<ul style="list-style-type: none"><li>• learning in a safe environment</li><li>• learning in a suitable learning environment</li><li>• be respected</li><li>• make use of adequate and appropriate facilities</li></ul>

<ul style="list-style-type: none"> <li>• take care of school facilities in a respectful manner</li> <li>• listening to and respecting the ideas and opinions of others</li> <li>• respect the privacy of others</li> <li>• respect the learning patterns of fellow students</li> <li>• moving around the school premises and studying in a polite manner</li> </ul>	<ul style="list-style-type: none"> <li>• being able to express ideas and opinions in an appropriate manner</li> <li>• having one's privacy protected</li> <li>• having learning experiences that meet one's individual needs</li> <li>• living in a respectful environment</li> <li>• Interacting appropriately online</li> </ul>
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## Parents have:

The responsibility of:	The expectation of:
<ul style="list-style-type: none"> <li>• show respect towards staff, students and the community</li> <li>• be an appropriate role model, including the use of language</li> <li>• actively participate in their child's learning</li> <li>• ensure that your child maintains excellent attendance and punctuality</li> <li>• support the implementation of school policies</li> </ul>	<ul style="list-style-type: none"> <li>• be respected by staff, students and the community</li> <li>• being welcomed into our school and treated with courtesy</li> <li>• being informed about their child's progress</li> <li>• be informed of any reports concerning their child's attendance and punctuality</li> <li>• meet with staff and discuss issues related to school policies and procedures</li> </ul>

Parents also give their consent (in accordance with Legislative Decree No 196 of 30 June 2003 "Personal Data Protection Code") for their child to take part in the screening projects proposed by the school. The data collected will be processed using appropriate procedures to protect confidentiality. Individual assessment will be carried out by the working group for inclusion (GLI).

### **Art. 45 - Pupils leaving school**

As a rule, all pupils must be collected from school by their parents/guardians or another adult authorised by them on the registration form (grandparents, babysitter...) or notified to the secretary's office in writing during the school year.

At the beginning of the school year (or during the year for any changes) the secretary's office communicates the list of names of the persons delegated to collect pupils to the coordinator of each class or section, who then informs all the class teachers.

If the parent wishes to delegate another parent from the school or another adult to collect his/her child, the delegation must be received by the school in writing. An identification document will be requested from that person.

#### ***Occasional early exit***

**Early exits are only permitted in exceptional cases and for valid reasons. The pupil must be collected in person by a parent or an adult delegate who will sign the leaving register at the Front Desk. Under no circumstances may a pupil leave alone.**

#### ***Recurring early exits***

Afternoon attendance may be excused for extended periods for medical, sporting or artistic reasons, subject to attendance of at least 50% of the curricular timetable for each individual subject. To this end, the student's parents or guardians, by filling in an appropriate form, may ask the Principal to authorise the student to leave 15 minutes before the end of the last hour of lessons or at the change of the last hour of lessons.

The school promotes sports and competitive or artistic activities and does everything possible to facilitate catching up in lessons. To this end, we try to plan a timetable that takes into account student absences, thus avoiding missing more than 50% of the hours of a single subject. We also ensure that teachers carefully fill in the electronic register with the subjects they have completed and enter assignments and additional materials on Classeviva.

Class Councils will monitor absences and undertake to maintain constant communication with families. Students involved in competitive activities are advised to pay close attention during lessons and to plan their home study accordingly.

***Pupils leaving school independently at the end of the daily class time*** ( Middle School)

Parents, by filling in a special form, can ask the Institute to authorise their child to leave independently from school to reach home or another place previously defined and communicated as part of an educational responsibility project.

The Principal, taking into account specific factors, such as the territorial and environmental conditions and context, the age and degree of maturity of the pupil, may authorise or not the autonomous exit.

In the event that the request is granted, the school staff's duty of supervision ceases the moment the pupil leaves the school and its grounds.

**Pupils with an independent exit must always leave the school at the end of lessons, or at the end of the afternoon extracurricular activities that take place within the school and in which they are enrolled.**

Authorisation may be revoked at any time as a result of incidents or events that cause the requirements to be no longer met.

