



## ***INTERNATIONAL SCHOOL PALERMO***

*Scuola straniera in Italia*  
*indirettamente promossa dalla Saint Peter's Preparatory School di Jersey City, New Jersey, USA*  
*Via Piersanti Mattarella 38 – 42, 90141 Palermo*  
*Telefono: 091 721 6111*  
*mail segreteriaisp@gonzagapalermo.it*

*Istituto Gonzaga*  
*Via Piersanti Mattarella 38 – 42, 90141 Palermo*  
*Telefono: 091 721 6111*  
*mail comunicazione@gonzagapalermo.it*

# Handbook 2016/2017

**Nota preliminare: questo documento nella stesura attuale è scritto in italiano e in inglese. Non è stata ancora completata la traduzione di tutti i testi in inglese né di tutti i testi in italiano.**

**Solo le parti sottolineate in inglese contengono traduzioni dei testi italiani.**

**L'intero testo sarà rivisto nel corso del 2017/18 e pertanto non è definitivo. Le parti in corsivo sono quelle che saranno riviste con maggiore attenzione.**

## Contents

1. The school and its philosophy.....	1
MISSION.....	1
GOALS.....	2
2. Admissions policy and academic transitions .....	3
Advancement through the Grades.....	3
Scadenze delle preiscrizioni e delle iscrizioni .....	4
3. Amenities and equipment.....	5
4. Staff roles .....	6
5. Educational program .....	7
OVERVIEW OF THE PYP (Early years – Elementary).....	7
OVERVIEW OF THE MIDDLE SCHOOL PROGRAMME.....	9
6. Special Educational Needs (SEN).....	10
7. Class teachers’ council and collaborative planning .....	11
8. Students’ council.....	11
9. Assessment.....	12
REPORT CARDS/PROGRESS REPORTS.....	12
REPORTING POLICIES (to be reviewed).....	12
Grade Promotion Policy for Grades G7- G8 .....	14
Conduct.....	15
10. ISP Project and Final Diploma.....	15
11. <i>School – Family agreement for education</i> .....	16
12. Parent representatives.....	17
13. Communication.....	18
14. Special events and activities.....	18
15. Academic Honesty board .....	20
16. Whole school rules and regulations .....	21
18. The school day .....	25
19. Pre / post school services (da completare).....	25
20. <i>Use of school car park (da completare)</i> .....	25
21. Visitors, safety and security park.....	25
22. Medical facilities (da completare).....	26
23. Summer programme (da completare).....	26
24. Contact details (da completare).....	26
Nota sul bilancio .....	26

## 1. The school and its philosophy

### MISSION

**“Educating children to become principled, caring and responsible individuals”**

### ISP/GONZAGA PHILOSOPHY AND MISSION

**The school’s Mission statement corresponds to the Mission of “Istituto Gonzaga”, which is “to be men and women for others” emphasising a spirit of co-operation, friendship and community among all people. Its philosophy is “Educating children to become principled, caring and responsible individuals”**

ISP does not discriminate on the basis of race, religion, creed, political views, gender, sexual orientation, or national origin. ISP sees diversity as part of its own nature as an International School.

### International Education and International School Palermo

After a profound study into the philosophy and aims of the IB (International Baccalaureate Organisation) we found many similarities with Ignatian pedagogy. **ISP became a fully authorized PYP/IB World**

## School, in April 2013.

ISP focuses on the development of all aspects of the child's personality (spiritual, physical, emotional, social, cognitive and linguistic), instilling in each a love of learning. Its aim, in line with **IB philosophy, is to move students toward becoming principled, caring and open-minded individuals and life-long learners, who will help to create a better and more peaceful world.** International School Palermo is a school that fosters human values and encourages families' full collaboration in the learning process. It is a school that adapts to the changing times and to new educational needs.

The following scheme illustrate the similarities between the two philosophies (Ignatian and IB)

<b>Characteristics of Jesuit Schools</b>	<b>Criteria of International Education</b>
<ul style="list-style-type: none"><li>• Pursues excellence in its work of formation and education.</li><li>• Relies on a spirit of co-operation, friendship and community among all people. It prepares students for active participation in the community for the service of others.</li><li>• Encourages a realistic knowledge, love and acceptance of self. It enables students to assess the world's values.</li><li>• It emphasizes the uniqueness of each person and encourages a life-long openness to keep growing.</li><li>• All learning and discovery transcend the immediate and evoke wonder and questioning.</li><li>• Jesuit education reviews itself and adapts means and methods to more effectively achieve its purposes. It seeks to promote schools with common aspirations.</li></ul>	<ul style="list-style-type: none"><li>• A leader in the field of International Education</li><li>• Develops citizens of the world in relation to culture, language and learning to live together.</li><li>• Fosters students' recognition and development of universal human values.</li><li>• Builds and reinforces students' sense of identity and cultural awareness.</li><li>• Stimulates curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.</li><li>• Encourages diversity and flexibility in teaching methods. Provides appropriate forms of assessment and international benchmarking.</li></ul>

## GOALS

- To inspire and motivate students to become life-long learners and to achieve their individual potential in all areas: intellectual, ethical, emotional, creative and physical.
- To co-exist respectfully in a multi-cultural environment that supports all students to acquire the knowledge, skills and values to be self-sufficient individuals in our global society.
- To maintain a highly-qualified staff of committed teachers who are encouraged to be innovative and responsive to our student body with all their various needs and requirements.
- To promote an ordered and structured code of conduct in which self-discipline is encouraged and integrity is paramount.
- To foster compassion and develop an active social conscience within the student body through an awareness of and participation in social and environmental programs.
- To prepare students for entry to institutions of tertiary level education both locally and around the world.
- To facilitate the ongoing and integrated use of information technology.

## CERTIFICAZIONI LINGUISTICHE - LINGUISTIC CERTIFICATIONS

*Durante gli anni di scuola non è prevista una valutazione esterna di lingua inglese a cura della scuola stessa e quindi gli esami di certificazione linguistica sono rimessi alle decisioni delle Famiglie.*

During the education process at ISP an external evaluation of the English language level is not offered by the school, it is merely a family's decision whether or not their children take Language certification external exams.

*In ogni caso gli studenti ISP ottengono in media una preparazione equivalente al livello B1 (PET) a 11 anni e una preparazione equivalente al livello B2 (FCE) a 14 anni.*

## 2. Admissions policy and academic transitions

International School Palermo has the following classes:

**Nursery, Early Years (Kindergarten and Transition):** languages of instruction English (75%) and Italian (25%) for children aged 2 to 5 years

**Elementary School:** languages of instruction English (75%) and Italian (25%) for ages 5 to 11 (Grades 1 to 6)

**Middle School:** languages of instruction English and Italian for ages 11 to 14 (Grades 7 to 9)

**High School:** language of instruction English for ages 14 to 18 (Grades 10 to 13)

**Please note that in 2016/17 ISP has all the grades between Nursery and G 8: the school is increasing, next school year ISP will have completed the Low Level of Middle School (G7 – G9, age 11 – 14). The project will continue as indicated in point “ISP Project and Final Diploma”.**

The admission of students in ISP is conditional upon our satisfactory appraisal that the school can offer a valuable educational experience for each child. Criteria that will be taken into account for admission are:

- families who respect the philosophy of the school
- previous school experience and performance
- the ability to work in the English language or to benefit from our instruction
- suitability for English as an Additional Language
- the likelihood of being able to profit from courses offered at ISP, and in the case of the High School, that the student has a realistic expectation of passing IB Diploma examination.

Placement in a particular grade is dependent on:

- the age of the student
- reports from the previous school
- consultation with parents
- an interview with the pupil and tests (testing is needed for access to all grades in secondary)
- A recommendation from the student's former school.

Our primary criterion for placement is the age of the child, although there is some flexibility for individual needs, and hence an overlap of ages may occur in any class, especially with admission in the later grades of Elementary School. Please note that children at ISP are placed into a class depending on their age on 31st December, since the school admission year runs from January to December.

Individual cases can be discussed if a student has successfully completed a grade above or below his/her year group at another international school, although our experience suggests that children ultimately perform better when left in their own age group. This becomes increasingly evident in later years at school.

**Please note that Grade 1 begins at age 5 (not 6 as in Italian schools!), and the grades of Elementary are 6 (not 5 as in Italian schools!)**

### Advancement through the Grades

#### **Elementary School (up to the end of Grade 6)**

Children's progress through the school follows a carefully registered sequential pattern.

In some school systems, a student who does not reach a satisfactory standard during the course of a year must repeat the same grade the following year. This procedure is not automatic at our school, since our courses are designed for groups of mixed ability and attainment levels, which enable students to make up for lost ground with suitable work and support. As a consequence of this, the fact that a student moves up to the next grade in September is not always an indicator of satisfactory achievement. Close contact with teachers and careful study of reports will give an accurate picture.

There are, however, occasions when a student may repeat the year if we are convinced that this would actually be beneficial to the child concerned. Such a decision would be taken after full consultation with

the parents and all the teachers involved.

We discourage promotion that will involve 'advancing' a grade. This is only possible when a student has ability in all subject areas and is clearly outpacing all other students in class at such a rate that is beneficial to move into a higher group. This follows satisfactory assessment to indicate that the student is capable of coping on a social and emotional level in the new grades, as well as keeping up with the academic work.

### **Middle School low level (up to the end of Grade 9)**

Our Middle School starts with Grade 7 and the transition of pupils already attending the Elementary section of International School Palermo is usually guaranteed, although serious consideration is given to students with special requirements, in order to assess whether the Middle School can cater for his/her needs or whether parents might be advised to consider alternative schooling. In very special circumstances, families will be informed that their child can be accepted into Middle School only on condition that external support for the student is guaranteed. This may be in the form of additional tutoring at home or even as continuous support in normal lessons during the school day by a qualified special needs teacher. In such cases the family will be responsible for both appointing and financing this extra support.

Students will be expected to show the relevant competences in English, Italian and Mathematics, in the form of oral and written assessment, and Grade 6 teachers will be consulted about all individual cases in good time during their final year of Elementary School.

