



## **INTERNATIONAL SCHOOL PALERMO**

*Foreign school in Italy*

*indirectly promoted by Saint Peter's Preparatory School di Jersey City, New Jersey, USA*

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# **HANDBOOK**

***Any regulatory changes decided by the competent Bodies are published on the school website ([www.http://www.isp.gonzagapalermo.it/](http://www.isp.gonzagapalermo.it/)) and become operational 20 days after publication***



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## 1. SCHOOL STAFF

Director/Head of School	Padre Vitangelo Carlo Maria Denora SJ
Vice Director/ PYP Coordinator	Ms Vicky Tarolla

Middle School Coordinator	Mr Lorenzo Emanuele Vantaggiato
Secretary Office	Ms Diana Romito
<b>PYP Teachers and assistants</b>	
Pre-Kindergarten	Molly Reithermann, assistant Ms Marie D'Arpa
Kindergarten	Maria Victoria Ibarra, assistant Ms Mara Cossentino
Transition	Ms Rosanna Pieroni, assistant Ms Diana Romito
Art and Creativity in Italian Preschool	Ms Manuela Morana
Elementary 1 Homeroom	Ms Diana Di Crosta, assistant Ms Annamaria Fidanza
Elementary 2 Homeroom	Ms Sarah Pilli, assistant Ms Conchita Vecchio
Elementary 3 Homeroom	Mr Michael Griffiths
Elementary 4 Homeroom	Ms Anna Morris
Elementary 5 Homeroom	Mr Donal Brody
Elementary 6 Homeroom	Ms Emma Wagland
Italian PYP	Ms Dora Piazza – Ms Daniela Gambino – Ms Angela Gulizzi
Physical Education	Mr Paul O'Connor
Music	Mr Giuseppe Lomeo
ICT	Ms Nina James
Arts	Ms Rosie Mburu
<b>Middle School Teachers</b>	
English	Ms Cynthia Ungaro

Italian	Mr Francesco Caruso – Ms Rosalia Siciliano
Acquisitional language (Spanish)	Ms Adiagna Rodriguez – Ms Maria Victoria Martinez Gomez – Mr Miguel Osuna
Humanities	Mr Lorenzo Emanuele Vantaggiato, Ms Rosie Mburu
Maths	Mr Matteo Scala
Science	Ms Lavinia Robba, Mr Robert Heath
Design and Technology	Ms Nina James
Creative Arts	Ms Rosie Mburu
Music	Mr Giuseppe Lomeo
Physical Education	Mr Paul O'Connor
<b>Support</b>	
English as an Additional Language (EAL)	Ms Bethanie Derbyshire
Italian for foreigners	Ms Giulia Raimondo
Library	Ms Nina James
School Psychologists	Ms Rosamaria Quattrocchi – Mr Giuseppe Mannino
<b>Other</b>	
Auxiliary staff	Ms Francesca Seminara Ms Barbara D'Amico

## 2. 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” emphasizing 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

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

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

After a profound study into the philosophy and aims of the IB (International Baccalaureate Organization) 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.

## 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 the 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.

## THE IB LEARNER PROFILE

The profile's aims to develop learners who are:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**

- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

## THE FOUR “C”s OF IGNATIAN PEDAGOGY FOR THE HUMAN EXCELLENCE

- Men and Women of Conscience
- Competence
- Compassion
- Commitment

### 3. LANGUAGE POLICY

#### THE TEACHING OF LANGUAGES

We believe language is a fundamental form of communication in all aspects of life. We aim to develop the language skills and knowledge needed for success in an increasingly diverse and integrated world. As such, we want all of our children to be confident, competent and successful multilingual communicators. Language permeates all areas of the curriculum therefore; all members of our community are language teachers and are responsible for developing language rich environments. Following the IB guidelines we recognize, respect and promote the language of our host country. This is reflected in the daily teaching of Italian to all students and the integration of Italian society, traditions and culture into our units of inquiry.

*All’ISP pensiamo che i nostri alunni apprendano meglio in autentiche situazioni di vita reale, che offrono ambienti di apprendimento ricchi, diversificati e accoglienti. Ci impegniamo a insegnare la lingua attraverso il metodo di ricerca ed a personalizzare le attività per consentire a tutti una felice riuscita. Riteniamo che sia importante coinvolgere i genitori e la comunità intesa in senso più ampio in tutte le aree dello sviluppo linguistico. Promuoviamo e incoraggiamo il rispetto per tutte le lingue ed apprezziamo la ricchezza che esse apportano alla nostra scuola. L’insegnamento di altre lingue verrà inserito nel programma man mano che il nostro corpo studenti crescerà e si diversificherà.*

At ISP, we believe children learn best in authentic situations where opportunities exist in rich, diverse and supportive learning environments. We are committed to teaching language through inquiry and differentiate activities in order to ensure success for all. We recognize the importance of involving parents and the wider community in all areas of language development. We promote and encourage respect for all mother tongue languages and celebrate the richness this brings to our school. Additional language provision will be developed and integrated as and when our student body grows and diversifies.

*Tutte le lingue sono insegnate da docenti qualificati nei Paesi dove la lingua insegnata è lingua nazionale, o comunque da docenti madrelingua.*

All the languages are taught by teachers who have obtained their teaching qualification in Countries where the taught language is national language, or in any other case by mother tongue teachers.

*I membri dello staff dell'ISP devono possedere almeno un livello B1/B2 di Inglese o Italiano così che possano comprendere e intervenire validamente nella comunicazione scolastica che avviene normalmente in una delle due lingue o in entrambe. Verranno offerti aiuto o assistenza a tutti i membri dello staff che necessitano di consulenza per il miglioramento delle proprie capacità linguistiche. Ciò ancor più rinforza l'idea che l'apprendimento di una lingua è un processo che dura per tutta la vita.*

All staff should have a minimum B1/B2 level of English/Italian in order to understand school-wide communications, which are often in English and/or Italian. Help is offered to those staff requiring advice on improving their language. This further reinforces that language learning is a life-long process.

