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**PRIMARY SCHOOLS AND KINDERGARTENS’**

**CHART OF SERVICES**

**INSPIRED BY ART. 3,30,33 AND 34 OF THE ITALIAN CONSTITUTION**

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**CHART OF SERVICES**

Basic Principles

**ARTICLE N. 1**

**EQUALITY**

The founding principles of education are the recognition of differences and the equality of opportunities. Inside the school no one can be discriminated against, everyone must be treated equally regardless of their [race](https://en.wikipedia.org/wiki/Race_%28human_classification%29), [gender](https://en.wikipedia.org/wiki/Gender), [national origin](https://en.wikipedia.org/wiki/National_origin), [color](https://en.wikipedia.org/wiki/Human_skin_color), [ethnicity](https://en.wikipedia.org/wiki/Ethnicity), [religion](https://en.wikipedia.org/wiki/Religion), [disability](https://en.wikipedia.org/wiki/Disability), economical conditions, political opinion or other characteristics.

The educational activity of the school is not structured in a fixed and unspecific way, indifferent to the diversity of each individual, but has been conceived so to take into consideration everyone’s starting situation.

Therefore the school must work using every means to:

* Differentiate the education activities, adapting them to the needs of each student: all pupils should be given the opportunity to develop their full potential;
* Exploit the resources available in the area (local authorities, cultural and professional associations, sports clubs, voluntary groups, and also private organizations) in order to achieve an educational project that is rich and well articulated, so that the school’s program will not be limited to merely didactic activities.

**Article n. 2**

**Fairness and regularity**

The school staff acts following the criteria of objectivity and fairness in carrying out its functions. In collaboration with the local authorities, the school guarantees regularity and continuity of service. In particular, users will be informed about: the school’s calendar; the schedule of the lessons; the timetable of the secretarial offices; the assigning of the teachers to each class/section/discipline; the parent-teacher meetings and the security service guaranteed for the pupils at the moment of entrance and exit from the school’s buildings.

The school is committed to guarantee safety, continuity of services and educational activities in accordance with principles and norms guaranteed by the law and in accordance with the contractual provisions of the school division.

**Article n. 3**

**Welcoming and integration of new pupils**

The school is committed to creating an environment that is as peaceful as possible, helping the students to overcome any situation of discomfort.

Teachers undertake welcoming projects to promote and improve the integration and cohesion of the students in school.

The school promotes welcoming activities to smoothen the transition of children from kindergarten to primary school; during the last year of primary school teachers promote programs to ensure continuity in the transition to secondary school.

There will be meetings to introduce primary school and kindergarten to the parents to make them aware of issues at school and to make them more aware of interaction with the school’s teachers.

Meetings are organized to introduce kindergarten and primary school to the parents.

The school promotes specific initiatives within the teaching program in order to remove all possible causes of discrimination and inequality.

The school, thanks to an effective liaison with social services, implements all the possible strategies to achieve inclusion and integration.

The integration of pupils with Special Educational Needs is ensured in accordance with the principles of art. 3 of the Constitution and Articles 12 and 14 of the Law 02/05/92 n. 104. These pupils receive education within their classes and are entitled to specific support, through the allocation of support teachers and assistant educators in relation to the type of disability.

The support teacher is a resource for the entire class and for the teaching team where she/he is assigned to, assuming co-ownership of the class. The whole teaching team is responsible for the integration project.

A team of specialists, in cooperation with the families, issues a dynamic functional profile that indicates the physical, mental, emotional and social condition of every student with Special Educational Needs, indicating the capacity and possibility of academic recovery. This profile must be updated periodically.

Teachers put in action projects aimed at “linking” the various school grades, according to the needs of the pupils, in order to facilitate educational continuity and help them overcome difficulties during their scholastic integration.

Teachers will take care to point out the necessary adjustments of school facilities to accommodate pupils with disabilities (requests for furniture and teaching materials/specialists).