External students applying to enter our Middle School will be required to take an entrance test in English, Italian and Mathematics and reports from the previous school will be an important part of our assessment. Students accepted from Italian schools will usually be those with a good reason for wanting to continue their education in English (e.g. future plans to move to an Anglophone country, or those recently returned from a period abroad). However, students who show strong motivation to participate in an international education may be considered for entry on the understanding, where relevant, that they are willing to undertake at their own expense a private supplementary program of English (not included in the school curriculum) to prepare for the school and for as long as the school considers it to be necessary in order to make up for any linguistic deficiencies. The school also offers the possibility of EAL courses for any student who is academically able but whose level of English is not yet at the required level. These lessons will take place within the normal school day.

Grade 9 is an intense year didactically because ISP prepares students for the Italian *licenza media* examination<sup>1</sup>. More hours of Italian will be guaranteed to ensure the best preparation possible. At the same time, all the teachers will be preparing the students for the greater responsibilities and demanding courses of the High School. Grade 9 students wishing to progress into our High School will be required to meet the relevant assessment expectations. These are: a minimum of 5 passes in the main subject areas. In addition, students will have fulfilled all behavioural and attendance requirements. Any student who obtains the Italian "terza media" *diploma* but does not get a pass in ISP will be denied to enter in High School.

### **Class numbers**

ISP will normally admit up to 20 students per class, however, ISP reserves the right to exceed the above mentioned limit admitting up to 22 students per class in exceptional circumstances.

A waiting list will be used if necessary until numbers are sufficient to make two sections. At least 30 students would be needed before the creation of two sections could be considered. In the case of two sections being created, the Principals will be responsible for all decisions regarding the organisation of the two parallel classes; this includes the drawing-up of class lists and any eventual changes. The Principal's decision is based on professional judgement and will be final.

### **Scadenze delle preiscrizioni e delle iscrizioni**

Le domande per le nuove ammissioni per l'a.s. 2017/18 verranno accettate tre volte, con le seguenti

---

1 L'esame di ammissione alla prima classe di scuola italiana secondaria di primo grado e l'esame finale del primo ciclo di istruzione "terza media" sono caldamente raccomandati alle famiglie in quanto al momento la legge italiana prevede per l'Italia il riconoscimento del solo diploma finale IB. Questi esami consentono pertanto un più semplice passaggio a scuole italiane nei casi in cui ciò si renda necessario per sopravvenuti motivi. La preparazione a questi esami, anche qualora la famiglia scelga di non farli sostenere ai propri figli, serve comunque alla lingua e cultura italiana, in particolare per i cittadini italiani.

scadenze: 31 marzo 2017; 15 maggio 2017; 2 settembre 2017. Le richieste di iscrizione pervenute oltre il 2 Settembre saranno considerate sulla base del numero di posti eventualmente ancora disponibili e comunque dopo aver valutato il precedente percorso formativo del candidato/a. Eventuali selezioni si terranno nei giorni successivi a queste date.

Non sono ammessi ripetenti da altre scuole. Per ripetente si intende chiunque abbia ripetuto anche uno solo degli anni scolastici precedenti a quello in cui intende intenderebbe iscriversi.

Application deadlines for admissions and admission exams calendar for all classes Applications for the admission exams for the year 2017/18 will be accepted three times, according to the following deadlines: March 31st, May 15th, September 2nd. Late applications (after September 2nd) will be taken into consideration depending on the number of places that are still available and in any case after evaluating the candidate's previous formative track. Selection exams will be scheduled a few days after the aforementioned dates.

Applications of students of other schools that failed one or more year are not accepted.

### 3. Amenities and equipment

A range of technological tools and equipment ensure ample teaching support is available for all sections. WIFI is available throughout the school, electronic whiteboards and projectors are operative in all classrooms and teachers are trained to use them.

Information and Communication Technology (ICT) is embedded throughout the PYP programme. Students use MacBooks for research and activities.

#### **Libraries**

*There are two school libraries. One is situated on the preschool floor and mainly used by preschool students and staff. The other library is for primary school and middle school students. They have access to a study space and a relaxing area. The library has several books in different languages and there is Internet access.*

*Moreover, there is the school library "Diana Gagliani" (of Istituto Gonzaga): students have access to study space and several computers with Internet access and the librarian is available to assist students and staff if required or appropriate.*

#### **Science labs**

*The Middle School has a science laboratory located in the Gonzaga building, where hands-on practical and experimental work can take place.*

#### **Music, Drama, Art**

*The Auditorium (level 0) is available for use, where students can further develop their acting and dance skills.*

*There is an Art Room available for the Middle School.*

#### **Auditorium**

*The school's large 200-seat auditorium can be used for student performances and cultural initiatives. Access to the auditorium must be authorized and bookings must be made in advance*

#### **Sports**

*Physical Education (PE) takes place in the school's gym and in the external football pitch, volleyball court and basketball court.*

#### **Recreation**

*There are ample internal and external spaces where students can spend their recreation time. Full supervision by staff is always guaranteed.*

#### **Lunches**

*The Gonzaga campus is equipped with two separate lunchrooms; one for the preschool section and the other for the primary and secondary section.*

*A weekly menu is published in the school weekly newsletter. Different menus are*

*offered, catering for different age groups, dietary needs as well as religious requirements. Food or drink is only allowed in the lunchrooms, bar and terraces (third floor). Please note that younger students may only use the bar under adult supervision.*

## 4. Staff roles

Il Direttore della Scuola, che comunque risponde al Direttore Generale dell'Istituto Gonzaga, per l'operatività quotidiana e in caso di assenza o impedimento può avvalersi di una persona di fiducia (assistant director) da lui nominata.

Molte decisioni organizzative vengono prese collegialmente dal Direttore e dai Coordinatori Didattici, fermo restando che a questi ultimi competono le questioni maggiormente legate alla didattica, mentre al primo le questioni più generali e d'indirizzo in accordo con la Direzione e l'Amministrazione dell'Istituto Gonzaga.

I Coordinatori Didattici hanno compiti simili ai "Coordinatori Didattici" delle scuole paritarie italiane, ossia sovrintendono alla didattica svolgendo compiti di "preside" senza funzioni amministrative e tenendo i contatti con l'I.B. in modo che gli studenti siano preparati secondo le regole di questa Organizzazione.

Sono costituiti organi collegiali, ai sensi del regolamento della scuola, ovvero:

- Consigli di classe (o di interclasse per gli Early Years e per l'Elementary)
- Collegio Docenti
- Consiglio di Istituto

Ogni classe ha un docente coordinatore.

Gli insegnanti all'ISP hanno contratti di lavoro di natura privata, il contratto collettivo applicato è quello della scuola non statale (AGIDAE) con i necessari correttivi aziendali.

Le selezioni degli insegnanti vengono effettuate ogni anno nei mesi di marzo/aprile, cui possono partecipare cittadini italiani e stranieri, purché in possesso dei titoli di studio necessari per insegnare nei rispettivi Paesi. Per essere assunti a tempo indeterminato occorre inoltre possedere una abilitazione all'insegnamento e per gli insegnanti di materie non linguistiche una conoscenza della lingua inglese a livello C1/C2, testata nel colloquio di lavoro. Gli insegnanti di lingue straniere devono essere madrelingua. Tutti i non italiani devono comunque poter comunicare validamente in lingua italiana.

I nostri insegnanti ricevono fin dall'inizio apposite linee guida e devono seguire un piano di formazione professionale personale utilizzando il sistema dell'I.B.O., per essere sempre aggiornati sul programma da svolgere.

ISP teachers are hired by a private selection. ISP teachers have a private sector work contract; the collective labour agreement which is applied is the same as the religious Italian schools (AGIDAE), with the necessary businesslike amendments.

Teachers selections are organized and announced yearly in March/April, they are open to Italian and non-Italian citizens, provided they have qualifications that are valid to teach in their own Countries.

Requirements to apply for a permanent position (open-ended contract) are listed below:

- Candidates must have a teaching qualification <sup>2</sup>
- Foreign languages teaching candidates must be mother tongue
- Candidates who are not English mother tongue and who teach non-linguistic subjects must also have at least a C1/C2 level proficiency in English (tested during the job interview)
- Candidates who are not Italian must be able to communicate in Italian language (level B1 oral) <sup>2</sup>

Our teachers must comply with specific program guidelines and also attend IB professional development courses to keep themselves up to date with the program they teach.

NAME

RESPONSIBILITY

---

<sup>2</sup> During the first year of working at ISP, we will agree with the teachers interested in a permanent position ways to have a qualification (at least an IB training) and ways of gaining a minimum understanding of Italian language.

## ROLE

Director/Head of School	Ignazio Venzano	Vision, management and development of the school
Assistant Director	Lavinia Robba	Daily operations – internal policies – duties assigned by Head of School PYP Curriculum – teachers supervision and coordination, students assessment, relationship with families
PYP Coordinator	Vicky Tarolla	Teachers' coordination, also with G6 2016-17
Middle School (G7, G8)	Lorraine Kenny	Educator
Nursery	Kate Gaskil Maria D'Arpa	Assistant
Kindergarten	Elysia Guadagna Anna Maria Savona	Early Years Teacher Assistant
Transition	Ms Rosanna Pieroni Molly Reithermann	Early Years Teacher Assistant
Grade 1	Ms Aisling O'Sullivan Diana Romito	Elementary Teacher Assistant
Grade 2	Ms Sarah Pilli	Elementary Teacher
Grade 3	Ms Mairead Doyle	Elementary Teacher
Grade 4	Ms Clare Graves	Elementary Teacher
Grade 5	Mr Mike Griffiths	Elementary Teacher
Grade 6	Mr Grant Lloyd	Elementary Teacher
English as an Additional Language (EAL)	Ms Cynthia Ungaro	Elementary and Middle Teacher
English, Humanities and Creative Arts	Ms Rosie Mburu	Middle Teacher
English, Humanities and Creative Arts	Ms Lorraine Kenny	Middle Teacher
Italian (pre school)	Ms Giulia Raimondo	Early Years Teacher
Italian ( Grades 1 to 5)	MS Dora Piazza	
Italian (G6, G7)	MS Lilli Manta	
Italian G8	Ms Giulia Rondello	
Arte	Mr Guglielmo Acciaro	
Matematica	Ms Chiara Di Bono	
Mathematics	Mr Philip Doyle	
Musica	Mr Antonio Zarcone	
Phisical Education	Mr Phillip Doyle	
Science	Ms Lavinia Robba	
Spanish	Ms Adiagna Rodriguez	

## 5. Educational program

### Nursery

(for children who have reached the age of two years by the 31st December)

In this class much learning takes place through play and programs are developmentally appropriate to the age of the children.