## LE LINGUE DI INSEGNAMENTO - LANGUAGES OF INSTRUCTION

### *Italiano*

*L'italiano è la lingua nazionale del Paese dove è situata la scuola ed è la lingua madre della maggior parte dei nostri alunni, che la studieranno fino all'esame finale di Diploma. In ragione di ciò, il 25% del programma settimanale è dedicato all'insegnamento della lingua e della cultura italiana fino all'età di 13 anni. Tale*

*percentuale viene estesa fino al 35% tra i 13 e i 14 anni per un maggiore arricchimento di contenuti, di espressioni e di vocaboli. Dopo i 14 anni è insegnata in italiano solo la Lingua e Letteratura Italiana. Tutti gli assistenti di classe parlano sia italiano che inglese, e gli insegnanti a tempo indeterminato non italiani hanno l'impegno di comprendere e parlare la lingua italiana almeno per un minimo dialogo con le famiglie e il resto del personale della scuola. L'uso della lingua madre viene incoraggiato, allo scopo di migliorare l'apprendimento e aumentare la fiducia. Gli allievi sono in grado di esprimere e sviluppare la loro conoscenza delle cose e le loro necessità in qualunque lingua essi scelgano.*

Italian is the national language of the country where is the school and is mother tongue of the majority of our students, who will study it until the final Diploma exam. In recognition of this, at least 25 per cent of the weekly timetable is allocated to Italian language and culture development in the grades age 3 - 13. This percentage is increased until 35% at age 13/14 for a better learning of contents, language expressions and vocabulary, but after age 14 only Italian Language and Literature is taught in this language. All classroom assistants can speak Italian and English, and the permanent teachers should understand and speak Italian so that they can have the needed dialogue with the families and other school personnel. Mother tongue is encouraged to enhance learning and confidence. Students are able to express and develop their understanding and their needs in whichever language they choose.

### *Inglese*

*In tutto il percorso scolastico l'inglese è la lingua maggiormente utilizzata perché è lingua scelta per la preparazione accademica degli studenti e per questo è anche lingua di esame finale; negli ultimi quattro anni di studio pre-universitari tutte le materie (eccetto le altre lingue) vengono insegnate in Inglese con l'obiettivo che gli studenti abbiano una padronanza di questa lingua pari al livello C2 del Quadro Comune Europeo delle Lingue. L'insegnamento della grammatica e della fonetica mediante le unità didattiche integrative assicura il pieno rispetto delle convenzioni linguistiche, e ciò è previsto per tutte le nostre unità didattiche di ricerca. Poiché l'inglese è una seconda lingua per la maggior parte dei nostri alunni, il programma in particolare fino a 11 anni riconosce le fasi di acquisizione della seconda lingua e riconosce che il bambino impara anche quando non si sente sicuro o non lo dimostra*

*apertamente. Pensiamo che il bambino apprenda meglio quando si fanno dei collegamenti con la sua lingua madre, e il bilinguismo è praticato quotidianamente da alunni, insegnanti e assistenti di classe, verificando la comprensione sia in italiano che in inglese.*

In every part of our curriculum English is the most present as teaching language because is the language chosen for our student's academic instruction and is also the language used in IB Diploma final exams; in the last four years before university all the subjects (except other languages) are taught in English, with the purpose that the students have a proficiency in this language at C2 level of CEFR. Standalone phonics/grammar instruction ensures language conventions are fully explored and this is enhanced and applied throughout our units of inquiry. As English is a second language to most of our students, our program recognizes the stages of second language acquisition and acknowledges that a child may be learning even if they are not confident to demonstrate it overtly. We believe children learn best when connections are made to their mother tongue and bilingualism is modeled daily by students, teachers and classroom assistants exploring understanding in both English and Italian.

## **CRITERI E PRATICHE - PRINCIPLES AND PRACTICES**

*Riteniamo che gli alunni debbano essere coinvolti quotidianamente in attività di ascolto, espressione orale, lettura e scrittura. Tali attività dovrebbero riguardare situazioni autentiche, generate dalle unità didattiche di ricerca. Le scelte operate dagli studenti dovrebbero caratterizzare tutte le attività, consentendo, così, il riconoscimento di diversi stili e preferenze di apprendimento. Sappiamo che, anche se un alunno non sa esprimersi bene in un modo, troverà comunque un altro modo di farlo. Ci rendiamo conto che non tutti gli elementi del linguaggio possono essere correlati direttamente alle unità didattiche di ricerca, ma verranno trovate delle correlazioni ove possibile.*

We believe students should be engaged in daily listening, speaking, reading and writing activities. These should be authentic situations, generated from units of inquiry. Student choice should be integral in all these activities allowing for the acknowledgement of different learning styles and preferences. We understand that students failing to express themselves in one mode may be successful in another. We

recognize that not all elements of language can be directly linked to units of inquiry but links will be made where feasible.

## LA COMUNITÀ NON ITALIANA

Those students arriving from abroad or with non-Italian or non-English family backgrounds, could have difficulty understanding some parts of lessons delivered in Italian or in English.