The school is committed to promoting the welcoming and the integration of foreign students. The school promotes initiatives to support their inclusion in individual classes, where all the staff, through individualized interventions and the removal of language barriers and cultural impediments, will ensure the creation of a serene environment. The foreign student is assigned to the class on the basis of the evaluation or certification produced by a special committee, chaired by the Director of the school or his/her delegate, adhering to the Reception Protocol.

**Article 4**

**Right to choose – compulsory schooling - attendance**

The school guarantees freedom of choice among the public institutions of the same type, until the limits of the capacity of each of them are reached. In case of excess of applications priority is given to the area of residence.

Compulsory schooling and the regularity of attendance are ensured through functional collaboration of all the institutions involved.

Each of them, according to their duties and responsibilities, is active in the prevention and control of school dropouts. The school is committed to fostering the best conditions for the effective exercise of the right to education of each student .

**ARTICLE 5**

**Participation – efficiency – transparence**

The school promotes the participation of the teaching staff, support staff and parents through participatory management within the bodies and the procedures in place, with the goal of a broader implementation of the effectiveness of the education service.

The school is also committed to facilitating the extra-curricular activities aimed at cultural, social and civil promotion, allowing the use of the school’s buildings and equipment for specific projects even outside the school hours, in agreement with the City Council and within the limits of the current legislation.

The Educational Syllabus (*Piano Offerta Formativa*, P.O.F.) and the Regulation of the Didactic Circle define the criteria for the proper functioning of the education system.

As concerns the educational-didactic system, the teaching body evaluates the initial situation of each class, sets the educational syllabus, and monitors its validity during the year, adapting it to the needs of the pupils.

The Teachers Committee and the Council of the Didactic Circle annually evaluate the functioning of the education system through the analysis of the syllabus and the projects activated.

The scholastic activity and in particular the timetable of all the didactic components throughout the week is based on the criteria of efficiency, effectiveness and flexibility in the organization of the administrative services and teaching activities.

The educational institution, in order to promote all forms of participation, guarantees the maximum simplification of the procedures and complete and transparent information.

The P.O.F., the Chart of Services and the Regulation of the didactic circle can be consulted on the institution’s website. The right to access the school records is guaranteed according to the Law 241/1990 and the Presidential Decree n. 184/2006.

**Article 6**

**freedom of teaching and staff professional development**

Freedom of teaching is the expression of the professionalism of the teacher and it concerns his/her free choice of content and methodology in relation to the didactic objectives and the right of the student to learn, in accordance with the educational goals and the objectives outlined in the National Guidelines currently in place, and the educational strategies defined by the Teachers Committee .

All the teachers working in the same class share responsibility for the educational process and have equal rights and duties in the class.

The professional development sessions are a commitment for all school personnel and a duty for the administration as it is a prerequisite for quality service.

**PART I**

**Didactic Area**

**Article 7**

**Didactic goals**

The school identifies and develops tools to ensure:

* the satisfaction of the educational needs of pupils;
* the achievement of public educational goals;
* appropriate educational activities;
* The staff’s professional skills;
* The collaboration and contribution of the families;
* The contribution of institutions and civil society.

The school identifies the tools to ensure educational continuity both vertically between different types and levels of education, and horizontally within each school.

Without prejudice to the objective of achieving the pedagogical and educational purposes of the school, the annual program of educational activities is articulated according to the knowledge and skills possessed by the students measured at the beginning of the school year and reviewed regularly.

Teachers encourage the active participation of their pupils by encouraging their confidence in their own ability, respecting the differences in the individual way of learning.

**Article 8**

**Educational syllabus (p.o.f.)**

The P.O.F. is approved by the Teachers Committee and the Council of the didactic circle. It is a commitment for the whole school community .

It Contains :

- The cultural offerings which can be received by teachers , parents , Bodies , organizations and institutions ;

- Educational choices (projects with education goals) including training plans with cultural meaning (educational proposals by the City or other public institutions).

As concerns the formation of the classes, refer to the School Regulations.

School Regulations contain rules on:

* Pupil supervision: entrance, implementation of activities and exit;
* Pupil behavior, rules on lateness, leaving school earlier and absences;
* Use of space, of laboratories and of the library;
* Preservation of the buildings and the equipment ;
* Regulation of the parent/teacher meetings
* Procedures for calling and holding class meetings, organized by the school or called by the parents or other boards of the Council of didactic circle.