**Autonomous exit is not valid for early exits before the daily end of lessons. In this case, the pupil must be collected in person by a parent or an adult delegate who will sign the leaving register at the Front Desk. Under no circumstances may the pupil leave alone.**

**Art. 46 - Availability of family members and accidents**

It is necessary that the telephone availability of a family member is always ensured during school hours. Parents should therefore indicate on the registration form the telephone numbers to be called in order of priority, preferably specifying the degree of relationship.

In the event of an accident or emergency, the school will call an ambulance.

Parents whose child has suffered an accident at school can apply to the school office to open a claim with the school insurance company by submitting the appropriate certification.

## CHAPTER IV - OPERATION AND ORGANISATION OF THE SCHOOL SERVICE: SPECIFIC RULES

### Section 1 - PROVISIONS ON Pupil Supervision

#### Art. 47 - Start and end of activities

Pupils may only be escorted to the entrance area of each school site.

Only one parent/accompanying person is allowed inside the facility for both accompanying and picking up children from the Nursery, and only for picking up from school for Pre-school children.

Parents of pupils (or proxies) may only stay in the school grounds for as long as is strictly necessary to accompany the pupils.

**Pupils' families are required to respect the start time of lessons, which promotes the best possible start to teaching activities and the children's peace of mind.**

On leaving school, pupils must be collected by a parent or an adult delegated by them.

Punctuality in collecting pupils from school must be ensured in order to prevent the supervisory staff from having to be busy beyond the appointed time. **Teachers must ascertain that the pupils have been collected and, if not, at 6 p.m. they will hand over the children still in school to the front office secretary, who will contact the families by telephone.**

**Nursery** - Children are admitted between 7.30 am and 9.00 am. A parent (or authorised delegate) may enter the building at the times established for entry and may collect the children between 3.45 p.m. and 6 p.m. For justified needs, families may collect their children before or after the canteen by agreement, normally in advance, with the teachers.

**Pre-school** - In the morning, Pre-school children are handed over at the entrance by their parents (or a delegate) to a school staff member, who then accompanies them to their section. An exception is made for the parents of three-year-old children, who may accompany the children to their section to make it easier for them to leave, only during the insertion phase, i.e. the first 2 weeks of the school year.

As a rule, the reception of Pre-school children takes place in the classrooms from 8.00 to 9.00 am. From 7.30 a.m. to 8.00 a.m. one teacher/attendant per plexus guarantees the pre-school reception service. Pupils may be collected from school between 4.00 pm and 6.00 pm. Only one parent (or authorised delegate) may enter the building at the designated times of departure by going to the preschool front desk and asking the school staff member to have their child brought in.

When collecting your child, you must stay on the school premises for the time strictly necessary to collect your child, so as to avoid overcrowding and not hinder supervision. For justified needs, families may collect their children before or after the canteen, agreeing this in advance by sending a written communication to the front desk secretary.

**Primary School** - From 7.30 a.m. to 8.00 a.m., one teacher/attendant per plexus guarantees the pre-school reception service. Teachers on duty must be present five minutes before the start of lessons and welcome classes. The duty of the teaching staff includes watching over the pupils entrusted to them for as long as they are legitimately inside the school.

Pupils may be collected from school between 4 p.m. and 6 p.m. At the end of lessons, pupils must be handed over to their parents or persons delegated by them or to after-school supervisors.

**Middle School** - The entrance of middle school pupils is from 7.30 to 8.00 a.m. from the Viale Matteotti 52 entrance and the school guarantees a pre-school reception service. From 8.00 a.m. middle school pupils are admitted through the gate at number 50 Viale Matteotti. In the morning from 8.00 am to 8.20 am teachers wait in the classrooms for pupils; lessons begin at 8.20 am. Students who present themselves at the entrance of the Institute with a delay of no more than 10 minutes (short delay) are admitted to class without the need for justification, while for a delay of more than 10 minutes (tardiness), such as to interrupt the regular course of the lesson, students are admitted to class at the second hour with the presentation of justification.