*Quando l'apprendimento dell'inglese presenta difficoltà, si cerca di elevare il livello di questa lingua, che è lingua di istruzione accademica ed esame finale, tramite un rinforzo offerto dall'insegnante di "English as an Additional Language" (EAL), sempre presente a scuola.*

*Quando invece è l'italiano a presentare difficoltà, il rinforzo è assicurato da un apposito insegnamento di "Italiano per Stranieri". Ciò può accadere soprattutto per nuovi inserimenti dall'estero o di allievi entrati in Italia da uno/due anni.*

*L'obiettivo è di migliorare la conoscenza dell'Italiano, scritto e parlato, in modo che comunque possa essere portato all'esame finale almeno come lingua di acquisizione (lingua B).*

*Per i non italiani è anche possibile concordare con la famiglia una sostituzione dell'Italiano con la lingua madre dell'allievo, e per gli inglesi un'altra lingua di loro scelta: queste soluzioni però comportano un costo extra a carico delle famiglie che le richiedono.*

## I GENITORI - PARENTS

*La maggior parte delle famiglie ISP non usa l'inglese nella comunicazione quotidiana, sebbene molti genitori lo conoscano. Le famiglie in cui non è praticato né conosciuto l'italiano sono molto poche. Per questi motivi la maggior parte delle comunicazioni di servizio sono in italiano, benché si cerchi sempre di fornirle anche in inglese. Le Report Cards sono esclusivamente in inglese eccetto per la parte fornita dall'insegnante di italiano.*

*Attraverso incontri pomeridiani coi genitori, newsletters, colloqui individuali con i docenti, alle famiglie ISP viene offerta consulenza su come aiutare i propri figli nell'apprendimento delle lingue. Le famiglie vengono informate su come esporre gli*

*studenti all'inglese anche fuori dalla scuola, attraverso DVD sottotitolati, film in lingua originale, libri presi in prestito dalla nostra biblioteca, materiali reperiti online, etc.*

ISP families are offered advice, through parent evenings, newsletters, individual parent-teacher conferences on how to help their children progress in language acquisition. We advise them to provide access to the English language at home via sub-titled DVDs, original version films, books from our library and internet content etc.

## CERTIFICAZIONI LINGUISTICHE - LINGUISTIC CERTIFICATIONS

*Durante gli anni di scuola non è prevista una valutazione esterna di lingua inglese a cura della scuola stessa.*

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.*

## 4. ISP AND THE ITALIAN NATIONAL SCHOOL

ISP is a foreign school in Italy<sup>1</sup> according to the provisions of the D.P.R. 389/1994 and by the norms deriving from it, which provide for the taking into account by the Regional School Office: in Sicily by the Sicilian Region pursuant to the Statute of Autonomy.

The school is legally headed by the Gonzaga Institute of Palermo and is promoted by Saint Peter's Preparatory School in Jersey City, New Jersey, USA, which in Italy follows the rules laid down by the "International Baccalaureate Organization" (IB), a

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<sup>1</sup> The Ministerial Decree n. 83 of 10/10/2008 states: "1.1 The constitutional principle of freedom of education is implemented through state schools, schools recognized as equal, according to the law of March 10<sup>th</sup>, 2000, No. 62, no equal schools referred to in the Regulation as per Ministerial Decree No. 263 of November 29<sup>th</sup>, 2007 and **foreign schools operating in the national territory** as per Presidential Decree of April 18<sup>th</sup>, 1994, No. 389".

recognized and present organization both in the US in public and private schools and in many countries of the world. In Italy, the law n.738/1986 recognizes the legal validity, as a secondary school degree, of the final diploma of this organization (IB Diploma) obtained in foreign schools that, in Italy or even abroad, are registered in a special list at the MIUR.

As a foreign school, ISP does not fall under the legislation that since 2000 regulates Italian private schools and no private schools, and, as a school according to the law, with a specific system, is not to be confused with parental education.

## COMPARISON BETWEEN THE IB SCHOOL SYSTEM AND THE NATIONAL SCHOOL SYSTEMS OF THE UNITED KINGDOM AND ITALY

Please note that Grade 1 begins at age 5 (not 6 as in Italian schools!), and the grades of Primary are 6 (not 5 as in Italian schools!). The grades after the Primary are 5 in the Middle School and 2 in the IB Diploma Programme, in total the school years are 13, starting at age 5, the expected end is at age 18.

<b>età</b>	<b>IB/ISP</b>	<b>UK</b>	<b>Italia</b>
3	PYP – Kindergarten	Early Years	Infanzia
4	PYP – Transition		
5	PYP – Elementary	Primary – KS1	Primaria
6			
7			
8		Primary – KS2	
9			
10			
11	MYP – Middle Low	Secondary Low – KS3	Secondaria I grado.
12			
13			
14	MYP – Middle High	Secondary High – KS4	Secondaria II grado
15			
16	Diploma Programme	Sixth Form College- KS5	
17			
18			
19			

## VALIDITY IN ITALY OF SCHOOL YEARS AND ACADEMIC QUALIFICATIONS

Whoever starts the schooling in an IB school has the same rights as those who begin the IB course abroad (Ministerial Note No. 2787 of April 20<sup>th</sup>, 2011, title VI), and is therefore exempt from having to ask for any permission or "nulla osta" to continue this educational path. The Legislative Decree n.62 of April 13<sup>th</sup>, 2017 established that "in the event of attendance of a first foreign cycle school in Italy recognized by the foreign system, without prejudice to the most favorable norms provided for by bilateral Agreements and Arrangements, the students support the suitability examination if they intend to enroll in a state or equal school ". Finally, law n. 738 of October 30<sup>th</sup>, 1986 established that the final IB Diploma must be recognized in Italy as a secondary school diploma and this is both for public competitions and for admission to universities.

ISP has been accredited as "IB World School" for the PYP since 2013 and has been a candidate for the MYP since September 1<sup>st</sup>, 2018. From March 1<sup>st</sup>, 2019, the candidacy for the final two-year Diploma Program will begin, starting in September 2020. At that point ISP will activate the procedure of recognition of the Diploma in Italy enrolling in the appropriate list that the law 738/1986 foresees.

Given the full validity of the IB final qualification in Italy and the possibility of passing, if necessary, from the IB system (school system recognized abroad) to the Italian system after passing the exams, the Italian exams are not necessary for those who study in Italy or abroad in view of the IB diploma. However, the IB in the first cycle of education and up to the entire MYP (which ends at 16) favors the integration between one's own curricular ordering and what is required by the different national systems of the world, which regulate with different dispositions both schools' recognition and obligation of education.

