



# **THE UDINE INTERNATIONAL SCHOOL**

**ELEMENTARY & MIDDLE SCHOOL**

**PROGRAM OF STUDIES**

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## **GENERAL INFORMATION**

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# ***THE FOUNDATION***

**The Udine International School (UIS)** is a non-profit Foundation whose main statutory objective is the promotion of international culture and education.

In order to pursue its aims, **The Udine International School** organises, conducts and administers educational and training programs as well as cultural activities and refresher courses. These activities pursue the objectives of the Foundation and are subject to the approval without appeal of the Board of Directors.

Within the framework of European Union guidelines, **The Udine International School** promotes co-operation with other Italian or foreign institutions having similar objectives.

In order to pursue these objectives, in 2003 the Foundation established a school in Udine (Italy) with English as a teaching language, open to students of both sexes and all nationalities, comprising a Nursery School, Kindergarten, Elementary School and Middle School. In 2006, our founding partner, The International School of Trieste (IST), established an International High School in Trieste with a five-year program.

**The Udine International School** operates in conformity with the Statute of the Foundation and is governed by a Board of Directors to which a parent representative is elected every two years.

The Director of the School is appointed by the Board of Directors of The International School of Trieste and is responsible for the educational and disciplinary functions of the School.

The educational programs of **The Udine International School** must be approved by the Board of Directors of The International School of Trieste which is responsible for issuing diplomas.

Diplomas issued by **The Udine International School**, through its founding partner The International School of Trieste, are legally recognised by Italian law (art. 10, comma 3, della Legge 29 gennaio 1986, n. 26).

The legal status of the **The Udine International School** Foundation has been recognised by decree of the President of the autonomous region Friuli-Venezia Giulia no. 0154/Pres., dated 11<sup>th</sup> May

2004.

The Statute of **The Udine International School** is published on our web site and available in the Secretariat.

# ***MISSION & VISION STATEMENT***

## **Mission Statement**

**The Udine International School** delivers an instructional program characterised by

- world-class education
- global perspective
- outstanding pedagogy and
- an ethos of integrity to students from diverse backgrounds with ambitious goals.

## **Vision Statement**

Our challenge is to develop an international culture, versatility of knowledge and the capacity for individual growth.

## **Core Objectives**

To achieve its mission **The Udine International School** is committed to:

- **Developing High Educational Standards**

We work toward the constant improvement of both instructional programs and methodology, holding ourselves to the highest international benchmarks;

- **Nurturing an International Approach**

We embrace diversity, integration and coexistence by working together toward understanding;

- **Fostering Character Development**

We encourage one another to think critically and independently while acting responsibly and with sincerity to fulfill our greatest potential;

- **Galvanizing Academic Curiosity**

We challenge one another to actively engage the problems confronting us using the creativity and skill necessary for success in our world;

- **Building Community Ideals**

We cultivate a tangible sense of civic responsibility rooted in communal spirit, meaningful dialogue a strong sense of identity.

# ***ADMISSION CRITERIA***

**The Udine International School** does not discriminate on the basis of race, creed, colour, gender, or national origin and seeks to accept all qualified students who apply. Applications for Admission are accepted throughout the year in accordance with the published admission procedure. All applications to the school must be accompanied by previous school reports and/or records, any appropriate medical records, a valid identity document and any other documents required by the school.

Knowledge of the English language is not a determining factor for admission but the candidate's level will be assessed in order to determine whether ESL (English as a Second Language) support is required.

The international philosophy of the school provides that admission priority be given:

- 1) Firstly, to international students who are native speakers of English;
- 2) Secondly, to international students who are not native speakers of English;
- 3) Thirdly, to siblings of students already enrolled in our school.

**The Udine International School** is not equipped or staffed to educate students with severe to moderate learning disabilities, physical or mental disabilities, or emotional/behavioural problems and these students will not be admitted to the school. Students with mild physical, mental, emotional, or learning disabilities may be admitted if in the Principal's judgment adequate provision and/or special programs can be provided. Special materials, supplies, and/or additional instruction may be required and the costs for these will be the responsibility of the parent. These fees are in addition to the regular tuition fees.

Students with physical disabilities may be admitted if the school structure can accommodate his or her needs and if the implementation of these special programs is deemed feasible by the Principal.

Please consult the full procedure for enrolment and re-enrolment of students meeting the above criteria in section 37 - **ADMISSION, ENROLMENT & RE-ENROLMENT PROCEDURES** in the **UIS Elementary/Middle School Parent-Student Handbook**.