In the afternoon at 4.05 p.m., at the sound of the bell, each teacher in the last hour goes down the stairs with the pupils in their class who have an independent exit and personally accompanies them to the gate of the middle school courtyard, making sure that the pupils leave the building. At the same time, the auxiliary staff on the floor (one on the third floor and one on the fourth floor) take the remaining pupils who do not have an independent exit downstairs a few minutes later and wait for their parents to arrive inside the school premises. In order to provide the necessary supervision when descending the stairs, it is advisable for the teacher to precede the class, and for the teacher to keep the class at the necessary distance from other groups of pupils in order to avoid any form of crowding or huddling.

#### **Art. 48 - Supervision during access to the various sites**

Parents or their proxies may enter the building at the appointed times to accompany their pupils to school or to collect them at the end of the educational/teaching activities, staying as long as strictly necessary so as not to crowd the school grounds and not to hinder surveillance operations.

#### **Article 49 - Supervision during school activities**

**All school levels - Teachers ensure constant supervision of pupils throughout the period in which they are in their charge: during school entrance and exit times, during educational or didactic activities, during free play activities, both on school premises and in the courtyards, and, finally, during guided visits outside school grounds, on foot or by means of transport.** As far as the nursery and pre-school are concerned, during the afternoon rest period, a teacher on duty always remains inside the dormitory room to ensure the pupils' vigilance.

The exit of children into the schoolyard for play and recreational activities must be organised in such a way as to ensure constant supervision by the teaching staff.

**Primary and Middle School -** When pupils move for some specific lesson or for lessons held in other premises (gym, laboratories), they must wait in the classroom for the teacher in charge and move with the teacher in an orderly manner. For special needs, pupils may move around the building under the supervision of a teacher or school staff member.

#### **Art. 50 - Supervision during recess - School canteen - After school hours**

**nursery, pre-school, primary school**

**The teacher(s) present in the classroom at the start of the break is responsible for supervision during the break. It is therefore not permitted for teachers on supervision to go elsewhere in any capacity. During recess, pupils may go to the toilets, a maximum of two at a time.**

The operation of the canteen is internal to school hours and forms part of the educational activities. Pupils participate in the canteen in groups formed according to the same composition as the classes. Teachers are required to assist the pupils at lunchtime, promoting a favourable climate and providing food and social education. After the meal and until classes resume, pupils are engaged in free or organised experiences.

**Middle School -** Morning break must be held inside the classroom or on the floor. The teacher will stand at the door to supervise pupils inside and in the area immediately outside. No pupils will be allowed to leave, except to go to the toilets, nor will they be allowed to change floors. Teachers will ensure that in times of necessary leisure, pupils do not engage in activities inappropriate to the school environment.

#### **Art. 51 - Surveillance at time change**

**Middle School and Primary School -** The attention of all teachers is drawn to the problem of the timeliness and supervision of pupils during the change of time, for which certain appropriate behaviours must be adopted:

- Teachers starting the timetable must already be in front of their class when the bell rings;
- In order to ensure the continuity of pupil supervision, teachers who come on duty from the second hour onwards, or who have had a 'free' hour, are required to be already in front of the classroom concerned in order to allow for a quick change of teacher on the schoolchildren;
- Classroom teachers must plan so that they are not late leaving, especially teachers who are in the gymnasium or lab rooms;

- each teacher must be informed, by means of the weekly class timetable posted at each classroom door, of the teacher who is to take over and where he or she is arriving from so that he or she can see whether the delay is normal or exceptional;
- the teacher not engaged in the next hour will wait for the arrival of the colleague on the timetable;
- if the change does not arrive, the front office secretary is to be notified before moving;
- Teachers involved in shift changes avoid talking to colleagues to exclude waiting during scheduled changes;
- during the change of teacher, pupils are reminded to remain in their classrooms, preparing their materials for the next hour.

## **Art. 52 - Prevention and safety**

Teachers, during duty hours, are responsible for any accidents occurring to pupils in their charge.

First aid kits are available at each location.