In concrete terms, ISP has organized its own curriculum up to 14 years of age in order to best correspond both to the IB requests and to the provisions of the ministerial provisions for the first cycle of education. For this reason, students at ISP can be presented by the school with absolute tranquility, at the request of their parents, to take Italian exams as external candidate, either at the end of the PYP, which corresponds to the age of law in Italy at the end of primary school, both at the end of the third year of MYP, which corresponds to the age of law in Italy at the end of the first cycle of education. Those who do not intend to take the Italian exams are not obliged to do so, however at the moment there is no provision for a different program by the school, if not for those who, being non-Italian mother tongue, ask (under conditions to be decided case by case) to follow part of the education up to 14 in a language other than Italian; this is motivated by the fact that

ISP normally provides for its students the achievement of the "bilingual" IB Diploma, obtained by taking the exam which for all non-linguistic subjects is in English, but which for languages includes the high-level Literature in English and in one's own mother tongue.

## 5. Admissions policy and academic transitions

**Nursery (Pre-kindergarten), Early Years (Kindergarten and Transition):** for children aged 18 months to age 5

**Primary School, 6 school years:** for ages 5 to 11 (Grades 1 to 6)

**Middle School (Lower Level), 3 school years:** for ages 11 to 14 (M1, M2, M3)

**High School, 4 school years:** for ages 14 to 18 (M4, M5, D1, D2)

Please note that in 2018/19 ISP has all the grades between Kindergarten and M4, the first year of High School: the school is increasing, in 2019/20 ISP will start M5, age 15/16). 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 (or Italian for beginners)
- 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 31<sup>st</sup> 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 or Italian 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.

## Advancement through the Grades

### PRIMARY SCHOOL (GRADES 1 - 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

Our Middle School starts with M1 and the transition of pupils already attending the Primary 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 Primary 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). For student candidates to enter in ISP after PYP with problems in English or in Italian (because of their precedent Primary school), please see our above presented “Language policy”.

M3 is an intense year didactically because there is also the possibility to attend to the Italian “licenza media” examination. Italian becomes the instruction language for a 35% of the school time, it is the last school year in which some parts of non-linguistic subjects are taught in Italian<sup>2</sup>. At the same time, all the teachers will be preparing the students for the greater responsibilities and demanding courses of the High School. M3 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 behavioral 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 M4.

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<sup>2</sup> Pursuant to what has been said regarding the “Validity in Italy of the school years and academic qualifications” the Italian exams can be useful as at the moment the Italian law provides for the recognition of only the final IB diploma. These tests therefore allow a simpler transition to Italian secondary schools in cases where this is necessary due to unexpected reasons. The preparation for these exams, even if the family chooses not to support their children, still serves the Italian language and culture, in particular for Italian citizens and for those who continue their studies in Italian universities.

## 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 Didactic Coordinators will be responsible for all decisions regarding the organization of the two parallel classes; this includes the drawing-up of class lists and any eventual changes. The Coordinators' decision is based on professional judgement and will be final.

## DEADLINES FOR NEW REGISTRATIONS

The date by which registration with ISP must be requested is decided each year by the Gonzaga Institute, on the basis of the decisions of the Ministry of Education for Italian schools, for the purpose of fulfilling the educational obligation. Requests for registration received after the deadline are taken into consideration based on the number of places available and in any case after having evaluated the candidate's previous training. For those who must take additional admission tests, in particular English, the selections are held between May and September.

Repeating students from other schools are not allowed. Repeating student means anyone who has also repeated only one of the school years preceding that in which he intends to register.

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

## 6. Amenities and equipment

A range of technological tools and equipment ensuring 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 school programmes.

### 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 Gonzaga Institute): 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 and the High School have a fully equipped science laboratory located in the Gonzaga building, where hands-on practical and experimental work can take place. Another science lab is situated in the ISP building, on the 5<sup>th</sup> floor.

### MUSIC, DRAMA, ART - AUDITORIUM

The school has a Music Room that can be used for all Grades if necessary.

There is an Art Room available for the Middle School.

The Auditorium (level 0) is available for use, where students can further develop their acting and dance skills. In general, this Auditorium, large 200-seat, can be used for student performances and cultural initiatives: access to this space 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 on the school website and a hard copy is available on the school's bulletin board. Different menus are offered, catering for different age groups, dietary needs as well as religious requirements. Lunch in the canteen is compulsory for preschool, primary school and middle school students (with some exceptions, such as school trips). High school students may choose whether to eat in the lunchroom through a reservation system.

Food or drink is only allowed in the lunchrooms, bar and terraces (third floor). Please note that preschool and primary school students may not use the bar during school time.

## 7. Governance

The Gonzaga Institute belongs to the network of the Euro Mediterranean Province of the Society of Jesus, which connects the Colleges operating in Italy, Albania and Malta through the Foundation "Jesuits Education", which has the task of drawing up guidelines for school activity and following its implementation also for what concerns governance and strategic planning.

In line with the current system of governing schools in the network of the "Jesuits Education" Foundation, the "Governing Body" of ISP is the Board of the Gonzaga Institute, which appoints the General Director of the Institute, the ISP Director and Educational Coordinators.

Currently the General Director of the Gonzaga Institute is also the ISP Director (Head of School) and represents the school.

The Director, for day-to-day operations and in the case of absence or impediment, may use a trusted person appointed by him.

Many organizational decisions are taken jointly by the Director and by the Teaching Coordinators, without prejudice to the fact that the latter are responsible for the issues most closely linked to teaching, while the former deals with the more general and addressing issues as well as liaison with the Italian schools of the Gonzaga Institute.

Teaching Coordinators keep in contact with the I.B. so that accreditation is maintained and students are prepared according to the rules of this Organization. They also supervise the management of teaching by performing tasks of "principal" without administrative functions. Taking into account the needs relating to the IB programs, they work in close collaboration with the School Director, in particular for the issues of teacher recruitment and any serious problems emerging from the life of the classes.