## ***RECOGNITION***

Diplomas issued by **The Udine International School**, through its founding partner The International School of Trieste, are formally recognised by the Italian State through State Law no. 26 dated 29th January 1986, art. 10, paragraph 3) which states:

*“Vengono riconosciuti a tutti gli effetti i titoli rilasciati da The International School of Trieste. Il riconoscimento dei titoli é subordinato all’accertamento della conoscenza della lingua italiana da parte dei candidati mediante prova d’esame”*

Furthermore, on 20th December 2004, the Italian Ministry of Education, Universities and Research – The Friuli-Venezia Giulia Regional Education Office, formally acknowledged the school’s operation.

The legal status of the **The Udine International School** Foundation has been recognised by decree of the President of the autonomous region Friuli-Venezia Giulia no. 0154/Pres., dated 11<sup>th</sup> May 2004.

## ***ACCREDITATIONS & AFFILIATIONS***

**The Udine International School** is accredited by:

**CIS Council of International Schools** <http://www.cois.org/>

and collaborates with:

**ECIS European Council of International Schools** <http://www.ecis.org/>

**MAIS Mediterranean Association of International Schools** <http://www.mais-web.org/>

**The College of New Jersey – Faculty of Education** <http://www.tcnj.org/>



# **PROGRAM OF STUDIES**

## **1 - THE ELEMENTARY SCHOOL CURRICULUM**

### **A. OVERVIEW**

The Elementary School at **The Udine International School** encompasses Grades 1–5. The curriculum is divided into Core Subjects and Additional Subjects. Core Subjects are allotted more hours of instruction and pupil achievement and skills in the subject are assessed. Promotion from one grade level to another is dependent upon the level of achievement in these subjects. Additional Subjects are allotted one or two lessons weekly and are assigned a skills assessment. All School programs follow a curriculum designed to meet the requirements of both a national and international education.

#### **CORE SUBJECTS**

LANGUAGE ARTS

READING

MATHEMATICS

ITALIAN STUDIES

SOCIAL STUDIES

SCIENCE

#### **ADDITIONAL SUBJECTS**

ART

MUSIC

HANDWRITING

PHYSICAL EDUCATION

COMPUTER STUDIES

The following brief subject outlines are designed to give parents a guide to the school's basic approach to the various subject areas.

## **B. CORE SUBJECTS**

### ***I. LANGUAGE ARTS***

The Language Arts program strives to build fluency and competence in both oral and written English expression, establishing a staircase of increasing complexity in phonetic awareness, grammar conventions, spelling structure, and vocabulary development. Students are encouraged to make meaningful and authentic uses of speaking skills in diverse situations, to use written language in both subjective and objective genres and to write logical arguments based on substantive claims, sound reasoning and relevant text claims. A cornerstone of the literacy program is the cross-curricular focus, whereby critical language skills are transferred to other disciplines, leading to development of personal expression and growth and to the effective use of media and modern information technology.

### ***II. READING***

The Reading program aims to develop a life-long love of reading, while building critical thinking skills through main strategy focuses: decoding, predicting, making connections, asking questions, summarising, making inferences, visualising, determining cause-effect, analysing. Following a multi-disciplinary approach, students read a diverse array of cultural texts: classic and contemporary literature, historical sources, scientific articles. Methodology aims at providing students with a balanced literacy experience, including read-alouds, shared reading, guided reading groups and individual reading. Adopting a student-centered approach, whereby each learner reads at his own level, readers participate in active discussions, developing confidence, self-esteem, and critical thinking skills, while promoting co-operation, communication, and conflict resolution.

### ***III. MATHEMATICS***

The Mathematics program is based on the premise that an information and technology-based society requires individuals who are able to think critically about complex issues, solve multi-faceted problems, adapt to new situations and effectively communicate their thinking processes.

The main curricular objective, in Mathematics, is to provide students with the framework needed to meet these goals, leading to the mastery of basic skills in mathematical structures, operations, and thought processes, promoting logical reasoning, effective problem solving, and related technological skills. Students are encouraged to explore mathematical phenomenon in concrete “real life” activities, to identify relationships between these and everyday situations, and to use acquired concepts and skills to extend their thinking in other subject areas. Main areas of focus are: Number Sense; Logical Reasoning & Problem Solving; Measurement; Geometry; Statistics, Data Analysis & Probability; Algebra & Functions. Students are guided in their learning, from concrete experiences, to pictorial representation and finally to abstract concept representation, as in the world-recognised Singapore Mathematics method.

#### ***IV. ITALIAN STUDIES***

**The Udine International School** Italian Studies program is committed to promoting international understanding and values as well as reinforcing those of the traditional Italian culture.

