

SCUOLA DELL'INFANZIA e NIDO INTEGRATO S. TERESA DEL BAMBIN GESU'

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PIANO TRIENNALE OFFERTA FORMATIVA

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INTRODUCTION

This Piano Triennale dell'Offerta Formativa (three-year educational plan), related to Scuola dell'Infanzia Nido Integrato Santa Teresa del Bambin Gesù, is prepared in accordance with the provisions of Law 13 July 2015 n. 107, containing the "Reform of the national system of education and training and delegation for the reorganization of the laws in force". The plan was drawn up by the Academic Board on the basis of the guidelines for school activities and management and administrative choices defined by the Management Board. The plan received the favorable opinion of the Academic Board in the session of 2 November 2016. The plan was approved by the Management Board in the session of 15 November 2016; the plan published in the "Scuola in chiaro" portal.

Art 1 paragraph 2: ... the Educational Institution conducts the three-year educational plan for the **enhancement of knowledge and of the skills** ... and for the **opening of the school community to the territory** with the full involvement of institutions and local realities.

Art 1 paragraph 12: "The Educational Institutions prepare the three-year educational plan by the end of October of the previous school year. The aforementioned plan also contains the **planning of the activities for the teaching and administrative, technical and auxiliary personnel**, as well as the definition of the resources required on the basis of the quantification set for educational institutions. The plan can be reviewed annually **by the end of October** "

Three-year educational plan (PTOF) 2016 – 2019: characteristics and contents

P.T.O.F. it is already regulated in the art.3 of the D.P.R. 275/99 "Regulation on the autonomy of educational institutions" – today, paragraph 14 of L.107 / 2015 - which does not contain substantial changes to the aforementioned Article 3, except for the words "revisable annually".

"The Plan is the fundamental document constitutive of the cultural and planning identity of the educational institutions and explicits the curricular, extracurricular, educational and organizational planning that the individual schools adopt within their autonomy".

The Three-Year Educational Plan (P.T.O.F.) implements and strengthens the educational project (P.E.), a founding document of our kindergarten, an integral part, together with the statute, in harmony with the principles of the Italian Constitution.

P.T.O.F. intends to favor the full development of the potentials of children who attend it in an appropriate cognitive, playful and affective context, thus guaranteeing their right to have equal opportunities for education, care, relationship, play and education, also through the dejection of inequalities and possible territorial, economic, ethnic and cultural barriers to implement a real inclusion, favoring their harmonious growth.

The PTOF is a planning instrument and proposes objectives on a long-term basis, which are gradually implemented in the annual projects, maintaining its flexibility: it is an "open" instrument, therefore, during the three years, integrations and changes will be possible, to be taken with the same procedure that the law 107/2015 provides for the adoption and approval of the general document on the basis of:

- the results of the self-assessment;
- the profound changes affecting the School;
- the new needs emerging from the users;
- the new needs emerging from the territory in which the School performs its educational and training function;
- to any new proposals;

The PTOF is the document that recalls the principle of co-responsibility and educational alliance between the Family and Educating Community (Legal Representative / President, Directors, Manager, Coordinator, Teachers, Educators, Non-Teaching Staff, Volunteers) intended as the assumption of precise educational styles and tasks for achieving the goals shared with families.

HISTORY, IDENTITY AND MISSION OF THE SCHOOL

The school was built in 1973 and wanted by the parish father Giovanni Sola, in addition to the kindergarten, it was housing on the first floor the apartments of the nuns of the Order of Divine Mercy. After 1994, the year in which the religious personnel no longer worked, the building underwent two important changes. The first expansion in 1996 to give space to the Nursery School on the ground floor and the second in 1998, to expand the Kindergarten which is located on two floors. In 2007 further expansion works were implemented for the kindergarten.

The Infancy school, of Christian inspiration, is recognized as an equal school (Law 103/2000 No. 62) on 13/07/2000. It is a school belonging to the FSM.

The founding principles

The kindergarten is addressed to all the children from three to six years of age and is the answer to their right to education and care, in accordance with the principles present in the Constitution of the Republic, in the Convention on the rights of childhood and adolescence, in the documents of the European Union and in the National Guidelines for the 4th September 2012 curriculum.

The law, in setting the rights and obligations of non-state schools that request parity, must ensure full freedom for them and, for their pupils, a school treatment equivalent to that one of the pupils of state schools.

(Constitution of the Italian Republic Art. 33)

All citizens have equal social dignity and are equal before the law, without distinction of sex. Race, language, political opinions, personal and social conditions.

(Constitution of the Italian Republic Art.3)

The child has the right to an education that at least at the elementary level must be free and compulsory. He has the right to enjoy an education that contributes to his general culture and allows him, in a situation of equality of possibilities, to develop his faculties, his personal judgment and his sense of moral and social responsibility, and to become a useful member to society. The best interest of the child must be the guide of those who are responsible for his education and his orientation; this responsibility lies primarily with one's parents, the child must have every opportunity to devote himself to games and recreational activities which must be geared towards educational purposes; society and public authorities must make every effort to facilitate the realization of this right.

(1959 New York, ONU Declaration of the rights of the child, the seventh principle)

The school today is invested by a question that includes, both, learning and "knowing how to be in the world" ... The understanding among adults is no longer obvious and involves the difficult construction of an interaction between families and school, to which each one has its own role, to make explicit and share the

common educational aims ... interculture is already the model that allows all the children and young people to recognize each other's identity and identity.

The school has some specific purposes: to offer students opportunities to learn basic knowledge and cultural languages; to ensure that students acquire the instruments of thought necessary to learn how to select information; to promote in students the ability of developing methods and categories that are able to act as bearings in personal itineraries; to favor the students' autonomy of thought, orienting their own teaching to the construction of knowledge starting from concrete educational needs.

The kindergarten school aims to promote in children the development of identity, autonomy, competence and launch them to citizenship.

(National Indications for the Curriculum September 4, 2012)

"The nursery school contributes to the education and emotional, psychomotor, cognitive, moral, religious and social development of girls and children" (L.53 / 03, art.2e); it is part of the "educational system of education and training", which includes among its guiding principles and criteria, also "the attainment of a spiritual and moral formation" (l.c., art. 2b).

Mission

Our school, of Christian inspiration, is part of the parish community, and it is a place of human and Christian formation for children and their families.

It assumes as its own the values shared by all personnel such as respect for the individual, also welcoming children in disadvantaged situations and foreigners.

Our school is committed to promoting the integral education of the child and, therefore, to a balanced maturation of affective, social and religious components, keeping in mind the individual variation of the rhythms and learning styles, motivations and personal interests.

The school pays attention to the original curiosity of children who will have to live in a positive climate of exploration and research.

The whole school is committed to:

Promote the culture of legality and respect for the rules, both in relation to people and things.

Promote the development of identity, relationship, interaction and cooperation within the class group, creating a favorable learning context.

Educate to the value of diversity, openness to different cultures, solidarity, recognition and respect for the needs of the weakest, with particular attention to children with special educational needs.

Socio-environmental analysis

The nursery school S. Teresa del Bambin Gesù is located in the center of the village of Lumignano, in the municipality of Longare in the province of Vicenza.

Geographically it is located in the town square and it is a strategic point for possible nature excursions.

In fact, from the point of view of the landscape, the environment offers countless possibilities of KNOWLEDGE and EXPLORATION OF NATURE in all its aspects.

Lumignano is a village with a small number of inhabitants (just over 1000), so a good part of the children who attend kindergarten come from neighboring villages.

The female working condition required the offer of extracurricular services, such as the prolongation of the school's daily timetable, both early morning and afternoon, and the start of a nursery school (Law reg. 32/90).

Bordering on our building is the full-time primary school, the only one of the Comprehensive institute; the proximity, the educational offer and the school time of the two structures is a reason for choice by the families, even if, in this time of crisis, the few births has contributed, albeit slightly, to the decline in enrollment of children.

Since last year, at the request of some parents, the after-school service has been activated from 16 to 18 for primary school children.

The proximity to the Ederle barracks led our school to be chosen also by American families, thus enriching our educating community.

For the next three years, the birth projection does not seem to undergo variations, about 50 children were born per year in our Municipality, (data provided by the Registry Office) thus foreseeing the maintenance of the current places in the school, both for children and for the educational and auxiliary staff.

RESOURCES MANAGEMENT AND SCHOOL ORGANIZATION

The promoter of the school is the Parish of S. Maiolo of Lumignano, a civilly recognized ecclesiastical body. The school is authorized and provided for by the canonical provisions on the subject in accordance with Article 16 letter B of Law 222/85.

In the school there is an internal statute that contains the rules for the administration of school activities entrusted to the **Management Board**.

The Management Board, which remains in office for three years, is composed by:

- Parish pro-tempore (Legal representative)
- 4 representatives appointed by the Parochial Pastoral Council
- 3 parents elected by the assembly of parents of children enrolled and attending the School and Integrated Nest
- possibly a representative of the municipality
- possibly an FISM representative

The tasks concern: the administration of school activities, from the preparation of financial statements, personal management, to the educational / teaching part (PTOF and projects)

The Management Board meets at least twice a year at the request of the Parish and / or the President, when the opportunity arises.

It is also expected the establishment of the following collegial bodies:

- Department meetings
- General assembly of parents
- Intersection Council

The department meetings consist of the teaching staff in the school and they are chaired by the coordinator, the tasks are:

- educational-didactic programming
- formulate proposals to the managing body of the school with regard to the organization of the school itself
- periodic evaluation of the teaching action
- examines the cases of pupils with difficulty of integration to identify suitable strategies
- predisposes the PTOF.

The General assembly of parents is made up by the parents of children enrolled and its task is to examine the programmatic report of the school activities, proposed by the teaching staff, expressing its opinion on the PTOF and other educational initiatives designed to improve the quality and expansion of the training offer.