In the event of accidents, wherever they occur, the following instructions must be strictly followed:

- in the case of a *minor accident*: the teacher either treats the pupil or accompanies him/her to the front office. In any case, the teacher must then telephone the family and explain what has happened.
- In the event of a *serious accident*: first aid must be given and the school management must be notified immediately, who will assess the extent of the accident, telephone the family immediately (together with the teacher) and, if necessary, telephone the medical emergency number 112. It will be the teacher's responsibility to write a documented report within 24 hours of the incident. In particularly serious cases, 112 will be called immediately.

## **Section 2 - MANAGEMENT AND USE OF RESOURCES, ROOMS AND SCHOOL SPACES**

### **Article 53 - General Provisions**

For good use and usability of spaces, premises and resources, it is necessary:

- respect for school furniture, equipment and hygiene and safety regulations
- the restoration of the furniture at the end of its use.

Educational staff are required to leave the premises and common areas tidy.

Computer equipment in classrooms and equipment provided to pupils must always be used under the careful supervision of teachers.

**It is not permitted to let pupils use the interactive whiteboard on their own**, and it must always be supervised to ensure that it is used correctly, both in compliance with these regulations and with the laws in force on the projection of images in public. **The use of the interactive whiteboard and devices (tablets and laptops) must always be educational and not recreational.**

**The viewing of films or videos on the interactive whiteboard or devices must always be linked to the teaching purpose of the lesson.**

It is forbidden to bring animals into the entire building and into all outdoor spaces, including green areas and gardens.

#### **Art. 54 - Courtyards and outdoor spaces**

In accordance with the provisions of the Institute's safety plan, the school's courtyards are a gathering place in the event of the building being evacuated for safety reasons, as well as a place for gathering and educational activities.

**Smoking is forbidden in the courtyards and outdoor areas of the school and near the school entrances.**

#### **Article 55 - Lift**

Use of the lift in the Matteotti complex is reserved for adults, teaching staff, secretarial and auxiliary staff and those responsible for the maintenance of the facilities or equipment. It is therefore forbidden for minors not accompanied by adults to use the lift.

Students with temporary walking difficulties are permitted to use the lift in the presence of an adult.

The use of lifts for evacuations in emergencies such as earthquake, fire, flooding is prohibited.

#### **Art. 56 - Toilets**

In each complex there are toilets for the exclusive use of pupils and toilets for the exclusive use of adults. Adults are not permitted to use the pupils' toilets for any reason.

#### **Art. 57 - Technical rooms , storerooms and material depots**

It is forbidden for non-workers and outsiders to enter the school's technical premises such as the power or heating plant, pumping station, storerooms or depots.

In the absence of the personnel in charge, the technical rooms must remain locked.

#### **Art. 58 - Laboratories and special classrooms**

The use of the workshops for teaching purposes is reserved for all classes led by the relevant teachers, subject to prior planning of teaching activities.

- Responsibility for the use of laboratories and special classrooms, both in terms of preparing activities and carrying them out with pupils, lies with the teacher within the limits of his or her function of supervising and assisting pupils.
- Anyone using the equipment is responsible for it and must take care of it, not making changes to it on their own initiative and reporting them immediately.

#### **Art. 59 - Grants and teaching materials**

Textbooks are decided by the Teachers' Board by the end of the previous school year.

During the year, in the Team or Class Council, the teacher may propose the purchase of a discipline-specific book. Once approved by the Education Coordinator or Head of Department, it is the teacher's responsibility to inform the families by sending the request via the secretary's office.

Ordinarily, materials are purchased by the school. Each year, a budget is set for the purchase of consumables for section/class activities.

Each Team and Class Council, by 20 June of the previous school year, draws up the overall list of teaching materials to be requested from the families. This list must be submitted to the Education Coordinator for approval. The secretariat will forward it by the end of June.

#### **Article 60 - Photocopies**

The use of photocopying machines is permitted exclusively for teaching and administrative office needs.

Each year, a photocopying quota is set for each teacher, and the copies made are also accounted for so that teachers can monitor their own use. The school promotes the minimal use of photocopies, instead

encouraging digital teaching as a means to foster active learning and collaboration between students and to support the environment.

### **Article 61 - Distribution of external information and publicity material**

No information or publicity material may be distributed in classrooms or on school grounds without the prior authorisation of the Business Manager.