Collegiate bodies are established, pursuant to the school regulations, namely:

- Class Councils (or interclass for the Early Years and the Primary)
- Faculty Board
- Institute Council

Each class has a coordinating teacher who ensures that the educational process and the evaluation are shared among all the teachers of the class.

ISP teachers are hired by a private selection, they have a private sector work contract; the collective labor 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 no-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:

- Foreign languages teaching candidates must be mother tongue or fully equivalent

- Candidates who are not an 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)
- During the first year of working at ISP, we will agree with the teachers interested in permanent position ways to have a qualification (an IB training is compulsory) and ways of gaining a minimum understanding of Italian language.

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.

## 8. Educational program

### PRE-KINDERGARTEN (NURSERY)

It is for children who have reached the age of eighteen months by the 1<sup>st</sup> of September. 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 - PRIMARY SCHOOL)

Final authorization for the IB PYP (International Baccalaureate Primary Years Programme) 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.

The IB PYP is for **children from 3 years of age to 11 years of age**, therefore the Nursery class will not be part of the PYP. It is composed of two years of pre-school (Kindergarten, Transition) and 6 grades of Primary School.

The IB 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 intercultural understanding and respect’ is exactly what we are aiming for our students, in preparing them for the world of tomorrow.



One of the most significant and distinctive features of the IB Primary Years Programme 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.

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 (Kindergarten, Transition) and Primary School (grades 1 - 6):

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 PYP 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)

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

The children have lessons in these subjects in English (75%) and in Italian (25%). ISP has specialist teachers both for EAL and for Italian for Beginners who work 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 learned 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 staff to implement the PYP program and its pedagogy. All new teachers will receive online 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

From September 2018 ISP is a candidate school to obtain the authorization to carry out the MYP program in the Middle School, started in 2015/16. **Full accreditation must be achieved starting from the academic year 2020/21.**

CEI International School Palermo is a candidate school\* for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

The following is taken from the official IB documentation available on the website [www.ibo.org](http://www.ibo.org) regarding the MYP program. ISP, in the two-year application started in September 2018, will have to align with what has been described:

*“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 21<sup>st</sup> century.”*

*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 Programme 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”.*

## MIDDLE SCHOOL CURRICULUM

During the first three years of Middle School the curriculum is organized so that the students can continue the studies towards IB Diploma; the learning objectives that are required to take the Italian “Terza Media” exam are included in these programs. It is possible to follow the “National Curriculum Guidelines” of the Italian Ministry of Education, which leave a certain didactic organizational freedom to the schools themselves, also within the framework of MYP, to which the school is a candidate. Here below follows the list of the subjects:

- Language A (English)
- Language A (Italian)
- Language B or Language of acquisition (Spanish)
- Humanities
- Maths
- Science

- Visual Arts
- Music
- Design and Technology
- Physical and health education

For each school year, only English, Italian and Spanish are included in the school fee. The fees 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 the Administration of Gonzaga Institute).

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.

## HIGH SCHOOL: ISP PROJECT AND FINAL DIPLOMA

The ISP project foresees a four-year high school after the M3 class (corresponding to the “terza media italiana”):

- two years (M4 and M5) for the completion of the MYP, which consists of 5 years; at the end of the MYP (16 years of age) it is possible, upon request to face an external exam which provides, if passed in all subjects, the issuance of a valid diploma to continue studies in the countries of Anglo-Saxon scholastic tradition, not recognized however in Italy.

In these two years the subjects of study are the same as in the first three years, with some changes planned for the best preparation for the final two years.

- two terminal years (D1 and D2) of the Diploma Program (DP) of the IB. The application for the DP is scheduled from the 1<sup>st</sup> of March 2019 and will last until the final authorization: the ISP objective is to obtain this authorization for the beginning of the academic year 2020/21, in order to ask the Ministry of Education for the

inclusion in the list of schools that issue an IB diploma also recognized in Italy within the first final exams of our students, which will be held between May and June 2022.

At the end of the DP (18 years of age) a final exam is taken to obtain the International Baccalaureate, fully recognized in Italy as a secondary school diploma both for access to the University and for any other use provided for by the law for Italian diplomas (law 738/1986).

The following is taken from the official IB documentation available on the website of this Organization [www.ibo.org](http://www.ibo.org)

*“The IB Diploma programme 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 meet 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, D1, 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.”*

## 9. Special Educational Needs (SEN)

### SERVIZIO DI PSICOLOGIA SCOLASTICA

A teacher of the school and the Psychology service of Gonzaga Institute are in charge 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.

**Early Years and Primary:** in the performance of its function,

the School Psychology Service places at the basis of his intervention the promotion of pupils' well-being according to the definition given by the OMS (bio-psycho-social well-being understood as the full realization of his own potential, of his own capability, Sen 1993), bearing in mind both the profile of the student proposed by the Educational Project by the Institute and the National Directions of the MIUR for the development of key citizenship skills.

Starting from this frame of reference, in the performance of its function, the psychologist of the Psychology Service offers psycho-educational support to families and operators of the school context through observations, meetings, interviews, participation in class assemblies, councils of class, polls, faculty members.

As part of the service activities and at the request of teachers and coordinators, the psychologist supports the planning, monitoring and final evaluation phase of meta-cognitive aspects connected to teaching, collaborating in the creation of an increasingly inclusive school that aims to answer adequately to the different ways of learning of the students. Furthermore, it helps to know and take into consideration all those psychological variables (emotional-motivational, relational, attribution styles, self-esteem) that intervene in the school learning process and determine its outcome.