### OVERVIEW OF THE PYP (Early years – Elementary)

Final authorization for the IB PYP (Primary Years Program) was received in April 2013. We are firmly part of the family of IB World Schools. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that International School Palermo believes is important for our students.

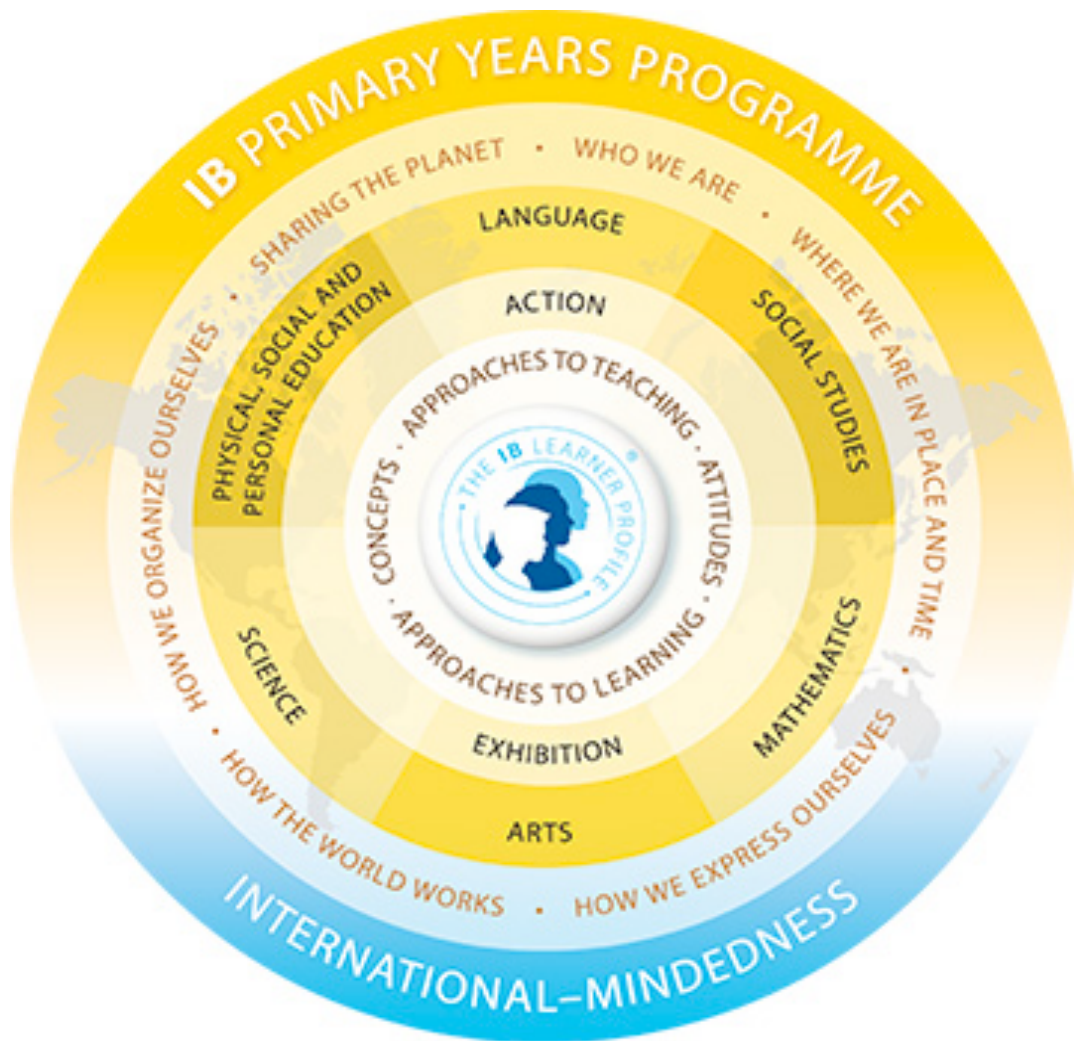
### Early Years and Elementary Program

The IB PYP - **International Baccalaureate Primary Years Program** - is for **children from 3 years of**



**age to 11 years of age**, therefore our Nursery class will not be part of the PYP.

The International Baccalaureate Primary Years Program (PYP) is a transdisciplinary program of international education designed to foster the development of the whole child.



The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children. We believe that the IBO Mission Statement, in its aims 'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect' is exactly what we are aiming for with our students, in preparing them for the world of tomorrow.

One of the most significant and distinctive features of the IB Primary Years Program is the **six transdisciplinary** themes. Students inquire into, and learn about, these globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme\* ([www.ibo.org](http://www.ibo.org)). These units transcend the traditional subject boundaries and provide opportunities for the students to develop a deeper understanding of the transdisciplinary themes.

See our website for the Program of Inquiry for the 2016/2017 academic year. (This is an outline of all of the transdisciplinary units of work covered in each year group from Kindergarten to Grade 6).

As part of being an authorized school, we have developed our curricula, teaching practices and policies to enable us to deliver our program. This involves the following points of focus in the Early Years and Elementary School:

*Structured Inquiry* as a vehicle for learning has been introduced. This is a common method of teaching and learning in most subject areas.

Children are encouraged to ask questions about what they are learning, and their questioning skills have been developed by their teachers, who encourage them to ask more open questions.

Children are asked to consider how they could find things out for themselves, with support from their teacher, and which sources of information they could use. They are asked to make predictions and to

share their ideas and opinions.

Children are asked to reflect on what they learn; how it affects things they already 'knew'; what it makes them now want to find out; how successful they have been and how they could be even more successful.

Children are encouraged to exhibit and reflect on the attributes of the Learner Profile<sup>3</sup> and to focus on the development of personal attitudes that contribute to the well-being of the individual and of the group.

In the **Early Years and Elementary School (beginning at age 5)** pupils are instructed, in a transdisciplinary way, in the following subjects:

- Language A (English, Italian)
- Mathematics
- Science
- Social Studies (History, Geography)
- The Arts: Drama, Music, Visual Arts
- PSPE (Personal, Social and Physical Education)

The children have lessons in these subjects in English (75%) and in Italian (25%). ISP has a specialist teacher for EAL who works closely with the class teachers to provide extra support for those children who need it.

As we are aiming to teach knowledge, concepts and skills in context (in units which relate to real life and make trans-disciplinary links, so that what is learnt and developed is of maximum effect) the number of hours of instruction in any one subject in a week may vary for a class.

Professional development is still key in helping the Elementary staff implement the PYP program and its pedagogy. All new teachers will receive on-line IB PYP training and some teachers will have the opportunity to attend IB regional workshops. For more information on the PYP see the website [www.ibo.org](http://www.ibo.org).

## OVERVIEW OF THE MIDDLE SCHOOL PROGRAMME

International School Palermo will begin the authorization procedure to implement the MYP in 2017/18. If approved, over the following two years ISP will be implementing the MYP in Grades 7-11.

“The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.” **(from the IBO website: [www.ibo.org](http://www.ibo.org))**

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Program (PYP) and prepares students to meet the academic challenges of the IB Diploma Program and the IB Career-related Certificate (IBCC).

### The IB Middle Years Program

1. addresses students' intellectual, social, emotional and physical well-being
2. enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
3. ensures breadth and depth of knowledge and understanding through the study of eight subject areas
4. requires the study of at least two languages to support students in understanding their own culture and that of others
5. provides the opportunity for students to undertake an independent project into an area of interest”

### Our Middle School Curriculum

Durante i primi tre anni di Middle School il curriculum è predisposto in modo che i programmi permettano di raggiungere gli obiettivi di apprendimento necessari a sostenere l'esame di terza media

---

<sup>3</sup> The Learner Profile is a set of ten attributes that will help the student become an internationally minded person.

italiano. Nello specifico le materie per le classi di G7 e G8 nel corrente anno scolastico sono:

During the first three years of Middle School the curriculum is organized so that the program let students achieve the learning objectives that are required to take the Italian "Terza Media" exam. Here below follows the list of the subjects for the classes in G7 and G8 in the current year:

Humanities  
Language A (English)  
Language A (Italian)  
Language B (Spanish)  
Mathematics  
Music  
Physical and Health Education  
Sciences  
Visual Arts  
(Design Technology)

*Per ogni anno saranno incluse nella retta della scuola soltanto Inglese, Italiano e Spagnolo. L'attivazione di corsi di lingua diversi da questi sarà quindi a totale carico delle famiglie, purché venga raggiunto un numero minimo di iscritti deciso in accordo con l'Amministrazione dell'Istituto Gonzaga.*

For each school year only English, Italian, French and Spanish are included in the school fee. The fee for different language courses will be then totally paid by the families, provided that the minimum number of requests is reached (the minimum number is stated with the agreement of Istituto Gonzaga).

*Per gli studenti non di madrelingua italiana è previsto l'insegnamento di italiano come lingua B e non come lingua A, per gli studenti di madrelingua né italiana né inglese è possibile avere come lingua A la propria lingua madre, sebbene ciò comporti un costo aggiunto per la famiglia.*

Students who are not Italian mother tongue are offered the Italian B subject instead of Italian A, students who are neither English nor Italian mother tongue can be offered their mother tongue language as Language A, but this is an additional cost for the family.

## 6. Special Educational Needs (SEN)

Un docente della scuola e il servizio di psicologia scolastica dell'Istituto Gonzaga possono occuparsi degli studenti che necessitano di misure particolari.