## **SECTION 3 - HEALTH AND PREVENTION**

### **Art. 62 - Feeding**

Mealtimes, such as the canteen and snack time, during the morning break or at the end of the afternoon classes, are to be understood as fully educational moments and a formative opportunity to accustom pupils to a correct diet and to conscious and responsible behaviour.

The Florence Bilingual School promotes the culture of a healthy and balanced diet at school and at home, close to the needs of children in the delicate phase of growth and respectful of their health. In fact, it proposes school meals that support the formation of a correct approach to food, promoting healthy eating styles, the experimentation of new tastes, the balanced composition of flavours, the realisation of food education initiatives at school (e.g. "Progetto Frutta nelle scuole") in order to make conscious consumption choices and the organisation of socialising moments in the school canteen.

For the school premises, lunch is prepared directly in the internal kitchen of the Fondazione Conservatorio delle Mantellate. For the Menarini Baby branch, the school catering service is entrusted to CIR Food - Eudania Division.

The menus and dietary tables adopted for the refectory service are prepared in strict compliance with the "Regional Guidelines for School Cafeterias" promulgated by the Region of Tuscany and in accordance with the indications of the ASL Food Hygiene Services.

The menu is structured over two periods: winter and summer, so as to introduce a wide variety of dishes in accordance with the seasonality of products, especially fruit and vegetables.

Within each period, the menu is divided into four successive weeks according to an annually established calendar.

The enjoyment index of the various dishes is monitored through periodic measurements carried out by the auxiliary canteen staff. Furthermore, in accordance with the HACCP self-control plan, the auxiliary staff checks the temperature, hygiene, quality and quantity, reporting the information on the special control sheet; in the event of anomalies, they promptly inform the management.



### General Rules

- In the case of food intolerances or allergies, the parent submits the relevant certificate issued by a doctor to the front office secretary and fills in the "special" meal request form, which must indicate precisely which foods cannot be eaten by the pupil.
- Alternative menus respecting the needs of users of different ethnicities and religions are provided, as well as a lacto/ovo/vegetarian menu. To request these types of menu, simply submit the "special" meal request form, which will be valid throughout the school year, unless revoked by the parents.
- If malfunctions or anomalies are detected, all staff and pupils must immediately report the fact to the technical coordinator of the auxiliary staff or to the communication, development and general services coordinator.
- In the event of minor gastro/intestinal disorders, a parent's written note, to be handed in to the school that morning, may be used to request a blank meal for a period of no more than three consecutive days, after which time a doctor's certificate will be required to protect the child's health.
- In the event that a pupil, for valid and stated reasons, does not wish to use the canteen service on a particular day, a request must be made by the parent and must be picked up by the parent or his/her delegate.
- It is forbidden to consume food and drinks brought from home during the canteen.
- In the case of classroom celebrations, authorised by the school for festivities or for the birthdays of children who wish to share such celebrations with their classmates, any sweets or other food/drinks must be produced in registered establishments, and must therefore be packaged and bear a label indicating the ingredients, allergens and expiry date. Homemade and unpackaged food, for which it is not possible to know the ingredients, cooking process and type of storage, is therefore forbidden.  
**Primary and first grade school:** home-prepared food (e.g. sandwich) for the morning snack may only be for the personal use of the pupils who brought it.

### Art. 63 - Canteen Commission

Each year a canteen commission is set up with a parent representative from each class/section. During the year, a visit to the kitchen premises of the Conservatorio delle Mantellate Foundation, which prepares meals for the school's pupils, is planned. The Class Representatives may come to school during canteen hours for a taste of the meals served to the pupils.

### Art. 64 - Administration of medicines at school

No drugs can be administered at school. However, the presence of students who need to take indispensable and/or life-saving drugs during school hours requires customised interventions in order to protect their right to study, health and wellbeing at school, as set out in the Guidelines issued by the MIUR and the Ministry of Health.

In order to activate the procedure for the administration of medication at school, it is necessary:

1. **formal written request by the family**
2. **medical certification** issued by the paediatrics services of the Health Authorities by freely chosen paediatricians and/or general practitioners, indicating: the pupil's state of illness; the prescription of the medicine(s) to be taken; the description of the event requiring the medicine to be administered; the dose to be administered; the method of storage and administration of the medicine; the duration of the therapy; whether the medicine can be administered by non-healthcare adults.