The Italian Studies course follows the program outlined by the Italian Ministry of Education, Universities and Research (MIUR). The child’s learning is based on the practical use of the Italian language, thus fostering positive interpersonal relations (it is through interpersonal relations that the child begins to communicate and create a channel of co-operation with others), solidarity and growth. With this in mind, we can safely conclude that even if the Italian language is studied in an international environment, it becomes an important channel of thought, not only because it translates thoughts into words, but also because it stimulates and develops the child’s mental processes and expresses emotional, rational and cultural experiences. The Italian language becomes a means through which students establish social relationships and foster communication and interaction.

It is for these reasons that one of our major objectives is the continuity of the Italian program from Elementary through Middle School, along with a fruitful co-operation with all those involved in this process.

The teaching of the Italian language and culture is therefore an integral part of the Elementary and Middle School curriculum. The Italian Department teachers in both sections create and implement a series of procedures, activities and projects aimed at creating a welcoming, stimulating and professional learning environment for our students. The teachers will develop a class program which, although closely following the Ministry guidelines, considers the skills already mastered by the students, the quality of their participation and interest, the number of foreigners in the class, etc., thus guaranteeing that a student who does not attend the entire international school cycle can continue his/her studies in any Italian school, whether public or private.

The Italian Studies program has the following aims:

- the development of listening and understanding skills;
- the development of reading skills (fluency as well as expression) through various types of texts;
- the comprehension and understanding of the structural differences of these texts (narrative, descriptive, poetic, scientific, etc.)
- the development of writing skills with correct use of vocabulary, grammar and syntax;
- the application of writing skills to various writing experiences such as narrative, descriptive and poetry texts;
- the understanding and application of basic and more complex grammar rules.

Starting in Grade 3, particular attention will be given to Italian culture, society, geography, local culture and territory, along with economic and sociological studies. The school also organises frequent field trips to museums, art exhibits, libraries, historical, artistic and archaeological sites.

## ***V. SOCIAL STUDIES***

The main focus of the Social Studies program is to develop, through exploration of local and world historical content knowledge, an awareness of the inter-connectedness between the past and the present, focusing primarily on the following areas: Chronological and Spatial Thinking; Research,

Evidence & Point of View; Historical Interpretation. The curriculum also seeks to lead students to actively reflect on civic competence, citizenship education, economic choices, and civic values necessary for engaged democratic participation. The program spaces from personal and local culture in early primary years, to ancient civilizations and medieval cultures in later elementary years. Throughout, students are invited to employ skills of data collection, analysis, collaboration, problem solving, decision making and inquiry processes aimed at enhancing global perspective and gaining awareness of how decisions made in the past and in other parts of the world affect our lives today, just as our decisions affect the lives of others. Pertinent excursions and workshops are planned to enhance Social Studies learning, and to provide opportunities for enrichment of local culture.

## ***VI. SCIENCE***

The Science program adopts a student-centered focus that relies on inquiry as the basis for learning. Through structured units of inquiry, students are encouraged to ask questions, make hypotheses, plan routes to test their ideas, make observations, collect data, draw conclusions, interpret and analyse results and communicate findings using appropriate Science-specific vocabulary. Students are also exposed to the latest global discoveries in Science and Technology, with the ultimate goal of linking pre-existing knowledge with new and deeper knowledge about the world. Learners conduct experiments and projects with peers, collaborating towards the development of a scientific method, critical thinking and communication skills. The program includes updates on global environmental issues and strives for awareness of the importance of personal choice in caring for the planet. Content areas in Science include the following areas:

Physical Science;

Earth Science;

Life Science;

The Human Body.

## **C. ADDITIONAL SUBJECTS**

### ***I. ART***

**The Udine International School** art course is designed to give students a cultural background as well as a basis for the expression of personal creativity. The program includes the study of the basic language of art: the elements (lines, shapes, tone, colour and texture) and the principles of drawing (rhythm, balance, harmony, unity, contrast). Students explore through drawing, painting and sculpture means.

Art history is an integral part of the curriculum. Furthermore, students learn the critical analysis of famous works of art as well as of their own work. The combination of studio work, art history, and art analysis gives the student the ability to create and appreciate art.

### ***II. MUSIC***

In the early grades the major objective in class is to help children enjoy music. This is achieved by listening to music, singing songs and actively involving them in creative responses. Students will learn to distinguish between high and low, short and long sounds, discover melody and identify simple rhythmic patterns.