In detail the psychologist:

- A. **supports** (upon request or report from the General Director, the Coordinators, Teachers, Parents or following the observations made during the professional activity within the Institute):
1. **Teachers**
    - a) in planning activities , taking into account the psychological and relational aspects involved in the educational and learning process, with the aim of spreading a culture of prevention, through the promotion of concrete actions for improving the quality of mental and physical life of the students;
    - b) in the planning of adequate educational strategies for pupils with Special Educational Needs (C. M. n. 8 of 06/03);
    - c) in the search for intervention procedures to improve the classroom climate and the relational and communicative methods between teacher and students.
  2. **Parents**
    - a) in the comparison on the educational paths activated with the children;
    - b) in planning interventions to improve the well-being of one's child within the school context;
    - c) in planning interventions to improve the school climate.
  3. **Pupils**
    - a) in comparison with the group of peers to learn to talk together on the subjects of their interest, intervening in the classes with tutoring activities to face with the teachers any emerging socio-relational and emotional difficulties (also to facilitate the inclusion in the initial or intermediate sections of the Early Years or in the Primary classes);
    - b) in the screening and evaluation of DSAs (pre-requisites for early years learning, read-write learning and calculation for Primary school);
    - c) in the observation of the behavior and of the emotional and relational sphere of the students within the school context;
    - d) in accompanying, in collaboration with teachers and families, the steps from Early Years to the Primary and from the latter to the Middle school, in order to guarantee school continuity.

- B. **Organizes** and, in some cases, **manages** (upon request or report from the General Director, the Coordinators, the Teachers, the Parents, following the observations made during the professional activity within the Institute): 1. meetings with groups of parents by class and interclass; 2. meetings with parents, teachers, external experts both for certified students (law 104/92, law 170/10) and for students with no certified Special Educational Needs; 3. meetings with teachers for training on dimensions and aspects related to the well-being of the students or the relationship with families; 4. meetings and workshops with students.
- C. **Manages** reports and certifications concerning specific interventions by external bodies (ASP, Juvenile Court, Social Services ...).
- D. **Elaborates**, in collaboration with tutors and support teachers, PEI, PDP ... and everything related to carrying out practices related to BES pupils.
- E. **Draws up** reports on individual pupils at the request of families or external institutions and with prior authorization from the heads of the Institute.
- F. **Elaborates and proposes projects** on micro and macro dimensions of the school system both with internal and external resources.
- G. **Participates** 1. to the coordination meetings with the General Director, Teaching Coordinators; 2. to the Academic Board at the request of the Coordinators; 3. to the Class Councils of the Primary; 4. to Class Assemblies of Early Years (upon request); 5. to the Scratches; 6. to meetings and training meetings within the school; 7. to meetings and training and professional updating meetings organized by institutions outside the Institute; 8. to Tutor meetings in the training processes proposed by the Institute.
- H. **Studies, researches, spreads** material to update specific activities to the role of the school psychologist and to support teaching in line with the most recent research.

## PROJECTS

- Early Years reception
- Evaluation of the pre-requisites of the reading- writing last year of the Early Years

- Early Years continuity project - Primary
- Second class project *The class: our gym to grow up*
- Project Classes grade 5 / grade 6 *Me, We and our growing body.*

Other initiatives can be inserted during the school year based on the social relational needs emerging in the various class groups and on the recommendation of the Coordinators of the interested sectors.

Il Servizio di Psicologia Scolastica pone alla base del suo intervento la promozione del benessere degli alunni secondo la definizione data dall'OMS (benessere bio-psico-sociale inteso come piena realizzazione del proprio potenziale, della propria *capability*, Sen 1993), tenendo presenti sia il *profilo dello studente* proposto dal Progetto Educativo dall'Istituto sia, per quanto riguarda la scuola italiana, le *Indicazioni Nazionali* del MIUR per lo sviluppo delle competenze chiave di cittadinanza.

Partendo da questa cornice di riferimento, nell'espletamento della sua funzione, la psicologa del Servizio di Psicologia offre supporto psico-educativo alle famiglie e agli operatori del contesto scolastico attraverso osservazioni, incontri, riunioni, colloqui, partecipazione alle assemblee di classe, consigli di classe, scrutini, collegi docenti, tenendo conto delle peculiarità organizzativa di ciascun settore di intervento.

Nell'ambito delle attività del servizio e su richiesta delle insegnanti e dei coordinatori, la psicologa supporta la fase di programmazione, monitoraggio e valutazione finale degli aspetti meta cognitivi connessi alla didattica, collaborando alla creazione di una scuola sempre più inclusiva che si prefigge di rispondere adeguatamente alle diverse modalità di apprendimento degli alunni. Inoltre, contribuisce a conoscere e prendere in considerazione tutte quelle variabili psicologiche (emotivo-motivazionale, relazionale, stili di attribuzione, autostima) che intervengono nel processo di apprendimento scolastico e ne determinano l'esito.

In dettaglio la psicologa:

A. **affianca** (su richiesta o segnalazione del Direttore Generale, delle Coordinatrici, dei Docenti, dei Genitori o in seguito alle osservazioni fatte nel corso dell'attività professionale all'interno dell'Istituto): 1. I **docenti** a) nella progettazione delle attività, tenendo conto degli aspetti psicologici e relazionali che intervengono nel processo educativo e di apprendimento, allo scopo di diffondere una cultura di prevenzione, attraverso la promozione di azioni concrete per il miglioramento della qualità della vita mentale e fisica degli alunni; b) nella pianificazione di strategie educative adeguate per alunni con Bisogni Educativi Speciali (C. M. n. 8 del 6\03\2013); c) nella ricerca di procedure di intervento per migliorare il clima della classe e le modalità relazionali e comunicative tra docente e allievi. 2. I **genitori** a) nel confronto sui percorsi educativi attivati con i figli; b) nella progettazione di interventi per migliorare il benessere del proprio bambino all'interno del contesto scolastico; c) nella progettazione di interventi per il miglioramento del clima scolastico. 3. Gli **alunni** a) nel confronto con il gruppo dei coetanei per imparare a dialogare assieme sugli argomenti di loro interesse, intervenendo nelle classi con attività di tutoria per affrontare insieme agli insegnanti eventuali emergenti difficoltà socio-relazionali ed emotive (anche per facilitare l'inserimento presso le sezioni iniziali o intermedie della scuola dell'Infanzia o nelle classi della Primaria); b) nello screening e nella valutazione dei DSA (pre-requisiti degli apprendimenti per la scuola dell'Infanzia, apprendimenti di letto-scrittura e calcolo per la scuola Primaria); c) nell'osservazione del comportamento e della sfera emotiva e relazionale degli alunni all'interno del contesto scolastico; d) nell'accompagnare, in collaborazione con gli insegnanti e le famiglie, i passaggi dalla scuola dell'Infanzia alla Primaria e da quest'ultima alla Secondaria di primo grado, al fine di garantire la continuità scolastica.