Gli alunni con Disturbi Specifici di Apprendimento che abbiano presentato regolare certificazione rilasciata da un Ente accreditato al momento della preiscrizione, possono richiedere alla scuola di attivare la stesura di un Piano Didattico Personalizzato.

*Tutte le procedure necessarie al sostegno dei ragazzi con bisogni speciali saranno elencate e spiegate nello specifico documento "SEN Policy" in via di redazione*

Le famiglie dei ragazzi che presentano bisogni educativi particolari, tengano comunque conto che la maggior parte delle prove di valutazione e degli esami interni saranno svolti in forma scritta, e non è prevista la sostituzione nemmeno parziale di queste prove con colloqui orali, se non in casi eccezionali (si rimanda al documento SEN Policy). Inoltre, alcune delle misure compensative e dispensative previste dalla legge Italiana (L. 170/2010) e consigliate da chi effettua le diagnosi di disturbo di apprendimento non sono sempre attuabili in sede di esame finale di Diploma.

A teacher of the school and the Psychology service of Istituto Gonzaga are in charged for the SEN Department, that at ISP takes care of the students with special needs requirements.

Students that require special educational needs – in Italian DSA (Disturbi Specifici dell'Apprendimento) – that submitted a certification released by an accredited Authority when presenting the pre-application, can ask the School for a IEP (Individual Educational Plan, i.e. a customized didactic plan about teaching and learning strategies).

All the procedures that are used to support students with special needs are listed and explained in the document "SEN Policy" which will be published on the school website.

Families of students with special educational needs should consider that the majority of the assessment is made of written tests which cannot be replaced by examinations in oral form, not even partially; very particular cases can be an exception (for these cases please read the SEN Policy document). Besides some of the compensation and dispensation actions that are contemplated by Italian law (L. 170/20 10)

and recommended by the physician who diagnosed the special need status not always can be allowed during the Diploma final exam.

### **INSEGNANTE DI SOSTEGNO**

Si precisa che per la nostra scuola non è possibile offrire la presenza in classe di docenti di sostegno all'attività didattica. Qualora, dall'analisi dei documenti presentati e dopo un colloquio conoscitivo con la famiglia e il Consiglio di Classe, si rivelasse necessaria la presenza di un insegnante di sostegno – anche solo per parte dell'orario – i costi previsti da tale figura dovranno intendersi a totale carico della famiglia.

### **SUPPORT TEACHER**

ISP cannot offer teachers that support the didactic activity in classes. If, after analyzing the documentation and after an interview with the family and the Class Council, the presence of a support teacher – even part time – revealed to be required then fees for this person will be paid totally by the family.

## **7. Class teachers' council and collaborative planning**

At ISP we maintain that it is of the utmost importance that all didactic decisions and approaches are fully agreed upon and supported by the teachers involved and that any decision made about the education and formation of our students is shared. To ensure the success of this objective, ISP has formed a Teachers Council which works as follows:

In the Middle School, every grade/class has its own Teacher's Council in which all teachers involved in the teaching of the class take part. The Teacher's Council meets before the start of the new academic year to discuss the programmed didactic activities for each year group. Every half-term (or at a shorter interval if necessary) the Teacher's Council meets to evaluate the progress and success of the various activities on the part of the students so that the appropriate measures can be taken if necessary. The Coordinator will be present at all Grade meetings alongside all teachers responsible for the subject teaching of the grade.

In the Preschool and PYP Section there will be Teacher Council meetings. The PYP Coordinator will be present at the meetings. Meetings will be held before the start of the new academic year to discuss both didactic and extra-curricular programs. Held every two months (unless there are particular problems in which case sooner), the intention will be to ensure that all aims and objectives are being reached and that the students are learning from their experiences. In the case of doubt, provisions will be taken to ensure a more positive outcome.

We are committed to collaborative planning because it is central to the philosophy of the PYP. Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the program. The basis of teacher planning for learning is the coming together of collaborative grade level teams consisting of the class teachers and relevant support specialist teachers to develop and reflect on the six units of inquiry. This is why the administration has scheduled periods throughout the week in which the homeroom teachers plan collaboratively and meet with the PYP coordinator.

All meetings described above will be attended by specialist teachers if appropriate, for example special needs/ EAL/ IAL (English/Italian as an Additional Language).

## **8. Students' council**

### **Elementary Students' Council**

Each Grade 3 to 6 class elects two representatives for the Elementary School Children's council in September each year. These representatives meet regularly with the teacher assigned by the PYP Coordinator, acting as the link between the students in their class and the school staff. The Council helps to organise school events, as well as trying to resolve issues brought up by the students.

### **Secondary Students' Council**

All secondary students will be invited to apply for a position on the student council. Selection will be by students and will be based on motivation and skills/experience. The student council will participate in regular meetings with the Middle Management as appropriate in order to ensure structured

communication between staff and students. Student council activities will allow students the opportunity to develop organisation, planning and leadership skills while contributing to the development of their school.

## 9. Assessment

### **Student Records**

*A cumulative record containing relevant information about each student enrolled in the School will be on file in the ISP office. The cumulative record will be kept up to date and will only be accessible to professional personnel and office secretaries of the School. The following types of records will be filed: a) general and family information; b) medical information; c) transcripts and records from previous schools; d) progress reports; e) absence and tardy information; f) any and all correspondence concerning the student.*

### **Release of Student Records**

**All records will be made available to the parents/guardian of the student at their request. Transcripts, test scores and other appropriate information will be sent to educational institutions upon request.**

## REPORT CARDS/PROGRESS REPORTS

### REPORTING POLICIES (to be reviewed)

- (a) School reports are intended to be communication with the student's family rather than with the student, for whom there is the possibility of daily feedback in school. As a formal appraisal of learning, the report should be clearly worded to give an honest account of progress - especially in cases of low attainment - using language that can be easily understood without misunderstanding.*
- (b) Reports consist of an account of the student's performance on a series of criteria, some of which reflect approaches to learning and others which are subject-specific.*
- (c) Assessment of learning must be referred to objective standards and criteria and not to the individual student or to the peer group in class: we ultimately work to IB norms and expectations and these have to filter through to the learning expectations for all grades.*
- (d) All classes receive one full report at the end of the year and a shorter progress report in January. Progress meetings are held in November, January, March and June.*
- (e) Please bear in mind that most parents are not acquainted with ISP/IB educational system and this may lead to misunderstandings unless verbal communication is extremely clear. For example, many families assume that the passage from one class to the next (grade 2 to grade 3) indicates satisfactory attainment in the year's work. It is crucial that the teacher's message is clear and unambiguous if this is not the case*
- (f) A short personal comment must be written for every student's progress meeting and a concern sheet must be filed for students who are not meeting their potential academically or socially.*

In generale la scuola prevede criteri adeguati per garantire che tutti gli studenti possano dimostrare il consolidamento delle loro conoscenze attraverso l'Esibizione finale del Primary Years Programme, il Progetto personale del Middle Years Programme e il Saggio esteso del Diploma Programme, in base al piano di studi offerto.

### *PYP Assessment*

La valutazione nella scuola riflette la filosofia di valutazione IBO. Criteri per il Primary Years Program:

1. I criteri di valutazione nella scuola sono in armonia con i criteri del piano di studi IBO.
  - a. La valutazione nella nostra scuola è parte integrante della programmazione, dell'insegnamento e dell'apprendimento.
  - b. La valutazione cura tutti i punti fondamentali del programma.
  - c. La scuola fornisce dati sull'apprendimento dello studente per tutta la durata del programma.
2. La scuola comunica la sua filosofia di valutazione, i suoi metodi e le sue procedure alla comunità scolastica.
3. La scuola utilizza una gamma di strategie e strumenti di valutazione dell'apprendimento scolastico.
4. La scuola fornisce agli studenti un *feedback* per informare e migliorare il loro apprendimento.
5. La scuola prevede criteri di documentazione del progresso dello studente in armonia con la filosofia di valutazione del piano di studi IBO.
6. La scuola prevede criteri di informazione sul progresso dello studente in armonia con la filosofia di

valutazione del piano di studi IBO. L'apprendimento e lo sviluppo dello studente relativi alle caratteristiche del profilo studente IB vengono valutati e comunicati alle famiglie.

7. La scuola analizza i dati relativi alle valutazioni per informare l'insegnamento e l'apprendimento. La scuola assicura che le conoscenze e la comprensione degli studenti siano valutati prima di proseguire nelle successive fasi di apprendimento.

8. La scuola dà allo studente l'opportunità di partecipare e riflettere sulla valutazione del suo lavoro.

### *Middle School Assessment*

*Middle School Standardisation: Middle School teachers meet twice a year in departments to discuss, moderate and ensure that marking standards follow exactly the rubric-based criteria of the MYP assessment system. In this way, students receive fair marks.*

*L'assessment nelle materie della Middle School si basa sull'attribuzione, per ciascuna materia, di punteggi relativi ad alcuni criteri di valutazione. Ciascun criterio prevede che venga attribuito un punteggio da 1 a 8.*

*In each subject of the MYP program students' works are assessed awarding marks. According each criterion students can be awarded a mark in a scale from 1 to 8.*

*Le prove si distinguono in prove di valutazione formativa e di valutazione sommativa. Le prime, che hanno lo scopo di fornire all'insegnante e agli alunni gli elementi per poter valutare il grado di comprensione e il livello di apprendimento in corso, possono consistere in brevi test, interrogazioni orali, quiz, domande da posto, progetti personali o di gruppo, ricerche, osservazioni in classe, verifica del lavoro a casa, e altre modalità tipiche delle scuole internazionali. Per questo tipo di prove, l'insegnante può scegliere un metro di valutazione "ad hoc", non necessariamente basato sui criteri dell'IB, che preveda anche solo un punteggio rispetto ad un totale (es. 4 su 5), un voto in percentuale (es. 78%), o un giudizio a parole (es. risposta esauriente ed articolata). Tali risultati vengono annotati sul registro personale dell'insegnante.*