In the first meeting of the year, the parents, present in the assembly, elect:

- a) its president;
- b) the secretary;

c) the parent (can also be the same president) or the parents who represent them in the Collegiate bodies of the school.

All the elects remain in office for one year and are re-eligible, provided they still have children attending school.

Meetings take place in school premises, outside school hours.

The Intersection Council is made up of teachers in service in the school and one / two parents per section, chosen in their respective assemblies and it has the task of:

- formulating to the Department meetings and the school management bodies proposals regarding educational and didactic action and innovative initiatives aimed at expanding the training offer,
- promote in general the school-family collaboration and, in particular, on occasions coinciding with recurrences, events, organized events designed to bring the school closer to the outside world.

The intersection council is a proposing and advisory body; he lasts one year and the parents' representatives are re-eligible as long as they have children attending school.

Organogram and human resources

The educational community is represented by teaching staff possessing the required qualifications and teaching qualifications, and present in the school for more than ten years.

Teaching staff / educators

Two teachers for kindergarten

Three educators for the nursery

Among the teachers mentioned above, there is the figure of **coordinator of the school**.

The two teachers, section holders, are present at school from 8.00 to 15.30 or from 8.30 to 16.00 in rotation.

Non-teaching staff:

A cook

Two auxiliary staff

These people work in close cooperation with the teachers and are in possession of the required health requirements.

Volunteers

At the central moment of the day (from 11.00 to 13.30), we have the precious collaboration of five volunteers who take turns supporting the teachers for lunch and the preparation for the sleep of the little ones. Two grandparents for the garden care join the volunteer team.

Psycho-pedagogical service

The pedagogical consultancy, curated by Dr. Cunico Manuela, is expressed in the collaboration with the teachers of the integrated nursery school (provided for by Law 22/2002 and DGR No. 84/2007) for accreditation and for kindergarten based to the needs of teachers.

Financial resources

- Our school stipulated two agreements with the municipality: one for the nursery and one for the kindergarten, with the duration of 4 years. If necessary, the parish will supplant.
- Contributions from the MIUR
- Veneto region
- Tuition fees
- The parents in our school have a very important task and role of help for the realization of some initiatives such as markets, theme parties organized during the year whose funds are intended to cover part of the school's running costs.

Admission and registration procedures

The registrations must be submitted through a special form delivered by the school to the secretariat, generally within the month of January, with the receipt of the registration fee. The enrollment in the Infant School is not automatic, but must be re-presented every year of the child's attendance.

Children who are or are going to be three years old in the starting year can be enrolled in the nursery school (September). Children who are three years old must be enrolled no later than April 30th of the following year. The admission of these children is conditioned by: Availability of places, depletion of waiting lists, availability of rooms and facilities suitable to meet their specific needs under the age of three years, pedagogical educational assessment of the teaching staff.

Regulations

The school makes available to the families an Internal Regulation which includes: the registration procedures, the opening hours, the fee payment, any reductions, the management of sick leave, the picking up of the children, the school lunch, the summer camps, meetings with parents, the personal layette of the child.

This will be explained in detail to the parents during the first meeting of the school year and given to the families so that they can see and sign it. (See attachments)

Structural characteristics of the building and spaces

Outdoor spaces

Externally, the school has a large green and shaded area, fully usable by children, with a playground.

The garden borders to the south with the village square and to the east with the primary school. Users can access the school from two different points: Piazza Mazzaretto and Via Btg. Framarin, located at the back of the building, has a large parking lot that gives parents the opportunity to park and let the children down without danger

Indoor spaces

Currently, the kindergarten is equipped with 3 classrooms on the first floor, where there are also services for teaching staff, a group of services for children, the clinic and the management.

The ground floor houses the entrance, equipped with changing room, the kitchen that also serves the nursery, the canteen space, the services for auxiliary staff, a group of services for children and the salon for the activities of the motor type as well as for moments of play and reception and a room for sleep.

From the corridor leading to the living room, you can access the nursery hall and the dining room.

An internal corridor, divided by a glass door, separates the kindergarten from the nursery school.

Sections space

The section represents the basic organizational unit around which the kindergarten is structured.

The section is the preferential seat for the relationship adult and children and peers for the realization of the educational and teaching experience.

Each section is organized and equipped to guarantee:

- the continuity of relationships between adult and children, and children and children
- the realization of personal and social growth experiences for all children
- intentional orientation and autonomy of children in the predisposed spaces.

Each section is structured in corners, for the activity, the game and the socialization of experiences (library corner, corner construction, structured material, soft corner, kitchen ...) with furniture and materials suitable to encourage children's educational experiences.

Common spaces and laboratories

The teachers organize, in the common areas, laboratories to carry out specific educational activities and encourage intersection moments (birthdays celebrations

of the month) and exchange realizing the rapprochement between children of similar age and competence.

These spaces are:

Entrance, space used as a dressing room for children and school / family communication, it is the identity card of the school, it represents the mirror of the environment of those who work and live the daily life of the same.

The entrance is set up as follows:

- lockers for changing incoming and outgoing children
- furniture with documentation of the design and documents related to the organization of the school.
- school / family communications notebook
- logbook
- space for documentation of children's experiences
- extra-school initiatives and proposals

Salon, used for the reception of the morning, spontaneous play, guided motor activities, library with loan.

Dining room, to share moments of breakfast, lunch and snack with children exit.

The educational criteria sections

Even this year, in our school there are two heterogeneous sections. We made this choice initially for the varied number of children at different ages and then because the heterogeneous section offers the development of autonomy, learning by imitation, gratification in helping and receiving help and promoting exchanges between children (mutual help).

The children are: 19 children, of which 1 is little (piccolo), 16 are medium (medi) and 17 are big (grandi).

The two groups this year are called: UCCELLINI GIALLI (26) AND UCCELLINI ROSSI (26), the names were chosen with the children and this symbol with the photo of each will mark the locker of everyone.

School time

Educational day of the child

The educational day is characterized by the alternation of moments of free play, educational experiences and routine moments related to hygiene, care and the progressive conquest of the child's autonomy.

In rhythms, the child recognizes the passage of time and receives certainty because the scanning of the day conditions the perception of time and its emotional components. Time scanning has a strong pedagogical value, as the rhythm of the day is marked in such a way as to safeguard the well-being of children, the construction of personal identity and cognitive development.

The joint of activities throughout the day commits the child in proposals and experiences with different intensity and becomes essential for the acquisition of rules of social life.

It consists of the following timing:

H 07.30 - 08.00 early
 H 08.00 - 08.45 reception
 H 08.45 - 09.00 breakfast
 H 09.00 - 9.30 bathroom, routine
 H 09.30 begin of the activity
 H 11.15 bathroom
 11.30am lunch
 H 12.15 - 13.00 free play and / or guided in the salon or in the garden

 H 13.00 bathroom
 H 13.30 - 15.00 nap for *piccoli* and *medi* who need it
 H 13.30 - 14.00 relaxation in the classroom for *medi* and *grandi*
 2.00 - 3.00 pm preparation activities for primary school for adults
 H.15.15 bathroom
 H 15.30 snack
 H 15.45 - 16.00 exit
 H 16.00- 18.00 postponed

To facilitate the meeting of children of the same age or interest (games, workshops, preparation of parties, etc.) according to their needs for development and learning, adopting the criterion of organizational flexibility and teaching, we propose during the week moments of intersection.

School timetable

Our timetable is the following:	h. 07.30 – 08.00	early
	h. 08.00 – 16.00	school timetable
	h. 16.00 – 18.00	postponed

Meaning of some moments of the day:

Reception

The greeting between parents and children is a very delicate moment, even if it happens quickly and is full of meanings and emotions.

Sometimes some strategies to make the separation less heavy should be shared with the parents ...

The term reception underlies listening and availability: every child is expected and welcomed in its entirety.

Children can choose to stay in the various corners organized in the salon and so everyone with their own time starts the day!

Care moments

The moment of care is a moment of interaction and well-being of the child that leads to knowledge and respect for one's own body and that of one's companions.

Lunch

The meal in the kindergarten represents for the children a moment of growth and learning, during which they have the possibility to mature and develop their autonomy, their self-control, their responsibility and their identity. (Through activities such as making waiters, setting, picking, setting up the daily menu table).

Nap

Nap is a delicate emotional moment in which abandoning oneself means having established a strong relationship of trust with reference adults.

The school calendar

The school calendar of our school follows the regional calendar except for the beginning of the year, possible religious closures, in agreement with the other two nursery schools of the municipality of Longare.

The department meetings are required to resolve, according to the provisions of art. 42 of the current CCNL Fism, before the beginning of the school year, shared with the Managing Body, the calendar of teaching activities and related to teaching.

For our kindergarten, the beginning of the teaching activities is scheduled for 6 September 2017 and the deadline is set for 29 June 2018;

For the two-year period 2017-2019, due highlight to modifications will be given.

The Christmas Holidays are between December 23rd 2016 and January 9th 2017
Easter Holidays from Thursday before Easter to the following Tuesday.

National Holidays are:

- Every Sunday;
- 1st November - All Saints' Day;
- 8 December - Immaculate Conception;
- 25 December - Christmas;
- 26 December - Saint Stephen's Day;
- January 1st - New Year's Day;
- 6 January - Epiphany;
- Monday after Easter;
- 25 April – Liberation Day;
- 1 May - Labor Day;
- 2 June – Republic Day;
- Feast of the Patron Saint, according to current legislation

Insertion and reception

The entrance to kindergarten is the beginning of a new path, which sees the child most of the time in his first social experience, in a new environment and in relation to people who do not belong to his family context and which then activates a new perception of the ego.

The reception sets the stage for an effective school-family collaboration, facilitates the process of "separation" from the adult, particularly delicate for the little ones, consolidates the process of "distancing", which is an indispensable and preliminary condition for the start of the socialization process.