In Grades 4 and 5, the students are encouraged to develop skills in reading music notations and producing music with musical instruments (recorders and percussions) Students develop a greater musical awareness by listening to these recordings and acquire a better understanding of the basic principles of tempo, dynamics, mood, rhythms and melodic expression in music.

### ***III. HANDWRITING***

At **The Udine International School**, we believe that handwriting is an important and essential skill that must be developed during the Elementary years. While the reliance on computers and word processing programs increasing, a legible, efficient handwriting style is still important for further education and most types of employment. The explicit teaching of handwriting also provides many

cognitive benefits to support literacy and numeracy development and enhances fine motor skill development.

Our aim at **The Udine International School** is to teach each child to write legibly, fluently and at a reasonable speed. To support this aim a structured, whole school approach to handwriting has been adopted.

The **D'Nealian** Handwriting program is used at **The Udine International School** throughout Elementary School. Students start in the Early Childhood years with pre-writing activities and then in Grade 1 with the manuscript form. The program stresses correct letter forms, strokes, spacing and style. The child masters letters, words and then moves on to the formation of sentences. Emphasis is placed on correct hand position, neatness and the correct formation of the letter patterns.

The transition to cursive writing is adopted by the end of Grade 2 and continues in Grade 3. This is a widely used standard of cursive and emphasises slanted writing use.

The handwriting program continues in Grades 4 and 5 and students are encouraged to strive for neatness, legibility and correctness in all their written work.

Students who come to **The Udine International School** from different countries or other schools are likely to have already learned to write using different handwriting styles and/or font. Provided the handwriting style is established, legible and efficient the student will be supported to continue using that handwriting style while at **UIS**.

There is an expectation that all students in upper elementary and all three grades of Middle School use a legible and fluent handwriting (*cursive*) style in all of their formal written presentations.

#### ***IV. PHYSICAL EDUCATION***

The mission of our physical education curriculum is to involve students in culturally relevant and developmentally appropriate movement experiences that focus on learning to move and learning

through movement. Movement skills and fitness levels, thinking and reasoning abilities, and social-emotional skills are all enhanced by engaging children in a comprehensive program of fundamental movement, sport skill, physical fitness and dance experiences. Systematic and realistic self-assessment of one's own progress aids in building on individual strengths and enables the curriculum to be adapted to individual needs. The principles and values behind movement skills and lifetime fitness are taught in an atmosphere that promotes student understanding and appreciation. Through a child-centred developmentally based approach to teaching that is responsive to the safety and welfare of students, the physical education curriculum contributes to self-esteem enhancement, responsible behaviour, creative expression and group cooperation. This is accomplished in an environment that both values and provides opportunities for social growth, increased emotional maturity, and responsible citizenship. The value of each child is recognised by striving for individual excellence in a caring and nurturing environment - an environment that promotes learning to move and learning through movement for all children.

## ***V. COMPUTER STUDIES***

At **The Udine International School** the computer is considered an information handling machine and a tool to enhance learning. In the Elementary School, pupils learn basic skills and develop important skills which they can utilise in different subjects. These include all the standard Microsoft Office programs such as Word, Excel and PowerPoint, as well as image editing and programming software geared to a younger audience. During each lesson, students will follow their teacher's blog, allowing them to work independently and at their own pace. Students will also use this blog as a means of communication with their teacher and as a reference point for their own learning outside the computer lab.

The program is intended to be broad-based and to provide a groundwork for which pupils can develop their interests. Pupils will use software which can be applied in other areas of the curriculum. Assessment will be based upon practical work and is related to what students are



studying in class. Pupils who have access to computers at home will be encouraged to use them.  
The school is equipped with a computer lab for students as well as a wide variety of software.

## **2 - THE MIDDLE SCHOOL CURRICULUM**

### **A. OVERVIEW**

The Middle School at **The Udine International School** encompasses Grades 6, 7 & 8. The program concentrates on the acquisition of basic academic skills while also encouraging individual interests, independent thought, global awareness and an enthusiasm for learning.

A greater emphasis is placed on independent learning, work quality, co-operative behaviour and respect for the rights and feelings of others. The academic preparation allows students to pursue secondary level education options both locally as well as abroad.

The Middle School is structured with specialist teachers in each subject. The curriculum is divided into Core Subjects and Additional Subjects. Core Subjects are allocated more lessons per week, and the pupil's achievement in the subject is assessed and promotion depends on the level of achievement in these subjects (with the exception of Latin). Additional Subjects are allocated less hours per week and students are assessed on their effort.