After accepting the documentation submitted by the family, the Principal prepares the authorisation with the corresponding **Personalised Intervention Plan (PIP)** for the administration of the drug:

- identifies the appropriate place to store the drugs;
- authorises, if requested, the pupil's parents to enter the school premises during school hours for the administration of medication;
- check the availability of school personnel (if not the parents themselves), preferably identifying personnel who have completed the First Aid course pursuant to Legislative Decree 81/2008 or training activities in collaboration with ASLs, hospitals, health associations.

**Upon** receipt of the authorisation and the relevant PIP, the family proceeds to draw up a **report when the medication is delivered to the school**. The school must be provided with new, undamaged packages of

the medication to be administered, provide for the adequate supply and/or replacement of the medication also in relation to its expiry date.

At the end of the school year, a record should be drawn up of the school's return of the medicine to the parents.

For specific cases involving minor pupils, in agreement with the ASL and the family, **self-administration** can be envisaged. In order to meet this requirement, both the medical certificate and the request that parents submit must also state that: "the minor may self-administer the drug therapy, supervised by school personnel".

All administration interventions must be recorded in an **Administration Register** by the staff member who carried out the administration or assisted the pupil in self-administration.

The medical certificate, presented by the parents, is valid for the current school year and must be renewed at the beginning of and during each school year in the event of any change in the pupil's state of health or for any change in the administration requirements.

With regard to the administration of drugs during school hours following treatment of a predetermined duration (**occasional therapies**), the Principal, at the request of the family, authorises parents access to school premises, for the time strictly necessary, to administer the drug

## Chapter V - RULES OF Educational visits and school trips

### Art.65 - Educational visits and school trips

Educational visits and school trips are an integral part of the school's teaching activities and are part of the general aims of the Three-Year Educational Offer Plan (TEP).

School trips are defined as activities that engage students and teachers away from school facilities for an entire day or for several consecutive days.

Educational visits are defined as those activities that take place outside the Institute within the time frame of the teaching timetable or part of it.

### Art. 66 - General Criteria for Educational visits and school trips

- the number of participants must represent at least 75% of the pupils in the class concerned by the activity;
- the number of days for educational visits and trips is normally: one for Pre-school sections and classes 1 and 2 of primary school; two or three for classes 3 of primary school; three for classes 4 and 5 of primary school and for middle school;
- the time devoted to the educational activity during the visit must exceed the duration of the journey to the destination;
- The educational outing or educational trip must be linked to the teaching programme and adequately prepared in the course of the lessons preceding them;
- Particular attention must be paid to the choice of destination in function of the possibility of full enjoyment by disabled pupils;
- The participation of pupils must be authorised in writing by their parents/guardians.
- Pupils who do not take part may attend school regularly, in parallel or neighbouring classes.
- All participants are covered by an accident and liability insurance policy.
- Teachers are obliged to inform the Principal in writing of any incidents occurring during outings or trips, also with reference to the services provided by the agency or transport company.
- Pupils who have paid the registration fee, in the event of their inability to participate in educational outings and trips, for health reasons only, may request, within 5 days of the start date of the trip and on presentation of medical certification, reimbursement of a participation fee. The application will be assessed and settled by the insurance company.

### Art. 67 - Planning of Educational visits and school trips

Class councils prepare proposals for Educational visits and school trips.

Subsequently, the Board of Teachers approves the Annual Plan of educational outings and trips with regard to the educational aspects. The Senior Leadership Team, having assessed the organisational and financial aspects, definitively approves the Plan.

The timetable within which Educational visits and school trips are to be presented and approved is presented at the beginning of the school year.

The Sector Education Coordinator in agreement with the Head (Head), may authorise educational outings not foreseeable at the beginning of the year, by way of derogation from the established deadlines, if they fall within the planned educational objectives.

Each educational outing or educational trip requires the presence of a Visit Leader who must complete the Evolve platform at least one week before the activity to ensure that educational visits are well organised, safe and provide enriching experiences for students, minimising risks and facilitating effective communication with families.