*There are two types of assessment tests, formative and summative.*

*The formative assessment gives the teacher and the students elements to understand what is level of comprehension and learning in progress; they can be short tests, or orals, or quiz or questions made by the teacher to the class, or research projects done either individually or in group, or homework check and other methods of common use at International schools. For this type of tests the teacher may use an assessment strategy which not necessarily is based on the IB criteria: it can be a grade in a scale which is different from the aforementioned one, it can be a percentage (78%, for instance) or a written comment (for example: "exhaustive and complete answer"). The teacher will keep track of these formative results on his/her personal agenda.*

*Per la valutazione sommativa, alla fine di ogni unità didattica vengono svolte per lo più prove scritte o orali, o progetti personali o di gruppo, comprendenti tutti gli argomenti dell'unità e volte a verificare il raggiungimento degli obiettivi specifici di apprendimento. L'insegnante può decidere di utilizzare, per tali prove, uno solo o più criteri di valutazione, all'interno dei quattro specifici per la materia. Nel momento della valutazione di tale prova, il docente attribuisce un punteggio per ogni criterio valutato, sulla base di una precisa griglia di valutazione (Rubric).*

*The summative assessment instead is done at the end of each unit of work. In this case case the exam form is mainly written or oral; also individual or group projects can be used for this assessment type but they include all the parts the unit of work is made of. Summative assessment aim is checking each student's learning objective outcomes. The summative exams can be assessed against one or more assessment criteria. For each subject on the basis of the exam specific characteristics the teacher decides which criteria out of the four available ones will be used to assess the students. The exam grade is then determined according to the assessment Rubric.*

*Nelle prove sommativa non possono essere assegnati voti non interi (non esistono quindi voti come 6½, 7+, 8/9 e simili). Per far sì che i ragazzi possano capire come sarà valutata la prova, prima dello svolgimento della stessa viene comunicato loro dall'insegnante quali criteri verranno considerati, e viene loro presentata una tabella di corrispondenza tra il punteggio e il descrittore del livello di apprendimento raggiunto. Tale tabella, detta "rubric", può essere specifica per la prova prevista, e quindi contenere i descrittori specifici solo dei criteri applicati, oppure può essere una tabella generale*

elaborata dal dipartimento della materia. Le rubriche usate per la valutazione sono chiaramente visibili agli studenti e alle famiglie su \_\_\_\_\_. Per ogni materia si prevede che ciascun criterio venga valutato nel corso dell'anno almeno due volte.

In summative assessment the teacher can award whole grades only (therefore grades like 6½, or 7+, or 8/9 and similar do not make any sense and are not used). To make students be aware of how they will be assessed, the teacher informs them about the criteria and the assessment rubric in use for the exam well before it takes place. The assessment rubric can be specific (created by the teacher for the test purpose and therefore it contains the specific descriptors of the applied criteria), or it can be a more general rubric realised by the teacher subject department. The rubrics which are used to assess summative exams are published on ----- to make them available to students and families. In each subject each criterion must be assessed at least twice a year.

Invece le valutazioni delle pagelle di fine primo periodo scolastico (a Febbraio) e di quelle di fine anno avvengono assegnando ad ogni materia un solo voto espresso in scala da 1 a 7. Sulla base dei risultati ottenuti dallo studente durante il periodo, o durante l'anno, con un peso relativo sulle singole prove deciso dall'insegnante stesso, che tenga anche conto dell'andamento generale dello studente, dei risultati delle prove formative, e della sua particolare situazione, a ciascun criterio viene attribuito un voto finale. Tali punteggi dei criteri valutati vengono sommati. Il voto finale (in settimi) scaturisce dal confronto di questo totale con i "grade boundaries" chiaramente indicati sulle pagelle della scuola, oltre che su \_\_\_\_\_.

The end of first term report cards (in February) and the end of year report cards show instead grades that for each subjects are in a scale from 1 to 7. The grade in each criterion is determined considering the student's results during the term, or the year, on the basis of the weights the teacher gave to each exam, of the global student progress, of the formative assessment and of the student specific situation. The grades of the assessed criteria are then added up. The final resulting grade from 1 to 7 is obtained comparing the total of this addition to the "grade boundaries" that for each subject are clearly written on both the school report cards and on \_\_\_\_\_.

Durante ciascuno dei due periodi scolastici (pentamestre e quadrimestre finale) all'interno delle singole materie verranno valutati tutti i criteri.

Over the two school terms (the former being made of 5 months and the latter of four months) all the criteria will have to be evaluate in each subject.

## Grade Promotion Policy for Grades G7- G8

### PROMOTION RULES

Nel testo seguente per "insufficient" si intende un voto finale pari o inferiore a 3 su 7.

1. L'allievo/a risulta promosso/a a Giugno se non ha voti insufficienti, oppure ha un solo voto insufficiente e questo non è il voto in Inglese; se l'unico voto insufficiente è in Inglese allora l'allievo farà un esame in tale materia a Settembre e sarà ammesso alla frequenza dell'anno scolastico successivo se il voto dell'esame sarà almeno 4, altrimenti ripeterà l'anno.
2. L'allievo/a non è promosso/a a Giugno se ha 2 o 3 voti insufficienti. In tal caso a Settembre farà gli esami relativi alle materie insufficienti e sarà promosso all'anno successivo se tutte le materie saranno state recuperate con voto uguale o maggiore di 4, oppure una materia al più risulterà ancora insufficiente (fa eccezione Inglese in base al punto 1.). Diversamente l'allievo/a ripeterà l'anno.
3. L'allievo/a risulta bocciato/a a Giugno se: ha quattro o più voti insufficienti oppure ha un numero di assenze maggiore o uguale al 10% \* oppure risulta coinvolto, non in qualità di parte lesa, in uno o più episodi di cattiva condotta. In tali casi l'organo collegiale che ha potere decisionale in merito alla bocciatura è il Consiglio di Classe (il quale potrebbe eventualmente anche decidere un'immediata espulsione per i casi particolarmente gravi)

In the following by "insufficient" grade we mean a final mark of 3 out of 7 or less than 3 out of 7.

1. The student is promoted in June if he/she has no insufficient grades or one insufficient grade at most and this insufficient grade is not the English grade; if the insufficient grade is in English, then the student will take an English exam in September and will admitted to the next year if the exam grade is at least 4, otherwise he/she will repeat the year.
2. The student is not promoted in June if he/she has 2 or 3 insufficient grades. In this case he/she re-sits exams in September for the specific subjects which are not sufficient. After the exams in September if the student's results hold the descriptors of previous point 1), then the student is promoted, otherwise he/she fails the year.

3. The student fails the year in June if: He/she has 4 or more insufficient grades or His/her percentage of absences is 10%\* or more or He/she took part in one or more bad conduct episodes (in this case the "Consiglio di Classe" has the power to decide in June or it could even decide for an immediate expulsion of the student)

*\*ASSENZE: Il numero totale delle assenze non dovrebbe superare il 10% del numero totale delle lezioni effettive. Se un allievo/a oltrepassa tale limite, il Consiglio di Classe può decidere di fargli/le ripetere l'anno. Si prevedono eccezioni a tale regola solo in casi di particolare gravità, per i quali la famiglia avrà provveduto a far pervenire alla scuola documentazione dettagliata.*

*\*ABSENCES: The total number of absences should not exceed 10% of the total number of effective lessons. If a student passes this limit, the class council may decide that the student has to repeat the year. Special individual exceptions can be made for serious, documented situations.*

#### **ASSENZE NELLE VERIFICHE SOMMATIVE**

*Gli allievi che non svolgeranno le prove di verifica in quanto assenti avranno la possibilità, con adeguato preavviso, di recuperare le medesime al mercoledì pomeriggio alle ore 15.30 circa.*

*Si fa presente che in tale circostanza la difficoltà della verifica di recupero potrà, a discrezione dell'insegnante, essere superiore a quella della verifica mancata. Durante le sessioni di recupero la sorveglianza degli allievi sarà affidata a insegnanti della scuola.*

#### **ABSENCES ON SUMMATIVE TESTS**

*The students who are absent on summative test days will be given the opportunity of retake them on Wednesday afternoon at about 15.30. They will be informed in reasonable advance by the teacher.*

*In such circumstance – at the teacher's discretion – the test level of difficulty might be greater than the one of the missed test. During the retake sessions students will be invigilated by one of the school teachers*

#### **Conduct**

*L'ISP decide di non attribuire alcun voto di condotta in pagella, nella quale invece verrà espresso solo un giudizio sul comportamento tenuto dall'allievo/a (vedere il Code of Conduct). I casi considerati più gravi verranno discussi da una Commissione Disciplinare della quale faranno parte il Direttore, i Coordinatori Didattici e un genitore di volta in volta designato. A tale Commissione è affidato il compito di decidere il provvedimento disciplinare da applicare all'allievo.*

*ISP decides not to award students a Conduct Grade. In order to classify the behaviour of students only comments will be used in the report cards (see ISP Code of Conduct). The most serious cases will be discussed by the "Academic Honesty Board" whose members are the School Director, the Middle School and the PYP Coordinators and a parent. The parent will be selected in a group of candidates and will change from time to time.*

#### **Honor roll**

*Students who demonstrate exemplary achievement are recognized by having their names included in the ISP News.*

## **10. ISP Project and Final Diploma**

Il progetto ISP prevede dopo la classe di G9 (corrispondente alla terza media italiana) un liceo quadriennale, così composto:

- due anni (G10 e G11) per il completamento del MYP;
- due anni terminali (G12 e G13) di Diploma Programme (IB).

Al termine del MYP (16 anni di età) è possibile a domanda affrontare un esame esterno che prevede, se superato in tutte le materie, il rilascio di un diploma valido per continuare gli studi nei paesi di tradizione scolastica anglosassone, non riconosciuto però in Italia.

Al termine del DP (18 anni di età) si affronta un esame finale per il conseguimento del Baccalaureato (o



Baccellierato) Internazionale, pienamente riconosciuto in Italia come diploma di scuola secondaria di secondo grado sia per l'accesso all'Università che per qualsiasi altro uso previsto dalla legge per i diplomi italiani (legge 738/1986).