The need for younger children to find even within the school environment a strong "anchor" to the adult, similar to the one of the family environment, leads to a personalization of the reception of each child, providing rites, times and spaces of individual attention.

The affective and emotional implications of both the child component and the parent component, to which the necessary attention must be given, lead to the following modalities:

Preliminary meeting between teachers and parents to provide information on the educational method,

On the organization of the school and for reassurances on the environment that will welcome their child;

Individual meeting between parents and teachers for mutual knowledge and a first collection of information about the child and his family.

The period dedicated to reception and integration does not only mark the beginning of the school year, but it is the essence of the educational experience of relationships, the prerequisite for the whole scholastic journey.

To facilitate the "emotional detachment" from the family environment and offer security in the new environment in which it will have to be inserted, the following programs are planned:

- the staggering, distinguished by age groups, of the beginning of the nursery school.
- reduced daily time
- fun activities suitable to facilitate mutual knowledge and inclusion in the new group.

Priority will be given to the entry of first-year children, who will be able to take advantage of the whole school environment and to get to know it calmly with the reassuring presence of the entire teaching team.

Afterwards, the children of the second and third year, who will be welcomed by their teachers, will be introduced to the little children and will participate in activities of recovery and consolidation of the reference group and of the organization of the educational day. appointment of tutor with regard to new entrants.

Within a few days, the school will work full-time for all children.

GUIDELINES OF THE EDUCATIONAL PATH

Our curriculum

The curriculum is the organized complex of learning experiences that a school designs and realizes intentionally for the students in order to achieve the desired educational goals.

The curriculum of our school, according to national guidelines (September 4, 2012), explains the choices and identities of our educational community and is an expression of freedom of teaching and of scholastic autonomy, for this reason teachers are called to take on and contextualize, elaborating specific choices related to contents, methods, organization and evaluation consistent with the educational objectives foreseen by the document itself.

Compared to the implicit curriculum, we also refer to the theories of Agazzi for the intuitive method, of Gardner for multiple intelligences and of Buber because it underlines the importance of dialogue for the human being (IO - TU, homo religiosus).

The staff of the autonomy contributes to the realization of the PTOF in relation to the educational offer that is to be realized to achieve the educational objectives considered to be a priority among all those indicated by law.

Priority educational objectives in our school Law 107/2015 paragraph 7

- enhancement and strengthening of language skills, with particular reference to Italian and English;
- enhancement of skills in music practice, culture and art;
- development of skills in active and democratic citizenship through the enhancement of intercultural education and peace, respect for differences and dialogue between cultures, support for the assumption of responsibility as well as solidarity and care for common goods and awareness of rights and duties;
- strengthening of laboratory methodologies and laboratory activities;
- strengthening of scholastic inclusion;
- enhancement of the school as an active community, open to the territory and able to develop and increase interaction with families and the local community;
- enhancement of individualized educational paths.

Goals

"The kindergarten school, freely chosen by families, is aimed at all children from 3 to 6 years of age and is the answer to their right to education ". (Indications for the Curriculum).

The nursery school contributes to the education of the child by promoting its potential for relationships, autonomy, creativity and learning.

The aims are pursued through the organization of a high quality living, relationships and learning environment, guaranteed by the professionalism of the teachers and by the social and educational dialogue with the community.

In light of the general purposes indicated by the laws, rules of the Italian State and its own Educational Project, our School is committed to create the conditions so that

every child can develop all its potential and sets the foundation for everyone to realize their own life project.

For every child, the Infant School aims to promote the development of identity, autonomy, competence, citizenship.

Development of identity

"Living serenely all the dimensions of one's own self, being well, being reassured in the multiplicity of one's doing and feeling, feeling secure in an extended social environment, learning to know one another and being recognized as a unique and unrepeatable person. It means experimenting with different roles and forms of identity: that of a child, pupil, companion, male or female, living in a territory, a member of a group, belonging to an increasingly broad and plural community, characterized by common values, habits, languages, rituals, roles" (National guidelines for the nursery school curriculum).

Development of autonomy

"Trusting oneself and trusting others, feeling satisfaction in doing it yourself and being able to ask for help or being able to express dissatisfaction and frustration, elaborating progressively responses and strategies; expressing feelings and emotions; participate in decisions by expressing opinions, learning to make choices and to adopt increasingly aware behaviors and attitudes. "

(National guidelines for the nursery school curriculum)

Development of competence

Playing, moving, manipulating, browsing, asking, learning to reflect on experience through exploration, observation and comparison of properties, quantities, characteristics, facts; it means listening, understanding narrations and discourses, recounting and recalling actions and experiences and translating them into personal traces and sharing; be able to describe, represent and imagine, "repeat", with simulations and role games, situations and events with different languages "

(National guidelines for the nursery school curriculum)

Development of the sense of citizenship

"Discovering the other and giving progressive importance to others and their needs; making better account of the need to establish shared rules, implies the first exercise of dialogue based on reciprocity of listening, attention to the point of view of others and gender diversity, the first recognition of equal rights and duties for everyone; it means laying the foundations of an ethically oriented behavior, respectful of others, of the environment and of nature."

(National guidelines for the school curriculum)

Key European competences

The Italian school system takes as a reference point towards which the framework of the key competences for lifelong learning defined by the European Parliament and the Council of the European Union (December 18, 2006) and which are:

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic skills in science and technology
- digital competence
- learn to learn
- social and civic competences
- spirit of initiative and entrepreneurship
- awareness and cultural expression

In our school, we work to develop and implement these skills, with contents and methods adapted to the age of our users.

Educational didactic planning

Educational didactic planning is a response to individual or social needs that can be met by the school's educational offer.

A good educational result is entrusted exclusively to the ability to think strategically about the organization of activities, to choose and calibrate them, to produce the most suitable materials and to evaluate in progress and ex post the results actually achieved and the impact they have had.

General objectives

The school guarantees the integral formation of the child, as a subject carrying the fundamental right to EDUCATION in the awareness that he is a person in continuous evolution and integration with the environment and culture in which he lives.

In our curriculum they are recognized as essential:

- a significant personal relationship, both with classmates and adults
- the enhancement of the game as the foundation of every learning experience
- the emphasis on productivity and on the experiences of contact with nature, things, materials, social environment and culture to guide children's curiosity towards exploration, research and hospitality.

The nursery school welcomes, promotes and enriches the experience lived by children in an evolutionary perspective, the educational activities offer opportunities for growth and gradual development of skills, keeping in mind the new national guidelines, which also underlined the value of a curriculum that has continuity and unity within the educational context. In fact, the curriculum of the nursery school does not coincide with the organization of the didactic activities that take place in the section, in the external spaces, in the laboratories, in the environments of common life, but is expressed in a balanced integration of moments of care, of relationship, learning, where the same routines (entry, meal, body care, rest, etc.) play a role in regulating the rhythms of the day and offer themselves as a "safe base"

for new experiences and stresses. The organization of space and time, therefore, becomes an element of pedagogical quality of the educational environment and must be the object of explicit planning and verification.

The school therefore carries out its teaching activity in respect of the primary needs of children, as predicted by the Fields of Experience, placing it at the center of the educational project itself and considering it as a person "UNIQUE AND IRRIPETABLE" in full harmony with the Christian conception of life.

Fields of experience

The general objectives described above are then more detailed in specific objectives, divided into five areas, as indicated by the New National Guidelines for the School of Infancy and the First Cycle of Education - 2012.

In the kindergartens, the goals for the development of the competence suggest to the teacher orientations, attentions and responsibilities in creating work tracks to organize activities and experiences aimed at promoting competence, which at this age should be understood in a global and unitary way.

The organization of the curriculum for "fields of experience" makes possible to put the actions, the corporeity, the perception, the eyes, the hands of the children at the center of the educational project. Doing and acting, both individual and group, allow experiences to be used to perform fundamental operations such as: classifying, discriminating, describing, arguing, interpreting the environment in which it is related.

The five "fields of experience", called:

OURSELVES AND THE OTHERS - THE BODY IN MOTION - IMAGES, SOUNDS AND COLORS - THE SPEECHES AND THE WORDS - THE KNOWLEDGE OF THE WORLD, they are a link between the experience lived before entering the kindergarten and that subsequent in the basic school; they are opportunities for reflection and dialogue through which children are progressively introduced into symbolic cultural systems.

Ourselves and the others

In the age of nursery school the identity of each child is defined and progressively articulated as awareness of one's body, one's personality, one's being with others and exploring the world, asking existential questions and questions about God and it is confronted with religious experience.

Goals for the development of competences

The child plays constructively and creatively with others, knows how to argue, confront and support his own reasons with adults and children.

He develops the sense of personal identity, perceives his own needs and feelings, and knows how to express them in an increasingly appropriate way.

He knows he has a personal and family history, he knows the traditions of the family, of the community and compares them with others.

He reflects, confronts, discusses with adults and other children and begins to recognize the reciprocity of attention between the speaker and listener.

He asks questions about existential and religious themes, about cultural differences, about what is good or bad, about justice, and has reached a first awareness of his rights and duties, of the rules of living together.

He orients himself in the first generalizations of past, present, future and moves with increasing security and autonomy in the spaces that are familiar to them, progressively modulating voice and movement also in relationship with others and with shared rules.

He recognizes the most important signs of its culture and territory, institutions, public services, the functioning of small communities and cities.

The body in motion

The child becomes aware of his body, using it from his birth as an instrument of self-knowledge in the world. Children "bring" their body to school, play with it and represent it, communicate it, express it with their facial expressions, disguise themselves, put themselves to the test, even in these ways they perceive the completeness of their own self, consolidating their autonomy and emotional security. In the kindergarten school the child gradually develops the ability to read and interpret the messages coming from the body and others, respecting and taking care of them, learning to refine the perceptive and knowledge skills of the objects, the ability to orient themselves in space and move.

Goals for the development of competences

The child fully lives his corporeity, he perceives the communicative and expressive potential, mature conducts that allow him a good autonomy in managing the day at school.