Once entered on the platform, the outing/trip must be approved by the Educational Visit Coordinator and the Head of School.

For more information, please refer to the school document 'Procedures for Educational visits and school trips'.

## Chapter VI - REGULATION FOR THE INCLUSION OF PUPILS WITH DISABILITIES

### Art. 68 - Establishment of the Working Group for Inclusion (GLI)

In accordance with Legislative Decree No. 62 of 3 May 2024 and Legislative Decree No. 96 of 7 August 2019, an Inclusion Working Group (GLI) is established within the Florence Bilingual School.

The Working Group for Inclusion (GLI) of the Florence Bilingual School consists of:

- The Heads and Coordinators of each school order or their delegates;
- The Coordinator for Inclusion and Well-being at School;
- One contact person per school, who has a specific interest in the area of disability and disadvantage.

### Art. 69 - Convening and Meetings of the GLI

Meetings are convened by the Inclusion and Well-being Coordinator or a GLI contact person.

The composition of the GLI is updated with an official communication by the Inclusion and Welfare Coordinator whenever the need arises due to lapse or addition of members.

Resolutions are passed by a majority of the members.

Minutes of each meeting must be drawn up.

External experts or persons from outside the school who deal with pupils with BES may also be invited to attend meetings.

### Art. 70 - Competences of the GLI

The GLI presides over the general planning of school inclusion in the school and has the task of collaborating in the educational and integration initiatives envisaged by the individualised educational plan of each pupil through the implementation of early interventions aimed at preventing maladjustment and marginalisation and aimed at the full realisation of the right to study of pupils with BES.

In particular, the GLI deals with:

1. detect BES pupils in the school
2. coordinating screening for learning disorders by defining test schedules, discussing the results and communication methods with teachers and, subsequently, with the families concerned.
3. analysing the school's overall situation (number of pupils with BES, type of BES, classes involved);
4. Drawing up the Annual Plan for Inclusiveness (PAI);
5. Managing and coordinating the school's activities in relation to pupils with disabilities in order to optimise the relevant procedures and school organisation;
6. Identify criteria for the allocation of support teachers to classes and for the use of co-participation between teachers, for the provision of educational assistance and for the organisation of assistant teachers;
7. follow the activities of the Class, Interclass and Intersection Councils of the Support Teachers, verifying that the correct procedures are implemented and that the maximum benefit for the educational development of the pupils is always pursued in compliance with the regulations. In particular, for the Institute's International typology, foreign language teaching paths will be followed so that L2 and L3 teachers can collaborate in a coordinated manner with inclusion activities;
8. propose to teachers the purchase of equipment, teaching aids and materials, tools and technological aids for pupils with BES;
9. define the arrangements for the reception of pupils with BES and identify the criteria for assigning pupils with disabilities to classes in cooperation with the class formation committee;
10. analysing critical cases and formulating, on the basis of the Team or Class Council's report, proposals for intervention to solve problems that have arisen in integration activities;
11. formulating proposals for teacher training and refresher courses, also with a view to integrated courses for school, ASL and local authority staff.

12. Within the scope of inclusion, it is also important to consider pupils with a linguistic disadvantage related to L1 other than Italian, for whom a Transitional Personalised Plan (PPT) and specific Language Facilitation courses will be prepared.

### **Art. 71 - Learning Screening Procedure**

Screening will be carried out in the Primary School:

1. in May for the first class;
2. in February for the second class;
3. in October for the third class;
4. In addition, screening tests are carried out for new entrants to the school on the recommendation of the Teaching Team or Class Council.

The tests chosen for screening are:

1. the MT group tests for reading and reading comprehension;
2. the AC-MT tests for mathematics;
3. the BVSCO dictates for writing.