B. **Organizza** e, in alcuni casi, **gestisce** (su richiesta o segnalazione del Direttore Generale, delle Coordinatrici, dei Docenti, dei Genitori, in seguito alle osservazioni fatte nel corso dell'attività professionale all'interno dell'Istituto): 1. incontri con gruppi di genitori per classe e interclasse; 2. incontri con genitori, insegnanti, esperti esterni sia per alunni con certificazione (legge 104/92, legge 170/10) sia per alunni con Bisogni Educativi Speciali non certificati; 3. incontri con docenti per formazione su dimensioni e aspetti legate al benessere degli alunni o della relazione con le famiglie; 4. incontri e laboratori con alunni.

C. **Gestisce** relazioni e certificazioni riguardanti interventi specifici da parte di organismi esterni (ASP, Tribunale dei Minori, Servizi Sociali ...).

D. **Elabora**, in collaborazione con insegnanti tutor e sostegno, PEI, PDP... e tutto quanto attiene all'espletamento di pratiche relative agli alunni BES.

E. **Elabora** relazioni su singoli alunni su richiesta delle famiglie o di Istituzioni esterne e previa autorizzazione da parte dei responsabili dell'Istituto.

F. **Elabora e propone progetti** su dimensioni micro e macro del sistema scolastico sia con risorse interne sia esterne.

G. **Partecipa** 1. agli incontri di coordinamento con Direttore Generale, Coordinatori Didattici; 2. al Collegio Docenti su richiesta dei Coordinatori; 3. ai Consigli di Classe della Scuola Primaria; 4. alle Assemblee di Classe della scuola dell'Infanzia (su richiesta); 5. agli Scrutini; 6. agli incontri e riunioni di formazione interni alla scuola; 7. agli incontri e riunioni di formazione e aggiornamento professionale organizzati da enti esterni all'Istituto; 8. agli incontri dei Tutor nei processi di formazione proposti dall'Istituto.

H. **Studia, ricerca, diffonde** materiale per aggiornare le attività specifiche al ruolo dello psicologo scolastico e per supportare la didattica in linea con le più recenti ricerche.

## PROGETTI

- Accoglienza scuola dell'Infanzia
- Valutazione dei pre-requisiti di letto scrittura ultimo anno della scuola dell'Infanzia
- Progetto continuità scuola dell'Infanzia scuola Primaria
- Progetto classi seconde *La classe: la nostra palestra per diventare grandi*
- Progetto classi quinte *Io, Noi e il nostro corpo che cresce.*

Altre iniziative possono essere inserite nel corso dell'anno scolastico in base alle necessità socio-relazionali emergenti nei vari gruppi classe e su segnalazione delle Coordinatrici dei settori interessati.

## SUPPORT TEACHER

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.

### 10. 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 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).

In the Middle School, every 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.

## **11. Students' Council**

### **PRIMARY STUDENTS' COUNCIL**

Each grade, from 3 to 6, 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 organize 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 Middle Management as appropriate in order to ensure structured communication between staff and students. Student council activities will allow students the opportunity to develop organization, planning and leadership skills while contributing to the development of their school.

## **12. 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

- (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 and March.
- (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 general, the school provides adequate criteria to ensure that all students can demonstrate the consolidation of their knowledge through the final "Exhibition" of the Primary Years Program. The application for the MYP includes the "Personal Project" (at the end of the 5<sup>th</sup> year) and the candidacy for the DP includes an "Extended essay" as an integral part of the final exam, based on the study plan offered.

## PYP ASSESSMENT

Evaluation in the school reflects the IBO assessment philosophy. Criteria for the Primary Years Program:

1. The evaluation criteria in the school are in harmony with the criteria of the IBO study plan:
  - a. Evaluation in our school is an integral part of programming, teaching and learning.
  - b. The evaluation takes care of all the fundamental points of the program.
  - c. The school provides data on the student's learning for the duration of the program.
2. The school communicates its evaluation philosophy, methods and procedures to the school community.
3. The school uses a range of strategies and tools for evaluating school learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school provides documentation criteria for the progress of the student in harmony with the philosophy of evaluation of the IBO study plan.
6. The school provides information criteria on the progress of the student in harmony with the philosophy of evaluation of the IBO study plan. The student's learning and development related to the characteristics of the IB student profile are evaluated and communicated to families.
7. The school analyzes data related to assessments to inform teaching and learning. The school ensures that students' knowledge and understanding are evaluated before continuing in the subsequent learning phases.

8. The school gives the student the opportunity to participate and reflect on the evaluation of his work.

## MIDDLE SCHOOL ASSESSMENT

**Middle School Standardization:** 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.

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

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, orals, quiz or questions made by the teacher to the class, research projects done either individually or in group, homework check and other methods of common use at International schools. For this type of test, 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.

The summative assessment instead is done at the end of each unit of work. In this 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.

In the 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 realized by the teacher subject department. In each subject, each criterion must be assessed at least twice a year.

The end of first term report cards (in February) and the end of year report cards show instead grades that for each subject are on 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. Over the two school terms all the criteria will have to be evacuated in each subject.

## **Grade Promotion Policy for Grades M1 - M2 - M3 - M4**

### **PROMOTION RULES**

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 be 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).

\*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.

### ABSENCES ON SUMMATIVE TESTS

The students who are absent on summative test days will be given the opportunity of retaking them on Wednesday afternoon at about 15.30. They will be informed in a 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

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.

This Commission is entrusted with the task of deciding the disciplinary measure to be applied to the student.