It recognizes the signals and rhythms of one's body, sexual differences and development and adopts correct practices of self-care, hygiene and healthy eating.

He feels pleasure in the movement and experiments with postural and motor patterns, applies them in individual and group games, even with the use of small tools and is able to adapt them to environmental situations within the school and outdoors.

He controls the execution of the gesture, assess the risk, interact with others in games of movement, dance, expressive communication.

He recognizes one's own body, his different parts and represents the still and moving body.

Images, sounds and colors

Children can express themselves in different languages: with the voice, the gesture, the dramatization, the sounds, the music, the manipulation of the materials, the

graphic-pictorial experiences, the mass-media and, in this way, they observe, imitate, transform, interpret, invent and narrate so that they develop in themselves the sense of beauty, knowledge of themselves, of others and of reality.

Goals for the development of competences

The child communicates, expresses emotions and tells, using the various possibilities that the body language allows.

He invents stories and knows how to express them through dramatization, drawing, painting and other manipulative activities; he uses materials and tools, expressive and creative techniques; explores the potential offered by technologies.

He follows with curiosity and pleasure shows of various kinds, develops interest in listening to music using voice, body and objects.

He experiments and combines basic musical elements, producing simple sound and music sequences.

He explores the first musical alphabets, also using the symbols of an informal notation to encode the sounds perceived and reproduce them.

The speeches and the words

Children come to kindergarten with a significant linguistic heritage, but with different skills, which must be carefully observed and valued. In a well-thought-out and stimulating linguistic environment, children develop new skills when they interact with each other, ask for explanations, compare points of view, design games and activities, develop and share knowledge. Children learn to listen to stories and tales, they talk with adults and comrades, play with the language they use, feel the pleasure of communicating, they try their hand at exploring the written language. The kindergarten has the responsibility of promoting in all children the mastery of the Italian language, respecting the use of the native language.

Goals for the development of competences

The child uses the Italian language, enriches and perceives his own vocabulary, understands words and speeches, makes hypotheses about meanings.

He can express and communicate to others emotions, feelings, arguments through the verbal language that he uses in different communicative situations.

He experiments rhymes, nursery rhymes, dramatizations; invents new words, looks for similarities and similarities between sounds and meanings.

He listens and understands stories, tells and invents stories, asks and offers explanations, uses the language to design the activity and to define rules.

He reflects on language, discovers the presence of different languages, recognizes and experiences the plurality of languages, measures himself with creativity and imagination.

He approaches the written language, explores and experiments first forms of communication through writing, also meeting digital technology and new media.

The knowledge of the world

Children explore reality, learning to reflect on their experiences by describing them, representing them, reorganizing them with different criteria. Thus, they lay the foundations for the subsequent elaboration of scientific and mathematical concepts that will be proposed in primary school. Exploring objects, materials and symbols, observing the life of plants and animals, so naturally come to discover how our body works and pay attention to its changes, children elaborate personal ideas to compare with those of classmates and teachers.

Goals for the development of competences

The child groups and orders objects and materials according to different criteria, and does not identify certain properties, compares and evaluates quantities; use symbols to register them; make measurements using tools within his reach.

He knows how to place daily actions in the time of day and week.

He correctly reports events from the recent past; he can say what will happen in an immediate and near future.

He observes carefully his body, living organisms and their environments, natural phenomena, realizing their changes.

He is interested in technological machines and tools, knows how to discover their functions and their possible uses.

He is familiar both with the strategies of counting and operating with numbers and with those necessary to perform the first measurements of lengths, weights, and other quantities.

He identifies the positions of objects and people in space, using terms such as forward / backward, up / down, left / right, etc.; he follows correctly a path based on verbal indications.

At the end of the nursery school should have developed the following skills (National Guidelines):

- Recognizing and expressing one's emotions, being aware of desires and fears, experiencing one's own and others' moods
- he has a positive relationship with his body, he has gained sufficient self-confidence, is gradually aware of their resources and their limits, when it is necessary to ask for help.
- he expresses curiosity and desire to experiment, interacts with things, the environment and people, perceiving reactions and changes
- he shares experiences and games, uses common materials and resources, gradually deals with conflicts and has begun to recognize the rules of behavior in private and public contexts
- he has developed the ability to ask and ask questions of meaning on ethical and moral issues
- he captures different points of view, reflects and negotiates meanings, uses errors as a source of knowledge

-he can narrate, tell, describe situations and experiences, communicate and express himself with a plurality of languages, using the Italian language with ever greater ownership

- he controls first logical skills, starts to internalize space-time coordinates and orient themselves in the world of symbols, representations, media, technologies

- he detects the main characteristics of events, objects, situations, hypothesis, research solutions to problematic situations of daily life

- he is attentive to deliveries, gets passionate, completes the work, becomes aware of the processes and documents them

- he expresses himself in a personal way, with creativity and participation, is sensitive to the plurality of cultures, languages, experiences.

The 2016-2019 three-year plan can be updated / adjusted annually for learning contents and objectives and it is kept in the records of the school, available to those who intend to review it.

It is shared with parents at the beginning of the school year with meetings / assemblies.

The educational activities take place in different ways:

Section activity

Intersection activity

Laboratory activities

Each offers different opportunities for the child to experience both small and large group, both for homogeneous and heterogeneous ages.

The planning is divided into a Learning Unit in which it is defined:

- the starting situation
- the educational objectives (skills and competences)
- the specific learning objectives
- the times
- the methodology / tools
- the verification
- the evaluation

Educational workshop

In our school, as a way of organizing activities, the modality of the laboratory is also used, a term that refers to a polyvalence of meanings: it makes us think of the idea of work, but also of the ability to act and think and act. Through the laboratory, the child:

Acts

Thinks

Thinks doing it

Thinks to do.

In specific periods of the year, next to the section activities, in the morning or / and in the afternoon, laboratory activities are carried out for homogeneous children, also with the support of external specialists.

The workshops vary from year to year, as they are defined at the beginning of the educational year, on the basis of the specific needs of children and economic resources, in continuity with previous years for children of the 2nd and 3rd year

In the current year, we have activated the following laboratories:

- language workshop with reading books and books building
- music workshop

Our Educational Didactic Project aims to try to meet the needs of our children. In living with our children, we are realizing how they are changing their attitudes towards their surroundings, arriving at school more and more competent in terms of basic knowledge, but increasingly fragile in relationships and in the management of emotions. Hence, our commitment to offer children experiences that help them grow more aware of themselves and then get better with others.

Year 2016/2017 "Citizens in a world of colors ... the colors of rights"

Year 2017/2018 "Knowing yourself, getting to know me"

The preparation project for primary school for big children in the afternoon continues with specific pre-writing and pre-reading activities.

Irc

The Teaching of the Catholic Religion is an integral part of our educational didactic project and is carried out in each section following the theme of annual planning, living daily the Christian spirit in attitudes and prayers, and in the strong moments of the school year: Christmas and Easter.

Projects to strengthen the educational offer

To broaden the educational offer, to help children to develop new skills and encourage their good integration into the large group by knowing themselves and others, the school promotes the following projects:

Water project for 2nd and 3rd –year children

English project for children aged 3 - 4 - 5 years (all year) "Pingu's"

The child, through play and structured activity, is able to approach the musicality and the meaning of the foreign language according to the same dynamics with which he learns the mother tongue. The exclusively playful approach is characterized by linguistic authenticity and aims to promote participation and creativity.

Propaedeutic martial arts project for *grandi* and *medi*

To teach control of the mind and body, fostering a mental organization that develops the ability to concentrate, the assumption of decisional processes and responsibilities,

Project "4 legs" for *piccoli*, *medi*, *grandi* and *grandi nido*

The project is divided into six meetings (divided into two phases): three in October for young children, because the dog being an emotional mediator, helps in reassuring the child who is still living in the moment of integration. And three in the spring with *medi* and *grandi* to encourage a correct approach with the dog that requires self-control, patience and respect.

Library project with loan for children and parents

the book is not just nourishment for the mind, but it nourishes the soul, trains the emotions, makes the feelings discover, develops the imagination, stimulates the language ... consolidates the habit of reading in the child.

Project of psychomotor practice for children of the kindergarten

"... from the pleasure of acting to the pleasure of thinking ..."

Project of music workshop, "Musicazione" to play with music, playing a completely free and unconditional game within the group (by homogeneous age) and encouraging and developing the ability to listen and learn the musical language.

Shiatsu project, for *grandi*, through massage we feed our vital energy, opening the doors to a path of self-knowledge and of the other.

"Smile" project, for *grandi*, with the collaboration of ULSS 8 in Vicenza for prevention and oral health.

"Affy Fiutapericolo" project, for everyone, always in collaboration with the ULSS 8 of Vicenza, to develop small skills in the management of potentially dangerous objects and situations at home and in play activities.

Martial arts projects, English, 4 legs, shiatsu are conducted by external experts, while psychomotor practice and music by an internal teacher.

The "Inclusion" project, after the positive experience of last year with the project "Arcobaleno", the recognition of a child with certification, and 4 other children with "Special Educational Needs", has reconstituted the group led by an educator of support, allowing children to live educational didactic experiences in a more peaceful and suitable environment to meet the needs related to their specificity and fragility. Children, then after routine activities, will be accompanied by their educator in a laboratory space created in a nest room. Together with these 5 children will also participate 2 middle children and 2 large children in rotation, to be a stimulus and help to others (tutoring). This experience also includes lunch time.

Naturally, the proposed activities will follow the educational didactic planning, with the opportune times and modalities.

Other projects may also be integrated during the year based on the needs of children and the opportunities that may arise.

These projects, chosen for their educational value will be explained and explained to the parents in the future sectional meetings.