The IB Diploma program is the last stage in the IB continuum and as such is widely recognized by universities worldwide. For more information please refer to <http://ibo.org/diploma/>. The program is a rigorous course of studies that meets the needs of highly-motivated secondary school students between the ages of 16 and 18, and it is widely recognized by universities throughout the world. In the IBDP curriculum, students take **six subjects, three at the Higher Level (HL) and three at the Standard Level (SL)**. The courses span a range of subject areas, so that the IB can achieve its goal of providing "a package of education that balances subject breadth and depth".

At the core of the curriculum model are three aspects that distinguish the IB from other curricula.

- **The Extended Essay** is an independent research task. During the first IBDP year, Grade 12, the students establish a research question in an area of their choice and with the support of a teacher-supervisor, carry out research and write a 4,000 word essay.

- **The Theory of Knowledge** course is designed to encourage students to "reflect on the nature of knowledge by critically examining different ways of knowing and different kinds of knowledge." At the Diploma level the students must meet a standard of fluency that enables them to 'think' in English. A candidate must therefore be successful in 'decoding' what they hear and read at a level of complexity appropriate to the Diploma Program courses.

- **The CAS program** is at the heart of every International School. It is divided into Creativity, Action and Service. Working individually or in groups, our students have to do a minimum of 150 hours of CAS in their 2 years of IB.

## 11. School – Family agreement for education

*Vogliamo che il clima nella scuola sia di collaborazione e di serenità.*

*Pertanto occorre una fiducia complessiva che leghi la nostra opera educativa e formativa alle scelte della famiglia, in altre parole occorre **un patto di corresponsabilità**.*

*Dal momento che l'ISP è la parte internazionale dell'Istituto Gonzaga il patto di corresponsabilità è quello del Gonzaga, riportato in allegato all'ISP Handbook; **le esigenze ulteriori connesse con la vocazione specifica dell'ISP e l'accreditamento con l'IB, sono:***

### **Da parte della scuola:**

- *Fornire una formazione culturale interculturale e internazionale, pluralistica e tollerante, nel rispetto dell'identità di ciascuno studente.*
- *Garantire il mantenimento dell'accreditamento IB.*
- *Garantire docenti qualificati per la didattica IB.*
- *Massima trasparenza nella valutazione, secondo le regole IB.*

### **Da parte dello studente:**

- *Rispettare i tempi programmati e concordati con i docenti per il raggiungimento degli obiettivi richiesti, impegnandosi in modo responsabile nell'esecuzione dei compiti assegnati;*
- *Accettare, rispettare e aiutare gli altri e i diversi da sé, impegnandosi a comprendere le ragioni dei loro comportamenti.*

*The Student commits to:*

*x Respect times and deadlines planned with teachers to achieve requested objectives, undertaking with responsibility the duty of doing assignments;*

*x Accept, respect and help others and the ones he/she is not in harmony with, trying to understand the reason of their behavior.*

### **Da parte delle famiglie:**

- *Conoscere il “Learner Profile” dell’IB e collaborare con la scuola per il raggiungimento degli obiettivi educativi ivi contenuti, in particolare ricordando i valori dell’“Academic Honesty”, della sincerità e della puntualità.*

## 12. Parent representatives

### **Ruolo dei rappresentanti dei Genitori**

Ricordando che l’ISP è la scuola internazionale dell’Istituto Gonzaga. La comunità educante di questo Istituto comprende scuole italiane paritarie e l’ISP: alcune fondamentali regole riguardanti le rappresentanze dei Genitori e il ruolo degli Organi Collegiali sono pertanto condivise, e vengono qui di seguito riportate:

*a) I Rappresentanti dei Genitori (informati sulle finalità educative, sugli obiettivi educativi e didattici, sulle attività culturali, religiose e di servizio proposte dall’Istituto) concorrono alla loro realizzazione partecipando ad alcune attività dei Consigli di Classe ed informando e coinvolgendo anche gli altri genitori;*

*b) I rappresentanti dei Genitori portano a conoscenza del Consiglio di Classe e del Responsabile della Scuola problemi e proposte relativi alla classe nel suo complesso; portano a conoscenza dei genitori osservazioni e richieste del Consiglio di Classe e del Responsabile della Scuola. Connessa all’esercizio di queste funzioni è la possibilità di chiedere la convocazione dell’Assemblea plenaria dei genitori della classe.*

### **Nursery – Early Years - Elementary**

A class parent representative is elected for every class, by the parents themselves, at the beginning of the school year. Communication between parents and the school should be made through the representatives whenever possible for general concerns. Individual concerns regarding a student’s progress should be made directly to the class teacher. Representatives will be called in for meetings with members of the school management if and when necessary. Periodic meetings with the Principals are held to discuss matters of a general nature and forthcoming events.

### **Middle School**

Parent representatives will be elected for every Middle School class and will meet at monthly intervals with representatives of the senior management team to discuss issues, concerns and proposals that arise throughout the year. Parents should contact their class representative if they have anything that they would like discussed at these meetings.

### **Parents’ concern**

Parents who have a concern or questions about curriculum or any classroom issues should privately discuss the matter FIRST with a specific teacher by arranging an appointment. In PYP it is advisable the classroom teacher, in the Middle School it is advisable to meet with the Class Coordinator. If the teacher or Class Coordinator is unable to resolve a classroom issue satisfactorily, a parent’s next course of action is to make an appointment with the PYP Coordinator.

Matters regarding the school or its administration should be discussed with the School Director.

Teachers are available one hour a week to meet with parents to discuss a

student's progress.

### **Parents meetings**

- a) At the beginning of the year there are parents meetings for every class. These should inform about the curriculum plan for the year and about the aims and objectives of learning. They should also be structured to reflect PYP strategies and terminology so that parents can experience the programme first hand.
- (b) Teachers should notify parents in writing or by calling personal meetings whenever a student's attainment is the cause of concern - identified as consistent unsatisfactory performance.
- (c) In all meetings with parents, teachers should give a frank review of the student's work, referring to the school targets rather than to the peer group or the individual. Staff must have a clear perception as to what is implied by "satisfactory" attainment bearing in mind our learning goals. Parents whose children are performing poorly must be made fully aware of this fact, as should those who are underachieving even if their overall standard is satisfactory.
- (d) Staff should make a brief referral note about interviews with parents.
- (e) All of these communications are confidential and extended meetings should be requested, in person privately, for those students for whom you have concerns the moment the issue arises.
- (f) Tutti i genitori possono partecipare alle Assemblee di classe.

## 13. Communication

### **Sito Web della scuola – School Website**

<http://www.isp.istitutocei.it>

At the basis of our interaction with families there are some essential guidelines for good practice. All interaction (oral and written) should have the following characteristics: be honest and objective – aiming to give parents accurate feedback on student learning so as to enable intervention and support when appropriate and avoid surprises later in school be related to the ISP outcomes for learning in each grade level.

*All public information pertaining to the school is posted on the website. This includes: current news, the school calendar, cultural events, and all other information related to life at ISP.*

### **Please consult the school website in case of official weather alarms and important notices.**

***The school utilizes a software tool, ..... available online at [http.....](http://.....) as an online register that allows teachers and students to communicate, share materials, publish announcements and assignments, as well as to keep track of assessment, absences and store unit plans. Parents too can have access to this resource: they can communicate the email address where they wish to receive their login credentials to the secretary's office, and be part of the online group of parents, where many important communications will be posted as well.***

## 14. Special events and activities

### **The School Community**

ISP intends to offer an example of 'community' which will go beyond the traditional relationship between family and school. ISP encourages and supports the positive and active commitment of both teachers and parents concerned with the all-round educational progress of our students. By encouraging adult involvement in the various discussions concerning our community, we aim to create a better learning environment, consolidate the relationship between people of different cultures and to build a stable situation where all initiatives typical and necessary to the life of a successful international school will flourish (e.g. ranging from charity activities to the organisation of social events and cultural meetings). *ISP has an active Parents/Teachers Association (PTA) which will be made up of volunteers amongst parents and teachers of both sections of the school with the aim of promoting community events. Joining ISP means becoming a member of an extended learning community, rather than just part of an*

*isolated section of the school. We want parents to know what is happening in all of our sections and expect them to play an active part in supporting the whole school. Every Friday the weekly newsletter is sent by e-mail to all families.*

*There are also events that bring together the entire community, organised by the PTA and the school. Full details will be published throughout the year.*

We ask that parents try to come along to these communal celebrations. They provide an opportunity to meet other families and to talk to the teachers outside of the formal classroom environment. These occasions are not just social events; they are also valuable opportunities to learn more about school and to play a part in helping us to continue providing the best quality international education for your children.

### **Middle School Events**

An important date in the Middle School is a performing arts production, combining the Music, Drama and Art departments and linked to the other subject areas and the school curriculum. Class work in Drama and Music may also be made public to parents in the form of assemblies and informal shows at school. Talent shows and creative collaborations will be held as appropriate. Various sporting activities are also organised throughout the year.

An annual barbecue is held for Middle School families.

### **Elementary School Events**

**Presentations:** Each teacher will hold a presentation to parents at the beginning of the year to explain the program and expectations for the new year group. The PYP Coordinator will hold workshops for parents to deepen their understanding of the IB Primary Years Programme. Parents will be invited to end of Unit presentations throughout the year.

**Celebrations:** Elementary School students will dress up and celebrate Halloween and Carnival with parades and garden parties.

Students will be asked to dress in red to celebrate Chinese New Year with Chinese activities and films.

The love of books and reading will be promoted during Book Week with a variety of activities organised each year by the school Librarian.

**Performances:** Performing Arts productions will be held in December and June. Talent show acts will be shared with parents during weekly assemblies. Sports days and special sporting events will be held throughout the year.