### HONOR ROLL

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

## 13. School - Family agreement for education

We want the climate in the school to be one of collaboration and serenity.

Therefore, we need a total trust that links our educational and formative work to the choices of the family, in other words we need a **pact of co-responsibility**.

Since ISP is the international part of the Gonzaga Institute, the co-responsibility agreement is that of Gonzaga, reported as an attachment to the ISP Handbook; **the additional needs connected with the specific vocation of ISP and the accreditation with the IB are:**

### From the school:

- To provide an intercultural and international, pluralistic and tolerant education, respecting the identity of each student.
- To guarantee the maintenance of IB accreditation.
- To guarantee qualified teachers for IB teaching.
- Maximum transparency in the evaluation, according to the IB rules.

### From the Student:

- To respect times and deadlines planned with teachers to achieve requested objectives, undertaking with responsibility the duty of doing assignments.
- To accept, respect and help others and the ones he/she is not in harmony with, trying to understand the reason for their behaviour.

### From the families:

- To know the IB "Learner Profile" and collaborate with the school to achieve the educational objectives contained therein, in particular by recalling the values of "Academic Honesty", sincerity and punctuality.

## 14. Parents' representatives

### ROLE OF PARENTS' REPRESENTATIVES

Recalling that ISP is the International School of the Gonzaga Institute, the educational community of this Institute includes Italian equal schools and ISP: some fundamental rules concerning the representations of the Parents and the role of the Collegial Bodies are therefore shared and are reported below:

- a) Parents' Representatives (informed about educational aims, educational and didactic objectives, cultural, religious and service activities proposed by the Institute) contribute to their realization by participating in some Class Council activities and by informing and involving others as well as parents;
- b) Parents' Representatives bring to the attention of the Class Council and the Head of the School problems and proposals relating to the class as a whole; make the parents aware of the observations and requests of the Class Council and the Head of the School. Connected to the exercise of these functions is the possibility to request the convocation of the Plenary Assembly of the parents of the class.

### NURSERY - EARLY YEARS - PRIMARY SCHOOL

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 something that they would like to discuss at these meetings.

## PARENTS' CONCERN

Parents who have a concern or questions about the curriculum or any classroom issues should privately discuss the matter FIRST with a specific teacher by arranging an appointment. In PYP it is advisable to meet with the classroom teacher, in the Middle School 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 **by appointment** 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, privately, when the problem arises, for those students who are in doubt.

f. All parents can attend Class meetings.

## 15. Communication

### SCHOOL WEBSITE

<http://www.isp.gonzagapalermo.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, Managebac, 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 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.

## 16. 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-around 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 typical initiatives necessary to the life of a successful international school will flourish (e.g. ranging from charity activities to the organization 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.

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

We ask parents 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 of international education for your children.

### PRIMARY 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 the Unit presentations throughout the year.

Celebrations: Elementary School students will dress up and celebrate 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 organized 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.

## 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 organized throughout the year.

## GUIDELINES FOR TRIPS

- No student may be taken out of the school premises for any reason without the written consent of parent/guardian.
- 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.
- Before this letter is sent, class teachers are responsible for determining the format of the trip in collaboration with providers. She/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.

- 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.
- 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.
- Buses from the school's official service can be booked by Economato; good notice is advisable, especially in the summer term. The cost of booking buses must be passed on to families, examples being a day trip on an academic theme or a trip to the theatre.
- 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 the school or by the agency. 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 organized 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 evaluation of potential risks will be carried out before any trip.

## PRIMARY TRIPS AND EDUCATIONAL VISITS

Primary 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, so 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 organized where possible by teachers at appropriate times of the year.

This will ensure that students can visit each other's countries 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 charged to parents although the school will always guarantee full organization and supervision.

## 17. 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 will be 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 the 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.

## 18. 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.

- Smoking in the school premises is not allowed.

**We show RESPECT FOR OURSELVES when we:**

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

**We show RESPECT FOR OTHERS when we:**

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

**We show RESPECT FOR OUR ENVIRONMENT when we:**

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

## HOMWORK AND MATERIALS

ISP believes that regular, grade-appropriate homework is essential for academic achievement in secondary school and supports school work in the primary years.

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 daily journal 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. The note will explain what happened and the day when it happened. Each student's parent will be able to read on Managebac 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 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.

**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 the school or school-sponsored events under the influence of such drugs.

If, after an 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.

Unless they are in contrast with the rules indicated above, the IB misbehavior handling procedures apply.

## 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.

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 at 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 ISP 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...

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.

For late arrivals or early dismissals, the School will not accept in any case justifications in oral form or done by a phone call.

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.

## 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, diarrhea 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 deem 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 parents will be 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.

A parent's note is required to excuse a student from P.E. for a single class period.

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.

## **OTHER**

### **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 a 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 the 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 and must be refunded.

## **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 after the school day is over.

Exception 2) MYP 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 (during free periods). 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 for educational purposes
- To provide an additional dimension of instructional support with information that is current
- To teach students to find, organize, and limit the 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 or videos
- Using obscene language
- Damaging computers, computer systems or computer networks

#### **Consequences/Disciplinary Action**

- A 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 the misuse of computers or the Internet.

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

## 19. The school day

### THE PRIMARY SCHOOL

- Start of the School Day

08.30 to 08.50 Students will be meeting in the main entrance area or in the little football pitch.

08.50 All students are brought 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. Latecomers must wait until the end of the first lesson to join their class.

- The End of the School Day

15.30 Pre-Kg/Kg/Trans children to be collected from the main entrance area.

15.45 Primary School children 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

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 Managebac platform.

20. Pre / post school services (v. Istituto Gonzaga )

21. Use of school car park (v. Regolamento Istituto Gonzaga)

## **22. Visitors, safety and security park**

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.

### **NOTE ON THE BALANCE**

The school income and cost are part of the “Gonzaga Institute” 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 receives State or other public Authorities funding’s.