Psycho-pedagogical service

The pedagogical consultancy, curated by Dr. Cunico Manuela, is expressed in the collaboration with the teachers of the nursery school (provided by Law 22/2002 and DGR No. 84/2007) for accreditation and for kindergartens based on the needs of teachers.

Canteen

The school is equipped with an internal canteen. This year, with a view to achieve improvement, the menu was reviewed in collaboration with a dietitian from ULSS 6 of VI. The menu includes three-days full meal and two-days one course; cereals were added to balance the nutrients and vary the proposed food. It is divided into four weeks and is divided into summer menus and winter menus. The kitchen is also organized for the management of particular diets.

Vertical continuity project (nursery - kindergarten - primary)

Our school takes care of the educational and didactic activity in vertical continuity (nursery and primary school)

The cultural identity of the child, which the nursery school is called to assume as a fundamental reference for its planning, is composed of a complex intertwining of influences.

This requires the school, the ability to stand in continuity and complementarity with the experiences that the child performs in his various areas of life, mediating them culturally and placing them in a perspective of educational development. Thus, it is necessary to provide a system of interactive relationships between the nursery service and primary school to share educational styles.

To accompany the child from the nursery to the kindergarten, a project is drawn up that includes:

- participation of the very young children of the primary school and the *grandi* ones of the nursery school (from February to May) to a laboratory (in nursery space) inherent to the design
- Visit the children of the nursery school at the primary school to learn about environments, adult references, times to encourage children a more serene future inclusion.
- Interview with the Nursery Educators for an exchange of information about the child's story.

To facilitate the passage of children from Kindergarten to Primary School, our school provides:

- Moments of dialogue between the teachers of the two institutions.
- Two / three mornings in which the children visit the Primary School
- Open school
- Passage of information about the child through scheduled meetings. In these meetings, the teachers of the nursery school deliver the overall profile of the child to the teachers of the Primary School

Security projects

PROTECTION OF HEALTH AND SAFETY IN WORKPLACE - D.Lgs. 81/2008 integrated D.Lgs 106/2009

With the D.Lgs. 3 August 2009 n. 106 - supplementary and amending the Legislative Decree 81/2008 - the employer's duty to ensure adequate and adequate training in terms of safety is confirmed to each worker.

Even managers and supervisors must receive adequate and specific training and a periodic updating in relation to their duties.

Training was also carried out at Studio Centro Ambiente, and an additional responsibility is also given to the Person in Charge (a person who supervises the work and guarantees the implementation of the directives received) for which training has been carried out. specific and periodically updated, concerning:

- main subjects involved and related obligations;
- definition and identification of risk factors;
- risk assessment;
- identification of technical, organizational and procedural prevention and protection measures.

After the foregoing, in implementation of Legislative Decree 81/08 supplemented by Legislative Decree 106/09, the school has provided the frequency of personnel to a series of courses required by law: firefighting and first aid, general and specific training.

The Risk Assessment Document, updated in August 2012, is present at school.

The figure of RSPP (external figure) and the RLS is also present.

During the school year, two evacuation tests are organized, alternating them with the risk of fire and earthquake. (See project "Affy Fiutapericoli")

Extra-curricular projects

- summer centers in July
- after-school service for primary school children (from 4 to 6 pm)
- "baby sitter" organization

Parental participation in school life

"The Educating Community opens itself to the family, to the territory in a cooperation project.

It is a place of listening and educational alliance with the families of the territory and is a cultural reference for the community.

Mothers and fathers (but also grandparents, uncles, brothers and sisters) are encouraged to participate in the life of the school, sharing goals and contents, educational strategies and practical ways to help the children grow and learn, to become "stronger" for a future that is not easy to predict and to decipher. "

(From: National Directions)

And for this we organize the following moments of meeting:

- open school
- information meeting for new entries
- general assembly of parents
- intersection meetings
- section meetings
- individual interviews
- daily information with logbook or blackboards and visual documentation
- school parents with external experts
- evaluation of the quality of the service through questionnaires
- moments of celebration organized on annual occasions

We believe very much in these last moments of participation because they refer to the identity of our educational reality and are important for children to strengthen the feeling of belonging, consolidate interpersonal relationships and highlight the identity of each. Moreover, they are also opportunities to involve parents, fostering a spirit of collaboration and networking among themselves, and to share experiences of joy, serenity, solidarity, collaboration, fun among children, and between children and adults.

In our school the most significant and festive moments are:

- Feast of the Guardian Angel and grandparents
- chestnut festival
- Feast of the Holy Christmas to exchange greetings
- carnival party
- Father's Day
- Easter party
- Mother's Day
- end of year party
- participation in the "family day" organized by a neighboring municipality.

Relations with the territory

"The Educating Community opens itself to the family, to the territory in a cooperation project.

It is a place of listening and educational alliance with the families of the territory and is a cultural reference for the community.

Even Pope Francis, when he met the school world, used an African proverb to explain and stimulate everyone's commitment: "to educate a child, we need a village". The school "small nursery of human relations", intends to act in close collaboration with the territory.

Identify in this sense, as privileged interlocutors:

The Parish is the fundamental point of reference for living the Christian spirit of our educational perspective, and as economic support.

The nursery and the nearby **primary school**, as a guarantee of continuity of both educational and educational interventions, to respect the harmony of the growth and development of each user.

The other schools present in the territory, for a pedagogical - didactic coordination that becomes mutual enrichment.

The educational agencies, represented by organizations and groups present in the area (Alpine group, "Lumi Azzurri" choir, municipal library, municipality, "sagra dei bisì" group, ULS), which represent a guarantee of cultural transmission of the values and traditions of our people, giving children useful reference models.

SCHOLASTIC INCLUSION

For our school, it is important that parents who come from other countries and who are involved in life projects of varying duration for their children in our country, the school offers itself as a space ... to build relationships of trust and new community bonds. Cultural and educational models, different religious experiences, social and gender roles are able to confront, respect and evolve towards the values of coexistence in an open and democratic society.

It is also essential that the families of children with disabilities find in the school an adequate support able to promote the resources of their children, through the recognition of differences and the construction of welcoming and inclusive educational environments, so that each child can find specific attention to their needs and share their training path with others. (Legislative Decree 13 April 2017, No. 66)

The different abilities and children with disabilities

The school welcomes everyone to enhance the skills of everyone in the knowledge that every child is a bearer of its history and must find in the school listening and proposal skills.

The school wants to enhance the potential of each student and give them the opportunity to proceed serenely in the educational path feeling welcomed, valued and put in a position to give everything they can.

Particular attention is given to children with disabilities.

The school keeps in mind the need of the disabled child organizing a correct assistance, but, above all, looking at his rights:

- the right to be welcomed, valued, loved;
- the right to live the same rights as all other children in a different way;
- the right to be put in a position of giving the best of himself;
- the right to find answers to his special educational needs;
- the right to feel the same and different.

For this reason, alongside the activities in the section, activities are foreseen both in the small group (see "Inclusion Project") and individual with the support of the section teacher and a support educator, to offer personalized and individualized proposals based on the actual educational needs. This year, also collaborates with our school the figure of an OSS, support in moments of care.

For each child with disability, the school must have the clinical and functional diagnosis and the assessment report of the ASL and in the light of these documents, in collaboration with the family and specialists of the territorial service of Child Neuropsychiatry, prepares the **dynamic functional profile (PDF)** from which the **Individualized Educational Project (PEI)** is based.

The School also pays attention to children with **Special Educational Needs (SEN)**: with the use of observational and expert supports, a **Personalized Learning Plan (PLP)** is built to encourage the development of the child by understanding and supporting his / her specific needs.

Particular importance is given to the collaboration with the family and with the specialists who follow the child and for this reason, if necessary, hours are dedicated to the work of a team among the different figures involved in the process of care, education and rehabilitation.

Collaboration is the condition for educational interventions not only coordinated, but projected beyond school and school time.

A collaboration with the "Nostra Famiglia" institute is under way to accompany the growth of some children, and as support for teachers.

Foreign children and intercultural gaze

The presence of children and families coming from other countries and other cultures puts us in front of our history, forcing us to reflect on the foundations of our culture and reminds us that each of us is the bearer of a story that has contributed and contributes to the development of his identity.

The school opens to a territory that has seen the transition from a **monocultural** society to a **multicultural** society.

Meeting around the value of the person and opening oneself to the encounter between cultures means building **an intercultural society** together.

The school assumes as a strategy and guideline the intercultural gaze that opens to dialogue, putting the person at the center and enhancing the history of each person to build a common history of which every child is an important word.

The diversity of everyone becomes, then, a resource and a richness for everyone.

Methods for welcoming foreign children:

- Moments of knowledge of the child and his family are activated.
- It is possible to agree, with the help of a cultural mediator (required by Caserma Ederle or parents who know the English language) the modalities of the insertion in the school.
- It is made known the environment and explain its rules.
- The regulation is delivered in English
- During the year, moments of celebration and sharing of the peculiarities of the cultures present are organized.

The priority of teaching interventions, alongside reception and socialization, will be centered on the knowledge of the Italian language to allow the relationship and participation in the specific activities carried out in the section. Every child, with continuity or for certain periods, can manifest an evolutionary difficulty of functioning in the educational and learning field linked to physical, biological, physiological or even psychological, family, social, environmental factors with respect to which it is necessary that the school offers an adequate answer.

On 27 December 2012, the Directive concerning **"Intervention instruments for pupils with special educational needs and territorial organization for school inclusion" (SEN)** was signed, which specifies the strategy of the Italian school, in order to fully realize the right to learning for all pupils in difficult situations.