**Article 9**

**information about P.O.F. to the users**

The P.O.F. is made public by special parent/teacher meetings conducted within the month of October each year .

A copy of the P.O.F. is published on the website of the Didactic Circle www.secondocircolopg.gov.it

**Article 10**

**Educational and didactic planning**

Educational and didactic planning is defined by the teachers committee divided in groups.

It contains:

a) educational objectives;

b) educational trainings;

c) tools for the detection of the initial and final situation of the students and to monitor and evaluate the educational programs;

d) elaboration of integrated training and additional activities.

**Article 11**

**Information to users regarding educational planning**

Educational and didactic planning is issued, monitored and made public every two months.

Educational and didactic planning is systematically subjected to verification and evaluation of results in order to adapt the educational activities to the training needs emerging during the scholastic year.

**Article 12**

**Learning agreement**

The learning agreement is the explicit and participatory declaration of the school’s work and projects. It involves all the organs of the Institute. Please see the learning agreement issued in the school year 2013/2014

**PART II**

**ADMINISTRATIVE SERVICES**

**Article 13**

**quality factors**

Administrative activity shall pursue the following objectives:

**a)** **Promptness of the procedures:**

the internal procedures and those related to relations with the Administration and with third parties are carried out as soon as possible (within a few additional days for complex ones); for those with fixed maturity established by hierarchical norms or other institutions, within the limits set .

1. **Transparency:**

All operations related to the provision of educational materials, purchase of tools and machines for offices, fixed-term contracts for temporary supply, issuing of rankings and any other act or resolution regarding the decisions of the School Board, will be communicated to users, interested institutions and social partners in the most flexible and transparent way, through: publication on the website of the school, public access to administrative documents in accordance with the rules in place, direct individual and/or collective information.

**c)** **Digitalization of the secretarial services**

Within the limits of the available funds, secretarial services will be enhanced through their digitalization.

**d) Waiting times at help desks**

Waiting times will be kept to a strict minimum.

**e) Flexibility of public relations offices’ timetable**

Parents and other users can access the secretariat during the opening hours to the public, published every year on the school’s website .

**PART III**

**ENVIROMENTAL CONDITIONS OF THE SCHOOL**

**Article 14**

**school environment**

The school environment must be clean, friendly, comfortable and safe.

The school is committed to involve the concerned institutions, including parents' associations, users and consumers, in order to provide the pupils and the school staff with internal and external security.

**Article 15**

**quality factors related to the school environment**

Each school establishes the following quality factors:

* the number of classrooms, equipment (chairs, desks, blackboards , cabinets, supplies) of the premises where the educational activity is implemented, weekly schedules for the use of laboratories and special classrooms;
* the size of the premises used as a gym (where present), its equipment and the average usage hours for curricular and extra-curricular activities;
* the number, size and amenities of the bathrooms.

**PART IV**

**COMPLAINTS PROCEDURE AND SERVICE EVALUATION**

**Article 16**

**Complaints procedure**

Complaints can be expressed orally, or written, by telephone, by fax, by mail, by PEC and must contain general information, address and other contacts of the proposer.

Complaints made orally or by telephone must be subsequently written down.

The Director, after having investigated into possible answers, takes every possible step to remove the causes that led to the complaint. If the claim is not the responsibility of the school director and therefore cannot be solved by him/her, the complainant is sent to the proper recipient.

**Article 17**

**Service Evaluation**

In order to collect relevant information, a survey with appropriately targeted questions is sent to parents and teachers.

The questionnaires shall deal with teaching, organizational and administrative aspects and must allow the possibility to make suggestions and to incorporate indicators provided by the school administration and by the local authorities.

**PART V**

**Article 18**

**Final law**

This Service Chart is valid for three years and can be changed at any time to improve the quality of the service . The Charter was adopted by the Council of the didactic circle at its meeting on \_\_\_\_\_\_\_\_\_