The points below are summary **guidelines for trips**

1. No student may be taken out of the school building for any reason without written consent of parent/guardian.
2. For day trips, a letter must be sent to parents asking for consent using a standard form. A complete list of students/staff involved must be left with the Programme Coordinator and retained in the school office.
3. Before this letter is sent, class teachers are responsible for determining the format of the trip in collaboration with providers. S/he will also prepare a risk assessment for the trip and the activities which will be involved. Appropriate steps to reduce or eliminate every risk must always be taken and approved by the Programme Coordinator or by the Head of School before the trip is published to parents. Full costs must also be ascertained at this stage.
5. Teachers must always take a mobile telephone for use on school trips. One person will be made responsible for contacts with school and they must ensure that the phone is charged and accessible at all times. The organizing teacher must also take a First Aid Kit.
6. If the trip involves an overnight stay then written consent from parents is always required. In addition, the teacher responsible should complete the overnight trip form (available from the school office) and leave a copy with the office.
7. Buses from the school's official service can be booked by Economato; good notice is advisable, especially in summer term. The cost for booking buses must be passed on to families, examples being a day trip on an academic theme or a trip to the theatre.
8. The cost of local or day trips should be restricted to essential needs such as the bus fee, admission charges to museums and the price of lunches. The amount should be rounded up to the next highest Euro with a small margin for use in emergencies (e.g. € 4.3 becomes € 6). An indication of cost should be included in the letter to parents. The Programme Coordinator will agree with the Administration whether the cash should be handled by school or by the agency. And the Programme Coordinator will also decide what to do with any excess income from the margin - return to students or use as petty cash.

The ratio of students to teachers will never be less than 15:1. These trips will be organised to ensure a focus on a learning outcome. The numbers of days/nights away will depend on the age and maturity of

the class. The itinerary for all trips is carefully chosen to ensure an educational but enjoyable experience for the students. The security of students is always uppermost in our minds and an evaluation of potential risks will be carried out before any trip.

### ***Elementary Trips and Educational Visits***

Elementary School students will be taken on a school outing each half term, when this is appropriate to support the curriculum. School outings are planned to support the Unit of Inquiry that the children focus on in the classroom. It is one way of linking with the local community and helps the children see the relation between what is being learned in the classroom and real life. They also extend the knowledge, skills and understanding gained in the classroom.

All planning of trips will be designed to fit in important school educational dates. Notice of any programmed trip with details about transport, cost etc. will be sent out to parents in good time. We consider trips out of school to be educationally relevant and therefore encourage all students to participate.

### ***Middle School Excursions***

All activities will be led by the relevant subject teachers. These activities will take the form of excursions and visits to places of interest, such as exhibitions and museums, and will have been carefully planned to fit in with a unit of work being studied in the classroom. After careful liaison with the school management, teachers will make their choices of trips based on the interest and relevance to what is being taught, whilst taking into account the age and abilities of the students concerned. Programmes of all trips will be drawn up at the beginning of the year, as teachers plan their course work for every class. It may happen that an exhibition or cultural event takes place in Palermo to which teachers will be able to include a visit, even if not programmed, if it is relevant to a topic being studied in class.

### ***Partner Schools and Exchange Visits***

ISP has the full intention of extending the cultural and educational experience of its students by forging strong links with other IB schools worldwide. Exchange trips between our School students and those of our 'partner schools' will be organised where possible by teachers at appropriate times of the year.

This will ensure that students can visit each other's' country while also able to participate in the lessons and other activities offered by the host school at a time when the school is open and functioning. These exchange visits will be at parental expense although the school will always guarantee full organisation and supervision.

### ***Extra-Curricular Activities***

*Sport activities: The School offers an extensive after-school activity programme run by the.... The Association is also focused on developing team sports (for example basketball and volleyball) as the school encourages participation in sports as part of students' personal development path. For further information contact the school.*

*Languages offered: French, Spanish and Chinese (and, where possible, others on demand).*

*Clubs are run by teachers twice a week from 3.30 to 4.15. The number limit for a club is 15 children. Clubs are decided according to teachers passions/hobbies and students interests.*

## **15. Academic Honesty board**

Whilst any serious violation of the school rules on the part of a student in the Elementary School will be dealt with by the Coordinator or by the Head of school, an Academic Honesty Board has been set up to decide on any sanctions to be taken in the event of serious breaches of the school rules by one or more students of Secondary School. The Board, which guarantees a fair and just decision, will be in charge for a two year term starting on the election date and will be formed by three permanent members plus an inter-changeable one. Permanent members will be in the Secondary School the Coordinator or his delegate, who also heads the meetings, a teacher representative elected in a secret ballot by all the permanently enrolled members of staff and a parent representative also voted with the same system by parent representatives. If the member elected is found to be in a conflict of interest situation he/she will be substituted by the person who received the second highest amount of votes. The tutor of the student/s subject to disciplinary examination will become a temporary member of the committee. The Board will evaluate all the concerned cases and will have the task of submitting a suggested sanction to the Coordinator. The Head of school will take the decision which will be immediately notified to the parents. In the case of an extended suspension or expulsion, the Coordinator will notify the parents on which day the student may return to school and teachers will provide homework. Parents can make an appeal against the decision of an extended suspension or expulsion to the Director of ISP no later than

two days after the notified decision. No appeal can be made against the Director's final decision.

## 16. Whole school rules and regulations

The school rules support the rights of students and staff to LEARN, TEACH & WORK in a SAFE, SUPPORTIVE & PRODUCTIVE environment.

No food or drink in the library or computer labs or during lessons in the classrooms!  
No smoking at school!

We show RESPECT FOR OURSELVES when we:

- x Secure personal property carefully
- x Attend school and lessons on time
- x Do not leave school without permission
- x Wear clothes appropriate for school
- x Bring equipment and materials needed for learning
- x Maintain academic honesty standards

We show RESPECT FOR OTHERS when we:

- x Protect the rights of others to learn
- x Actively listen and cooperate
- x Are courteous and helpful
- x Use appropriate language
- x Resolve conflict peacefully
- x Cooperate with teacher requests and instructions
- x Show no harassment or physical or cultural abuse
- x Show courtesy in language and behaviour

We show RESPECT FOR OUR ENVIRONMENT when we:

- x Take pride in our environment
- x Use resources and property carefully
- x Represent our school positively
- x Show care for school equipment and materials
- x Protect the environment inside and outside the school
- x Model the ISP Code of Conduct in our community

### **Homework and materials**

ISP believes that regular, grade-appropriate homework is essential for academic achievement.

Homework is assigned on an individual class basis based on the teachers' professional judgment, following school guidelines established at teacher meetings.

Homework is intended to reinforce instruction and provide additional practice to meet class and individual needs.

Homework assignments are based on curriculum objectives and are relevant to a student's educational experience.

For productive and effective learning also the material is important. Therefore, for each class, students must have their own books, notebooks and any kind of tool they need, on the basis of the teachers' requests.

Students must fill in their journal daily with any assignments and reminders set by their teachers.

Parents cannot bring material and/or homework to school if students forget

In case homework and/or material are not done properly or forgotten at home, a note will be written on Register in the Conduct Class. The note will explain what happened and the day when it happened.

*Each student's parent will be able to read on ..... the note about his/her son/daughter only.* Teachers and coordinators will then decide the required action.

### **Misbehaviour**

Misbehaviour or malpractice will be discussed in a meeting between the student and the teacher in the less serious cases.

In more serious cases the meeting will involve also the student's parents, the Class Coordinator and if

necessary the Programme Coordinator.

If the situation instead is seriously critical the “Academic Honesty Board” will be in charge of taking the adequate decision.

Espulsioni - in caso di ragioni ritenute dalla scuola gravi e inoppugnabili, l'ISP si riserva di procedere all'espulsione di uno studente, anche durante l'anno scolastico, previo invito ai genitori di provvedere spontaneamente al ritiro dell'alunno.

Expulsions – in case of serious and incontrovertible reasons, DIS reserves the right to expell a student, even during the school year, upon recommendation to parents to drop him/her of school spontaneously.

Bullying - ISP has a zero-tolerance policy on bullying. Offences can result in student suspension and/or expulsion.

Alcohol and illegal drug use - The use of, possession of, buying or selling of, or provision of narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by any student on campus or during School-sponsored activities is prohibited. It is also prohibited to attend school or school-sponsored events under the influence of such drugs.

If, after any investigation by the Administration “Academic Honesty Board”, it is determined that a student violated this policy he or she shall be suspended immediately and will be subject to expulsion from the School.

Academic honesty - During all school and formal examinations and tests, students should not communicate in any way with, seek assistance from, or give assistance to, any other student while the examination or test is in progress. Students who do not comply with this rule will not receive a grade and may be expelled. Parents will be notified of inappropriate behavior. In the case of external examinations (for example, IB exams), the school will inform the IBO examining board of the malpractice.

Plagiarism (malpractice) is defined as the copying of the text, partial or whole, of another person (for example, another student's work or answers, text or essays from library books or the Internet), without crediting the source. Work that is plagiarized will not receive a grade and parents will be notified. In the case of IB students, the school will inform the IBO of the malpractice.

### ***Attendance and tardies***

Attendance - Student attendance is of primary concern at ISP. Parents are responsible for ensuring that children do not miss school. Teachers are not required to make special arrangements for an unexcused absence.

*Excusal for absences must be done submitting the School an excusal via ...*

The following procedures are put forward to encourage attendance:

- Students whose cumulative absences exceed 10% will be reviewed for continued enrolment at ISP.
- Unless motivated with appropriate documentation, the school cannot guarantee promotion to those students whose absences exceed 10%.

Regardless of the reason for absence, students are responsible for all missed schoolwork and assignments. It is exclusively the responsibility of the student to seek all make up work after an absence, not the teachers' duty.

Parental permission to arrive to school late and/or leave school early - Students are expected to arrive at school and to class on time. Students who are tardy will be subject to the consequences outlined in the DIS Code of Conduct and will be subject to detention and suspension for habitual offenders.