The Directive therefore extends the field of intervention and responsibility of the entire educating community to the whole area of Special Educational Needs (BES), which includes:

- Disabled children (Law 104/1992);
- Children with specific learning disorders (DSA),
- Children with language deficit, non-verbal skills, motor coordination, attention and hyperactivity (ADHD) (Law 170/2010);
- Social and cultural disadvantage;
- Difficulties deriving from belonging to different cultures;

To this end, the Educating Community prepares an Annual Inclusion Plan (PAI) that is part of this same P.T.O.F. and of the planning that proposes to:

- Promote a welcoming atmosphere and inclusion;
- Promote scholastic and educational success;
- Define practices shared with the family;

- Promote any communication and collaboration initiative between school and family and local authorities involved (Municipality, Local Health Authority, Province, Region, Training Institutions, ...).

The Annual Inclusion Plan includes: children in difficulty to whom the right to personalize learning is extended, families who, in collaboration with the school, participate in the construction of the "life project" and the EIP / PDP, the legal representative as the guarantor of the educational offer that is designed and implemented by the school, the coordinator and the teaching staff, the non-teaching staff, the health workers and the territory (CTS).

In the school the Teaching Board with the support educator and the educators themselves carries out the tasks of the Working Group for Inclusion (WGI) also involving parents and specialists. (We are testing this year 2017/2018)

The WGI performs the following functions:

- Detecting the Special Educational Needs present in the school;
- Develop and update the Annual Inclusion Plan;
- Propose a plan of the objectives to be pursued and of the activities to be carried out also with possible projects;
- Establish the IEPs (Individualized Educational Plans) and the PLP (Personalized Learning Plans) and, in the event that the clinical certification is missing, will proceed, in compliance with the law, to implement appropriate pedagogical and educational interventions.

The educational action is articulated through the elaboration of teaching methodological learning strategies suitable for everyone, but which differ for each one:

- Laboratory activities centered on listening and involving the class group;
- Use of dispensative measures and / or compensatory instruments;
- Cooperative learning, plural teaching tutorials on learning styles, didactics for problems;
- Respect of learning times.

These methods can be applied: to the whole class, to a small group; individually or by personalized route.

The Annual Inclusion Plan will be reviewed every time the need arises.

EDUCATION, EVALUATION, SELF-ASSESSMENT, IMPROVEMENT INTERVENTIONS

Personal education teaching and non-teaching staff

All the teaching staff of the nursery and the kindergarten takes part in the coordination of the area and the refresher courses promoted by the FISM of Vicenza.

The kitchen staff also takes part in the refresher courses promoted by the FISM and the ASL for catering staff, in compliance with the rules relating to the HACCP self-control plan.

All the personnel take part in safety courses (first aid, fire prevention) with the Studio Ambiente in Vicenza.

Methods and instrument of verification

The verification of our work is necessary as a moment of:

Evaluation of the achievement of the objectives set

Evaluation of the intellectual, emotional maturity and degree of personal autonomy achieved by each one.

The teachers evaluate the educational / didactic path of the individual students in three phases:

Initial: it concerns the assessment of the abilities in possession of the child at the time of his / her entry into school

Intermediate: targeted for possible personalized interventions on the child and on the class group

Final: it concerns the educational outcomes of the educational experience.

The work instruments will be:

The direct systematic observation of children's behavior, children's elaborations, specific cards and of course the guided and non-guided conversation.

The observation is aimed at understanding and interpreting behaviors, contextualizes them and analyzes them in their meanings. The task of the kindergarten is to identify open processes to promote, support and strengthen, to allow each child to give the best of their abilities in different situations. In this optic, the nursery school accompanies each child with a personal file, documentation of the activities carried out by project as a process that produces traces, memory and reflection, which makes visible the methods and paths of training and which allows to evaluate the progress of the individual and group learning, daily logbook on display.

This year, 2017/2018, we are starting to experiment with the CHESS system.

The final verification of the work carried out with the analysis of the results achieved will be illustrated to the parents in the meetings at the end of the school year and with the individual interviews.

Complaint procedures

Parents have the opportunity to communicate, anonymously, any suggestions and / or requests related to the school.

Evaluation of the service

During the year, satisfaction questionnaires are given to the families, one in spring for the kindergarten and two for the nursery school, one before Christmas and one at year-end. A questionnaire is also proposed to all staff and one to the municipality of belonging.

These documents will then be viewed by the Management Board and the results will be shared with all staff and parents in separate meetings, so that together we can help us improve the service.

Self-evaluation

From this year, as from national indications of the MIUR and the FISM, we are starting to apply the RAV instrument in our school.

Improvement actions

In compiling the Self-Assessment Report, the following process objectives have been indicated as improvement priorities:

Activation of projects for the development of key competences for active citizenship.

Expected improvement actions: training of teachers and parents, experimenting active citizenship through projects Security, collaboration with the territory, educating future citizens active in collaboration and sharing.

Dissemination and sharing of innovative teaching (service learning)
Expected improvement actions: teacher training course.

Development of shared instruments for verification and evaluation of basic knowledge and skills, key competences and behavior.

Expected improvement actions: elaboration and sharing of tools for assessing behavior, knowledge and key competences: CHES system adoption

Primary School Continuity

Improvement actions in implementation: interview with Head teacher and teachers, sharing some moments of presence in the territory (open school), organizing educational projects to be shared between the two school orders

The implementation of these improvement priorities will be monitored with the minutes of the teachers' Teaching Colleges and reviewed by the Management Board.

This PTOF will be available to the families and presented to the parents in assemblies and section meetings.

This document will be inserted in the portal "La scuola in chiaro".

Attached documents:

Curriculum

IRC Curriculum

School regulations

Lumignano, October 2017

Curriculum

<p>PERIOD</p> <p>From September to June</p>	<p>EXPERIENCE FIELD</p> <p>Yourself and the others</p>
<p>GOALS OF THE DEVELOPMENT OF COMPETENCES</p> <p>The child:</p> <ul style="list-style-type: none"> - knows the school environment; - plays constructively and creatively with the others; - can establish positive and trusting relationships with adults and classmates; - can communicate his needs; - participates actively in school life; - becomes aware of his needs and feelings, knows how to control them and express them appropriately; - knows how to follow rules of behavior and take responsibility; - confronts the comrades in order to reach a common goal; - asks questions about what is good and what is bad; - develops self-esteem and initiative; experiences the expressive possibilities of one's body through various languages; 	<p>LEARNING GOALS:</p> <p>3 years old:</p> <ul style="list-style-type: none"> - knows the new environments; - faces the separation with serenity; - recognizes and expresses emotions and feelings; - respects rules of play, collaboration, cohabitation; - establishes positive relationships with adults and classmates; - participates in section activities; - strengthens autonomy; - Team work; <p>4/5 years old:</p> <ul style="list-style-type: none"> - recognizes one's identity in relation to others and to oneself; - living environments, proposals and new relationships with trust and progressive autonomy; - recognizes their own context of belonging; - knows and respects the rules of play and coexistence; - acquires awareness and mastery of one's body; - participates and collaborate in group activities; - interacts with adults and friends by adopting a collaborative attitude; - acquires awareness of one's own abilities; - experiences respect for others and diversity - uses shared symbols;
<p>SECTION ACTIVITIES</p> <ul style="list-style-type: none"> - Free or guided conversations in small and large groups; - activities of reorganization and care of personal and common objects; - games to welcome and to discover spaces and people of the school; - activities aimed at understanding rules, consolidating rhythms and autonomous behavior (routine activities, weekly calendars, 	<p>EXPERIENCE CONTEXTS</p> <p>(Laboratories, educational outings)</p>

<p>appointments);</p> <ul style="list-style-type: none"> - activities related to the construction of one's personal history; - activities related to shared moments of celebration: Christmas Maronade, Carnival, Easter, Mother's Day, Father's Day; - routine activities related to the <i>complimense</i>; - listening to stories, stories, songs; - graphical representation of experiences. 	
<p>METHODOLOGY</p> <p>The methodological strategies used take care, welcome and respect the times and the ways of each one. In general, the following methodological criteria are shared: valorization of the game; free and structured experiences; Circle time; Exploration and research; Brain storming; Organizational flexibility that guarantees different forms of aggregation of children: individualized activities, work in pairs, small group, group section.</p>	<p>VERIFICATION METHODS</p> <p>The <i>in itinere</i> evaluation aims to maintain the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children, free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument is being tested.</p>

<p>PERIOD</p> <p>From September to June</p>	<p>EXPERIENCE FIELD</p> <p>Speeches and words</p>
<p>GOALS OF THE DEVELOPMENT OF COMPETENCES</p> <p>The child:</p> <ul style="list-style-type: none"> - Uses, enriches and precise his vocabulary, includes words and speeches, makes hypotheses about meanings - Can express and communicate to the others emotions, feelings, arguments through verbal language - Experiments with rhymes, nursery rhymes, dramatizations; - Invents new words, looks for similarities and similarities between sounds and meanings - Tells, invents, listens and understands storytelling and reading stories; - He is curious, asks questions, discusses, compares hypotheses and explanations; - Reflects on the language and compares 	<p>LEARNING GOALS:</p> <p>3 years old:</p> <ul style="list-style-type: none"> - Listening and understanding new words; - Use language to communicate; - Listening and understanding rhyming texts; - Interpret roles and situations; - Listening and understanding the meaning of a story; - read the images and describe them <p>4/5 years old:</p> <ul style="list-style-type: none"> - take part in conversations with peers and adults; - participate in the dialogue by expressing ideas and hypotheses; - expand lexical production; - enhance listening skills; - use language to communicate, talk about