### **Art. 72 - Responsibilities of the Inclusion and Well-being Coordinator**

The Inclusion and Well-being Coordinator:

1. chairs the GLI;
2. coordinates inclusion activities across all school levels;
3. coordinates the contact persons for Inclusion;
4. interfaces with the Senior Leadership Team;
5. detects the training needs of pupils and organises L2 courses;
6. maintains contact with the ASL and other bodies outside the Institute;
7. collaborates with the President's Council in drawing up the general summary of the definition of the staffing of support teachers, on the basis of the training needs of pupils with disabilities deduced from their IEPs, and the final reports on the integration activities implemented by the respective Class/Team Councils;
8. supports the teaching team for needs related to the implementation of customised and individualised plans for BES pupils and participates in planning when necessary.

### **Art. 73 - Responsibilities of specialised teachers for support activities**

Specialised teachers for support activities must:

1. follow the teaching activities of the pupils entrusted to them, according to the indications of the Class Council, the Team and the GLI;
2. draw up the final version of the IEP in cooperation with the Class/Team Council;
3. collaborating with and informing the other members of the Class Council/Team on issues relating to the pupil with BES and the procedures laid down in the legislation;
4. mediate, in collaboration with the Class Coordinator, relations between the Class Council and the family of the pupil with disabilities;
5. report on the teaching activities carried out for pupils with BES and on any problems that arise with regard to school integration;
6. prepare integrated planning between curricular planning and the specific objectives for pupils with BES, taking care to define how this is to be achieved.

### **Art. 74 - Responsibilities of Class Councils of pupils with BES**

Class Councils in which pupils with BES are present must:

1. To be informed about issues relating to the pupil with BES to the extent necessary for the performance of the teaching activity;
2. be informed of the procedures laid down in the legislation;
3. discuss and approve the most appropriate educational path for the pupil;

4. define and complete the required documentation (PDP, IEP, PPT) by the set dates;
5. carry out the IEP review at the scheduled time and in the prescribed manner, in order to envisage possible modifications and improvements adapted to the difficulties encountered and to enhance successful practices
6. prepare integrated planning between curricular planning and the specific objectives for pupils with BES, taking care to define how this is to be achieved.

#### **Art. 75 - Responsibilities of individual curricular teachers in whose classes a pupil with BES is present**

Individual teachers, in addition to what is described in Article 7, must:

1. Contributing, in collaboration with the specialised support teacher, to the elaboration of the IEP;
2. Follow the indications of the IEP with regard to objectives, methodologies and methods of assessment and evaluation;
3. Report to the class coordinator, the specialised support teacher and the GLI contact person, any problems concerning educational activities involving pupils with BES;
4. the coordinating teacher will participate in follow-up meetings with the health workers.

#### **Art. 76 - Procedure for enrolling non-Italian-speaking pupils or with a level of English not in line with the entry class (starting with class two of primary school)**

Non-Italian-speaking children can enrol at the school following this procedure:

1. interview of the family with the Head (Head) or the Coordinator of the corresponding School Order;
2. test to identify the language level in Italian and/or English;
3. if the level is lower than or equal to the level required for the corresponding class, the pupil must attend a compulsory language facilitation course in order to acquire the communicative skills necessary for school learning;
4. the pupil's admission to the school is conditional on the family's acceptance of the course;

#### **Art. 77 - Definition of observation, detection and communication procedures with families concerning BES pupils**

The Inclusion and Well-being Coordinator or the GLI Referents may carry out classroom/section observations in agreement with the teachers, should the latter indicate the need.

If a pupil with BES is identified, the following will be carried out:

1. convene the family in the presence of the teachers and the Inclusion and Welfare Coordinator or his delegate;
2. if teachers and the Inclusion and Well-being Coordinator or GLI referrers deem it appropriate, they may invite the family for specialist assessments (e.g. in the case of a clear positive result in learning screenings, in the case of marked difficulties in personal or educational development in primary school, etc.);
3. After this meeting, the Inclusion and Well-being Coordinator or the GLI Referents undertake to keep in touch with the family and follow them through the process;
4. Class/Team Councils prepare the IEP or LDP, which is shared twice a year with the family and specialists. If critical issues emerge, an interim IEP or LDP can be convened at any time during the year;
5. External specialists who follow the children may enter the school after accepting and signing the protocol of access to the school.

At each grade change, the Inclusion and Well-being Coordinator and GLI Referents may, together with the teachers, participate in class formation.