*Parents must inform the School for any student to arrive late or be released prior to regular dismissal time by submitting an excusal via...*

Se un alunno minorenne deve uscire da scuola prima dell'orario previsto per il giorno, deve essere prelevato da un genitore o da un suo familiare anche in presenza di giustificazione scritta. *If a student is under age and must leave school earlier than his/her day timetable he/she must wait for a parent or for a relative to pick him/her up even if there is a written justification.*

Non saranno accettate in nessun caso giustificazioni orali o telefoniche in caso di ritardi o uscite anticipate. For late arrivals or early dismissals the School will not accept in any case justifications in oral form or done by a phone call.

Se – privo di giustificazione e per due volte (non necessariamente consecutive) – un allievo/a arriva in ritardo alla prima ora di lezione o, sebbene già all'interno dell'edificio scolastico, alle lezioni successive, il giorno successivo a quello in cui si è verificato il secondo ritardo dovrà essere accompagnato a scuola da un genitore, altrimenti non sarà ammesso alla frequenza delle lezioni (se maggiorenne sarà rimandato a casa). Inoltre i genitori dovranno parlare del problema con il Coordinatore di Classe.

If – without justification and twice (not necessarily consecutive) – a student is late for the first lesson

period or, though inside the building, is late for one of the successive lessons, the day after the second tardy must be brought to school by a parent or he/she won't be admitted to classes (if the student is of age he/she will be sent home). Besides parents will have to talk about this issue with the Class Coordinator.

Families who know their son/daughter(s) may arrive late at school or need to leave school earlier because of means of transportation timetables can ask the school a special permission for late arrival or early dismissal.

### ***Illness – Accidents***

The student, parent and teacher share in the responsibility of initiating and following up on the completion of make-up work. Children with a severe rash, fever, diarrhoea and or vomiting must remain at home and be free of symptoms for at least 24 hours before returning to school. Any contagious illnesses or conditions must be reported to the school administration.

In the event of injury, any actions the Coordinator and Headmaster deems necessary will be taken to ensure the well-being of the child. The office will make every attempt to contact the parents before any action is taken. An Accident/Illness Report will be completed by ISP. A copy will be kept on file at school and the parents notified.

All accidents should be noted in the accident book which is in the office. Bumps to the head should be reported to the Principal and parents immediately in case they want to act on this. Minor injuries can be taken care of by staff using the resources in the medical first aid kit, serious injury should be reported to the Class Coordinator and/or the Programme Coordinator, and the Admin Department will take over from there - of course parents should be contacted immediately. It is always better to be safe than sorry, by informing parents we allow them to decide what the next step should be.

Medication Procedure - All medication should be sent to the school office and will only be administered by the staff following specific directions. If a child becomes ill at school, parents will be notified and asked to pick up their child promptly. The students CANNOT GO HOME unless accompanied by a parent or guardian.

### ***Physical education***

Students must have the correct P.E. kit present on the days of sport class.

Students well enough to attend school are expected to participate in all school activities. A medical excuse from the student's physician is required to excuse the student from extended participation in physical education classes.

L'esonero dall'attività fisica non si estende alla frequenza delle lezioni, a meno che non sia di volta in volta specificato. A parent's note is required to excuse a student from P.E. for a single class period.

Anche lo studente esonerato è comunque tenuto allo studio della componente teorica della materia, al fine di sostenere le previste prove di verifica e di esame alla fine di ogni termine. PE practical activities exemption can't be extended to lesson attendance unless it is stated explicitly time after time. However, the exonerated student must study the theoretical part of the subject to take tests and exams at the end of each term.

### ***Others***

**Library book use** - Students can borrow books from our library with the permission of the librarian. However, students are responsible for the safe return of all books borrowed. If books are lost or damaged, the school reserves the right to charge for repair or replacement.

### ***Dress Code***

Students must come to school in full uniform, they must be clean, modest and appropriate. It is important to recognize that school is a place of learning.

### ***Recess and lunch***

ISP students have a mid-morning break.

During lunch, students are expected to:

- \_ Eat lunch in a relaxing and positive environment
- \_ Make sure that eating areas are left clean
- \_ Respect other classes by using quiet voices
- \_ Be courteous and respectful of school staff



- \_ Enter and exit in an appropriate manner
  - \_ Use good manners
  - \_ Use appropriate language in all situations
  - \_ Respect one another
- Students are not allowed to chew gum during school time

### ***School Property***

Students are expected to take care of their school. Damage or vandalism done to any school property is a disciplinary matter e dovranno essere rimborsati.

### ***Lockers and their use***

At the beginning of the school year all students will be assigned a locker and are expected to provide a lock. Students are encouraged to leave personal property at home. Any items brought to school should remain with the student or stored in their locker. Students will have access to their locker in the morning, at the break and lunch, and after school.

### ***Lost and found***

All items found on the school property will be taken to the ISP office.

### ***Personal Electronic Equipment***

The use of any kind of electronic device (mobile phone, I - pad, tablet, I – pod, personal computer....) is forbidden inside all premises of the building of the school at all times, with the only three exceptions as follows:

Exception 1) Students can use their electronic devices only during the pause after the lunch break.

Exception 2) Students can use their electronic devices in the computer labs or in the library, when they are using them as study spaces between two hours. Phones have to remain in silent mode and phone calls are not permitted.

Exception 3) Students can use their devices in class only if and when the teacher has explicitly announced the need to use such devices for teaching and learning purposes. Phone calls, use of social networks, messaging services (SMS, WhatsApp and similar services) are not permitted.

If a teacher sees a student using the mobile phone or other electronic devices in a place and at a time which are not appropriate, then the teacher will confiscate the device and bring it to the Secretary Office, where it will be picked up only by the student's parents. The corridors, the restrooms and all classrooms are then considered places where phones should not be used.

The school and the teachers will not be held responsible for any lost or damaged items.

Cellular phones are permitted on the premises but must remain in student lockers or bags or pockets, and are turned off at all times when their use is not permitted.

Use of school telephone - Students are allowed to use the school telephone ONLY for emergencies and must obtain teacher permission prior to going to the office to use the telephone. The office phone is not to be used for making after school arrangements or personal communication with the students. We know that family life can be complex and hurried. Sometimes the parents will need to get a message to their child and the school will make every attempt to relay messages to children. Please help us by limiting those calls to emergencies only.

### ***ISP Internet and computer use policy***

- a) Access to the Internet is provided to ISP students for many reasons:
- To allow students to conduct research and didactic projects using the latest technology
  - To create information literate students
  - To allow students to communicate with others around the world
  - To provide an additional dimension of instructional support with information that is current
  - To teach students to find, organize, and limit information
  - To provide students with skills for the future

b) Intranet and Internet Rules

Students are responsible for good behaviour on the school computer network.

The network is provided for students to conduct research and to communicate with others. Independent access to the Internet is provided to students who agree to act in a considerate and responsible manner.

Access is a privilege, not a right. Access entails responsibility. Individual users of the computer network are responsible for their behaviour and communications over both the Intranet and the Internet. The network administrator will periodically check the history of the sites each user has visited and will review files and communications to maintain system integrity and to ensure that the users are using the system

responsibly.

Students will be responsible for their actions on the Internet and will be held accountable. ISP will assume no liability in the case of illegal activity on the part of a student.

The following are not permitted:

- Installation of personal software on computers
  - Using the Internet for purchasing items
  - Accessing or distributing obscene, profane, pornographic, sexually explicit or illegal material
  - Using others' passwords
  - Trespassing in others' folders, work or files
  - Sending offensive messages or pictures
  - Using obscene language
  - Damaging computers, computer systems or computer networks
- Consequences/Disciplinary Action
- First violation will result in loss of Internet access for a set period of time and possible suspension from school.
  - A second violation will mean additional disciplinary action. Depending on the severity of the violation, this may result in permanent loss of access to both the Internet and the Intranet, as well as suspension or expulsion from school.
  - Students and their families will be liable for any financial damages resulting from misuse of computers or the Internet.

After School - All students must leave school unless they are participating in an extracurricular activity.

## 18. The school day

The **Elementary School** Start of the School Day

08.30 to 08.50 Students will be met in the main entrance area.

08.50 All students are taken to classes.

08.55 Register taken. Children will be marked as late if not in class.

09:00 Lessons begin.

Elementary School children are expected to be present no later than 08.50 to enable lessons to start at 09.00 sharp. Latecomers must wait until the end of the first lesson to join their class.

- The End of the School Day

15.30 Nr/Kg/Trans to be collected from the main entrance area.

Please note that students not collected by 16.00 will be placed in the post-school session and a fee will be billed.

The **Middle and High School** Start of the School Day

07.55 Pupils go to their form classrooms.

08.00 Register taken

08.05 Middle School lessons start. Middle School students are expected to be present no later than 08.00 to enable the school day to start at 08.05 sharp.

15.00 Middle School students exit.

A register will be taken in every lesson using the \_\_\_\_\_ platform.

**19. Pre / post school services (da completare)**

**20. Use of school car park (da completare)**

## 21. Visitors, safety and security park

During school hours, ALL visitors to our school, including parents, must .....

To ensure the safety and security of all students and staff, the school gates will be kept closed during school hours. Parents accompanying late arriving students will be required to register their presence at

*the entrance.*

*Please note that the interior and exterior areas of the school building are constantly monitored by CCTV. The School will respond immediately to repair any fault with video surveillance equipment, gates or alarms and will ensure their regular servicing and maintenance.*

22. *Medical facilities* (da completare)

23. *Summer programme* (da completare)

24. *Contact details* (da completare)

## Nota sul bilancio

Le entrate e le spese della scuola fanno parte del bilancio dell'Istituto Gonzaga di Palermo e sono tenute in conto su apposito centro di costo. Non ci sono finanziamenti diretti dello Stato o di altri Enti pubblici né per la scuola, che è una "scuola straniera operante in Italia" ai sensi del D.P.R. 389/1994, né per il personale della scuola, sia esso dirigente, docente o non docente, né per le attività didattiche curricolari.

The school income and cost are part of the "Istituto Gonzaga" of Palermo balance and are recorded in a specific account. Neither the School (which is a "foreign school operating in Italy" - D.P.R. 389/1994), nor any member in any working position of the school staff, not even curricular didactic activities receive State or other public Authorities fundings.