<p>different languages;</p> <ul style="list-style-type: none"> - Develops confidence and motivation in expressing and communicating to the others his emotions and questions, his reasonings and thoughts through verbal language; - Formulates hypothesis on written language and experiments the first forms of communication through writing; - Develops a linguistic repertoire appropriate to the experiences and the learning done in the different fields of experience; -He is able to address people with good and sincere words as Jesus taught 	<p>oneself and tell oneself;</p> <ul style="list-style-type: none"> - listening and memorizing rhyming texts; - interpret roles and situations; - tell lived experiences respecting the temporal order; - listening and understanding the meaning of events and stories and rework. - interpret signs and codes; - familiarize with languages; - familiarize yourself with the written language; - produce spontaneous writings.
<p>SECTION ACTIVITIES</p> <p>Oral re-elaboration and graphic activities of stories; Listening, memorizing and repeating nursery rhymes and poems and songs; games with the meanings and sounds of words; look for free and guided conversations; dramatizations; activities aimed at everyone sensitizing the English language through games and songs; use, care and tidying of books; pregrafism activities;</p>	<p>EXPERIENCE CONTEXTS</p>
<p>EXPERIENCE CONTEXTS</p> <p>(Laboratories, educational outings); School Library Collaboration with the Longare library Pingus Project Fairy tale workshop</p>	<p>VERIFICATION METHODS</p> <p>The <i>in itinere</i> evaluation aims to maintain the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children, free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument is being tested.</p>

<p>PERIOD</p> <p>From September to June</p>	<p>EXPERIENCE FIELD</p> <p>The body and the movement</p>
<p>GOALS OF THE DEVELOPMENT OF COMPETENCES</p> <p>The child:</p> <ul style="list-style-type: none"> - lives fully his corporeity, perceives his communicative and expressive potential - develops behaviors that allow him a good autonomy in managing the day at school 	<p>LEARNING GOALS:</p> <p>3 years old:</p> <ul style="list-style-type: none"> - know the parts of the body; - eat and use the bathroom independently; - reproduce graphically the body schema - express themselves through play and movement;

<ul style="list-style-type: none"> - Feels pleasure in the movement and experiments with postural and motor patterns, applies them in individual and group games, even with the use of small tools and is able to adapt them to environmental situations inside the school and outdoors - Controls the execution of the gesture, evaluates the risk, interacts with the others in movement games, in music, in dance, in expressive communication - Recognizes one's own body, his different parts and represents the still and moving body. - Recognizes sexual differences and development - Achieves personal autonomy in eating, dressing and personal hygiene - experiments with postural and motor patterns - Knows the expressive and relational potential of the body; - becomes aware of the value of the beauty of one's body as a special gift of God 	<ul style="list-style-type: none"> - express emotions with the body; - relate positively with others through the body; - tell short stories through movement and gestures; - respect the rules of the games and accept different roles. <p>4/5 years old:</p> <ul style="list-style-type: none"> - communicate with one's own emotions; - experiment with new communication possibilities with a plurality of languages; - use non-verbal language and drama to tell stories; - enhance the fine hand motility; - experiment with different forms of representation of the human figure; - recognize and respect the expressive diversity of others; - explore the space, objects and materials of the school with the senses; - experiment with direct exploration with the environment; - coordinate the movements of the body in space; - recognize left / right on himself
<p>SECTION ACTIVITIES</p> <ul style="list-style-type: none"> - Games: exploration and contact with oneself, dramatic, role, imitation, motors, movement and with rules, sensorial exploration of different materials, of disguise. - activities related to the recognition, naming, of the parts of the body; - guided tours; - games of dynamic coordination and balance; - activity related to sensory exploration: "With the senses I can ..." - listening to musical pieces; - graphic - pictorial activities; - specific activities related to the route: "If I know I start moving": experimentation of movement activities referred to oneself; graphic reworking of experiences; representation of the body in stasis and in movement 	<p>EXPERIENCE CONTEXTS</p> <p>(Laboratories, educational outings) Psychomotor practice project <i>aucouturier</i> Shiatsu Judo</p>
<p>METHODOLOGY</p> <p>The methodological strategies used take care, welcome and respect the times and the ways of each one. In general, the following methodological criteria are shared: Valorization of the game; Free and structured experiences; Circle time;</p>	<p>VERIFICATION METHODS</p> <p>The <i>in itinere</i> evaluation aims to keep the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children, free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument is being</p>

Exploration and research; Organizational flexibility that guarantees different forms of aggregation of children: individualized activities, work in pairs, small group, group section;	tested
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PERIOD From September to June	EXPERIENCE FIELD Images, sounds, colors
GOALS OF THE DEVELOPMENT OF COMPETENCES The child: - communicates, expresses emotions, tells, using the various possibilities that body language allows. - invents stories and knows how to express them through dramatization, drawing, painting and other manipulative activities: using materials and tools, expressive and creative techniques. - It follows with curiosity and pleasure shows of various types (theatrical, visual, musical, animation, etc.); develops interest in listening to music and for the enjoyment of works of art; - is creative with the materials available; - perceives and produces sounds and noises through his voice, body and objects; - experiments and produces simple sound and musical sequences; - discovers the soundscape; - Recognizes some symbolic and figurative languages of the life of Jesus	LEARNING GOALS: 3 years old: - encourage manipulation experiences; - experiment with different techniques; - Express feelings, emotions, fantasies, experiences; - communicate with non-verbal languages; - draw the human figure; - produce rhythmic beats or melodies, perform short songs; - differentiate the sounds and noises of the environment; - produce sounds with different materials; - participate in the "Musicazione" workshop 4/5 years old: - express himself through dramatization; - experiment with manipulative and expressive techniques; - Represent feelings, emotions, fantasies, experiences with different materials; - draw with appropriate use of colors; - creatively produce through pictorial and plastic techniques; - experiment with the characteristics of musical instruments through exploration, use and construction of the same.
SECTION ACTIVITIES - Free individual and collective drawings with various techniques (prints, collages ...); - Plastic manipulation and expression exercises using modeling pastes, paper, cardboard, textiles, recycled materials; - Symbolic and disguise games; - Production of sounds and rhythms - Songs and construction of musical instruments;	EXPERIENCE CONTEXTS (Workshops, educational outings) Organization of parties as a moment to be shared with families (Christmas party and end-of-year party);

METHODOLOGY	VERIFICATION METHODS
<p>The methodological strategies used take care, welcome and respect the times and the ways of each one. In general the following methodological criteria are shared: Valorization of the game;</p> <ul style="list-style-type: none"> Free and structured experiences; Circle time; Structured cards; Exploration and research; Brain storming; Organizational flexibility that guarantees different forms of aggregation of children: Individualized activities, work in pairs, small group, group section; Active experimentation through the analysis of color and signs and creative use within expressive laboratories; Experimentation of sounds associated with images 	<p>The <i>in itinere</i> evaluation aims to keep the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children's free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument being tested.</p>

PERIOD	EXPERIENCE FIELD
From September to June	Knowledge of the world
GOALS OF THE DEVELOPMENT OF COMPETENCES	LEARNING GOALS:
<p>The child:</p> <ul style="list-style-type: none"> - places correctly himself, objects and people in space; - develops a sense of belonging; - observes natural phenomena on the basis of criteria or hypotheses, carefully and systematically; - groups and sorts according to different criteria; - compares and evaluates quantities; - captures natural transformations; - decodes and uses symbols, tables to record events; - exercises sensorial and cognitive potentials; - is oriented in the time of daily life; - follows correctly a path based on verbal indications; - uses an appropriate language to describe observations and experiences; - is curious, exploratory, asks questions, 	<p>3 years old:</p> <ul style="list-style-type: none"> - know the school environment; - use the five senses to know, recognize, reproduce and group the different aspects of reality; - acquire the concept of temporal succession; - identify and distinguish dimensions (big size); - identify quantity (so-little- nothing); - group by color; - identify seasonal aspects; - orientate in space (inside-out); - compare to grasp differences; <p>4/5 years old:</p> <ul style="list-style-type: none"> - participate in a common project; - record data and compare them; - grasp the characteristics of a natural environment; - experiment with scientific observations; - organize a circumscribed space with objects or graphic signs;

<p>discusses;</p> <ul style="list-style-type: none"> - develops a linguistic repertoire appropriate to experiences and learning - is familiar both with the strategies of counting and operating with the numbers, and with those necessary to perform the first measurements; - sees in the nature the work of God, is able to respect it and avoids wasteful behavior 	<ul style="list-style-type: none"> - identify numerical quantities; - to symbolize knowledge; - associate quantity-symbol; - compare quantities (more-less-equal) - reconstruct temporal sequences; - grasp the cyclic nature of events; - recognize and produce forms; - recognize simple three-dimensional figures; - classify on the basis of two attributes; - formulating hypotheses and reflections; - to build sets; - use numerical symbols;
<p>SECTION ACTIVITIES</p> <ul style="list-style-type: none"> - Exploration of the school and garden environment; - sensory laboratories (activities referring to products of nature); - sowing activities; - exploration of the territory - exits; - experience of racking; - construction of the weekly, meteorological and attendance calendar; - sense-perceptive games; logical-mathematical games; - activities of grouping, construction of sets, numbering, classification experienced in the gym and graphically reprocessed; - games with geometrical figures (tangrams, logical blocks, geoplan, blackboards, self-built materials); - games and activities on topological concepts; - specific activities to deepen the theme "the motion of objects": observation, hypothesis formulation and verification on the causes of the movement of objects (body - muscle strength, spinning - wind force, mill water force, parachute - gravity, etc. 	<p>EXPERIENCE CONTEXTS</p> <p>(Laboratories, educational outings) Vegetable garden Ougouings in the territory.</p>
<p>METHODOLOGY</p> <p>The methodological strategies used take care, welcome and respect the times and the ways of each one. In general, the following methodological criteria are shared: Valorization of the game;</p> <p>Free and structured experiences;</p> <p>Circle time;</p> <p>Structured cards; exploration and research;</p> <p>Brain storming;</p> <p>Organizational flexibility that guarantees different forms of aggregation of children: individualized activities, work in pairs, small</p>	<p>VERIFICATION METHODS</p> <p>The <i>in itinere</i> evaluation aims to keep the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children's free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument being tested.</p>

group, group section;	
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Curricolo IRC

<p>PERIOD</p> <p>From September to June</p>	<p>EXPERIENCE FIELD</p> <p>yourself and the others Speeches and words</p>
<p>GOALS OF THE DEVELOPMENT OF COMPETENCES</p> <p>The child:</p> <ul style="list-style-type: none"> - Discovers in the stories of the Gospel the person and teaching of Jesus, from which he learns that God is the Father of all and that the Church is the community of men and women united in his name, to develop a positive sense of himself and to experience relationships serene with others, even belonging to different cultural and religious traditions. - Learns some terms of the Christian language, listen to simple biblical stories, know how to narrate the contents reusing learned languages to develop meaningful communication also in the religious field. 	<p>LEARNING GOALS:</p> <p>3 years old:</p> <ul style="list-style-type: none"> - Discover the wonders of nature with joy and amazement. - Listen to various significant moments in the life of Jesus. - Find out that at Christmas it becomes a feast because Jesus is born. - Discover that Easter is the feast of Life and Peace. - Discover that Jesus speaks of friendship and Peace <p>4 years old:</p> <ul style="list-style-type: none"> - Discover that the world is a gift of God's love. - Know Gospel accounts of Christmas and Easter. - Understand that the birth of Jesus was the greatest gift of God - Discover some symbolic signs of Easter and of the Church. - Recognize gestures of peace and help. <p>5 years old:</p> <ul style="list-style-type: none"> - appreciate, respect and preserve the gifts of nature. - know the person of Jesus, his life choices, the people he met and his message of love told in the Gospel. - Recognize the symbolic signs in Christmas and Easter, of the Church also in sacred art. - Perform gestures of attention, respect and peace towards the world and others
<p>SECTION ACTIVITIES</p> <ul style="list-style-type: none"> - Free and guided conversation. - Tale - Daily routine 	<p>EXPERIENCE CONTEXTS</p> <p>Parties, recurrences and gestures of daily life</p>

<ul style="list-style-type: none"> - Activities related to the construction of personal history, activities related to shared moments of celebration (Christmas, Easter). - Graphical representation of experiences. - Sharing experiences. 	
<p>METHODOLOGY</p> <p>The methodological strategies used take care, welcome and respect the times and the ways of each one. In general, the following methodological criteria are shared:</p> <p>Valorization of the game; Free and structured experiences; Circle time; Structured cards; exploration and research; Brain storming; Organizational flexibility that guarantees different forms of aggregation of children: individualized activities, work in pairs, small group, group section;</p>	<p>VERIFICATION METHODS</p> <p>The <i>in itinere</i> evaluation aims to keep the proposals that are in line with the needs of the children and to accept possible proposals. Through the systematic and occasional observation of children's free and guided conversations, teachers evaluate the child at the end of the path. Chess instrument being tested.</p>

SCUOLA DELL'INFANZIA e NIDO INTEGRATO SANTA TERESA DEL BAMBIN GESU'
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INTERNAL REGULATION – NURSERY SCHOOL

The nursery school Santa Teresa del Bambin Gesù was recognized as a charter school according to the ministerial decree 21.02.01 Law 62 of 10.03.2000, is a school of Catholic inspiration under Article 803 of the Code of Canon Law, therefore it establishes the education of children on Christian values.

Particular attention with favorable conditions are reserved for children with disabilities (L. 104)

The school is based on the free participation of parents in the educational didactic project and is open to all those who share it.

The planning of the training courses is related to the objectives and aims of the NATIONAL INDICATIONS FOR THE CURRICULUM of 4 September 2012 issued by MIUR,

REGISTRATION

1. The enrollments must be submitted through a special form delivered by the school to the secretariat of the school, by the date that each year is fixed by the management board (January / February).

2. The registration form must be delivered together with the receipt of the registration fee.

3. Registration for kindergarten is not automatic; the child must be enrolled every year after the first until the end of his stay at the school.

Children and girls who have completed or will, by December 31, the third year of age may be enrolled in kindergarten. Children who reach three years of age not later than 30 April of the following year can also be enrolled (priority is however reserved for those who turn three years of age by 31/12 of the current academic year).

Admission of children to early attendance is conditioned:

- a) the availability of seats and the exhaustion of any waiting lists;
- b) the availability of suitable rooms and equipment in terms of availability and functionality and such as to meet the specific needs of children under the age of three;
- c) to the pedagogical and didactic evaluation, by the teaching staff, of the times and modalities of the reception with comparison with the management board and / or psycho-pedagogist together with a pre-interview with the parents.

OPENING HOURS

1. The kindergarten keeps the following schedule: from 8.00 to 16.00

2. The children's entry is fixed from 8.00 to 8.45, after this time it will not be possible to let the children enter if not communicated in advance.

3. Early entry is envisaged at 7.30 am, recognizing the school as a supplement to the fee as indicated in the appropriate form, as set out in the regulations for the management of early and postponed hours.

4. The school leave is scheduled from 3.45 pm to 4.00 pm. Children who leave the school late must pay the school fee for the extended hours.

5. Children can be picked up early in the afternoon from 12:30 to 13:00. Any exit outside these hours must be previously agreed with the teachers.

6. The exit postponed by the school is part of the extended time service discipline (h.16.00-18.00) and is managed as follows: parents must make a specific request at the beginning of the school year at the school secretariat using forms provided by the school.

7. For holidays and holidays during the year, the school refers to the school calendar transmitted each year by the Ministry of Education, with the exception of the beginning of the school year which is set each year by the Management Board.

ABSENCE FROM SCHOOL

1. In case of absence from school due to illness longer than 7 calendar days, it will be necessary to present a medical certificate for the readmission.

2. Every absence of the child, especially if prolonged, must also be communicated to the teachers by telephone.

3. In the case of absence for contagious diseases it is advisable to inform the school, which is obliged to inform the competent ULSS.

SCHOOL MEALS

1. The refectory is inside the school that has its own suitable staff.
 2. The school sets the children's menu in collaboration with the competent ULSS. The children's menu is displayed in vision in the appropriate "inform parents" space.
- For children with particular food intolerances or allergies, parents are required to inform the school in writing, taking care to send a medical certificate stating the foods to avoid.

FEES PAYMENT

The fee must be paid no later than the 10th of the current month.

1. The fee is set by the management board which, in case of changes, informs the parents; in case of non-communication, the rate of the previous year will be considered valid.
2. The fee must be paid by bank transfer (request the coordinates in the secretariat), taking care to make the payment on behalf of the child attending and indicating in the reason for the month of competence.
3. The payment of the fee for the early and extended hours must be paid by bank transfer, specifying in the reason for payment what it is.
4. For the advance and / or extraordinary postponement, the family can notify the school and the payment for the single time is equal to € 5.00.

SUMMER CENTRES

1. Every year, the school organizes summer camps for the month of July, in the forms and ways allowed by the school organization.
2. Registration for summer camps generally takes place within the month of April, after communication to the families of the organization foreseen for the same.
3. At the time of registration, the amount set and fixed from year to year by the Management Board must be paid.
4. For children who do not attend all or part of the summer camps, the fee or part thereof will not be reimbursed.
5. The school lunch for children for summer camps does not follow the school menu.
6. Teachers who follow summer camps may not even be teachers of the school, the ownership of summer camps is still communicated in the organization.
7. In case the members are not enough to guarantee their organization, the summer camps can also be suspended.

REDUCTIONS

1. Reductions in the fee are foreseen only for absence in case of illness for the entire month: the fee due is in this case € 90.00.
 2. There is a reduction of the base rate of 10% for the frequency of siblings; in this case. the family must make a specific written request to the school every year.
 3. **The possibility of reducing the fee in case of particularly difficult and documented family situations is assessed by the Legal Representative and the Management Board. (unemployment and unemployment insurance).**
 4. There are no reductions in fees for other reasons other than those specified.
- In case of failure to pay the tuition fee, the school will send a written request to the family.

THE PICKING UP OF THE CHILDREN

1. Children can be picked up from school by written notice specifying their reasons.
2. The picking up must take place within the month of December.
3. The management board reserves the right to exempt from the payment of the fees the withdrawals that occur due to proven health reasons. In the latter case, the medical documentation that determines them must be provided to the school.

PERSONAL LAYETTE OF THE CHILD

Each child must have a personal layette to be kept in school as follows:

- anti-slip shoes / socks to be used only inside the school placed in a canvas bag
- a complete change of clothing marked by name and surname to be kept in a small backpack or canvas bag
- for afternoon rest a towel / blanket and a pillow must be kept at school
- 6 card photos.

The school will not respond if you lose clothes that are not marked with your name.

MEETINGS WITH PARENTS

During the school year, the following meetings with the parents are scheduled:

1. assembly at the beginning of the school year
2. election of section representatives and representatives for the management board (by October)
3. Two meetings (October / June) to illustrate the educational and didactic activities of children.
4. School / parents meetings with specialized teachers (this calendar will be set each year)
5. Individual interviews with teachers that will be fixed during the school year.
6. Before the beginning of the school year a meeting will be arranged with the parents of the new members to illustrate and present the organization of the school.

At the entrance of the school there is a special notice board "*avvisi ai genitori*", where all the notices will be posted, and a book for school-family daily communications is available.

THIS REGULATION WAS APPROVED BY THE MANAGEMENT BOARD FOR THE PURPOSE OF PROTECTING THE SCHOOL AND THE FAMILY. YOU ARE STRICTLY REQUESTED TO TAKE A VISION AND WE COMMUNICATE THAT, AT THE ACT OF REGISTRATION, THE SUBSCRIPTION AND ACCEPTANCE OF THE SAME IS REQUESTED. IN ORDER TO A SERENE AND EFFECTIVE MANAGEMENT OF THE SCHOOL, IN THE SPIRIT OF MUTUAL COLLABORATION WE ASK YOU TO RESPECT THE FOLLOWING REGULATIONS AND AVOID REQUESTS FOR EXCEPTIONS IN ORDER TO PREVENT WASTED REFUSALS.

Lumignano, October 2017

The legal representative