#### **CORE SUBJECTS**

LANGUAGE ARTS

LITERATURE

SOCIAL STUDIES

MATHEMATICS

SCIENCE

ITALIAN

FOREIGN LANGUAGE: FRENCH/GERMAN/SPANISH

LATIN (STARTING IN GRADE 7)

#### **ADDITIONAL SUBJECTS**

ART

PHYSICAL EDUCATION

## **B. CORE SUBJECTS**

### ***I. LANGUAGE ARTS***

The Language Arts program in the Middle School grades follows a language arts and grammar text, supplemented with opportunities for practice, testing, remedial work and enrichment.

The objective of the language program is to develop fluency in the various aspects of the English language – speaking, writing, oral and written comprehension, reading and spelling. A familiarity with and a correct use of basic English grammar is regarded as essential to the acquisition of this fluency.

Internet sites are also used to practice Language Arts lessons and communication.

At the end of Grade 8, students can choose to take exams in order to obtain the Cambridge ESOL B2 certificate. The certification exams are not mandatory and at parents' expense.

### ***II. LITERATURE***

The English Literature program in the Middle School grades follows three literature anthologies with supplements in important British and American Literature. Creative writing (e.g. poetry & essays) and critical appreciation of texts form an integral part of the curriculum.

The objectives of the Middle School literature program are to introduce students to novels, short stories, plays and poetry and instil in them a love for literature. Reading and learning about others through the study of literature helps students to empathise with and see how complex humans truly are. The program also aims at developing the skill of literary analysis as a means of greater literary appreciation as well as the writing of poetry. An important aspect of the program is analysing, interpreting and evaluating all forms of literature (e.g. poems, novels) using various media and technology.

### ***III. SOCIAL STUDIES***

There are three main aspects to the Social Studies program in the Middle School years. The study of history helps students to develop an understanding of the past, its influence on the present and its

implications for the future. The study of geography serves to develop an understanding of the relationship of people with their environment, a sense of place, and a sense of self in relation to personal, local, national and international location. Finally, by incorporating elements of sociology, anthropology, economics, ethics and politics students will concentrate on the study of human relations between individual groups and societies and how their values shape our social systems. The main concepts focused on are interdependence, change, scarcity, conflict and culture. Students will develop research, thinking, social participation and orientation skills.

#### ***IV. MATHEMATICS***

The Mathematics program is based on the premise that an information and technology-based society requires individuals who are able to think critically about complex issues, solve multi-faceted problems, adapt to new situations and effectively communicate their thinking processes and build on their Mathematics studied in Elementary School. The main curricular objective, in Mathematics, is to provide students with the framework needed to meet these goals, leading to the mastery of skills in mathematical structures, operations, and thought processes, promoting logical reasoning, effective problem solving and related technological skills. Students are encouraged to explore mathematical phenomena in concrete “real life” activities, to identify relationships between these and everyday situations and to use acquired concepts and skills to extend their thinking in other subject areas. Main areas of focus are: Number Sense; Logical Reasoning & Problem Solving; Measurement; Geometry; Statistics, Data Analysis & Probability; Algebra & Functions. Students are guided in their learning, from concrete experiences, to pictorial representation and finally to abstract concept representation, as in the world-recognised Singapore Mathematics method.

In Grades 6 and 7, students will cover operations and one and two-step algebraic equations with integers, fractions, decimals, percentages and ratios, various ways of simple statistical analysis, graphing and interpretation of linear equations, use and manipulation of simple formulae, angle geometry and polygons, the area of various shapes and the volume of various subjects, probability

and dependent and independent events, fundamental transformations, the solving of worded questions and problem-solving techniques.

In Grade 8, fundamental concepts of Algebra and Geometry are covered. In Algebra, students learn how to simplify algebraic expressions, solve linear and simultaneous equations and inequalities, graph linear and simultaneous equations, read information from graphs and solve exponential equations and problems.

In Geometry, students cover angles, parallel and perpendicular lines and draw and read various complex transformations. They also study the properties of various quadrilaterals, regular polygons, triangles, areas of various shapes, Pythagoras Theorem, arc lengths and areas of circle segments as well as the surface area and volume of various objects.

## ***V. SCIENCE***

The Science program employs a student-centred focus that relies on inquiry as the basis for learning. Through structured units of inquiry, students are encouraged to ask questions, make hypotheses, plan routes to test their ideas, make observations, collect data, draw conclusions, interpret, analyse and evaluate results and communicate findings using appropriate Science-specific vocabulary. Students are also exposed to the latest global discoveries in Science and Technology, with the ultimate goal of developing existing knowledge to facilitate a deeper understanding of the world. Learners conduct experiments and investigations with peers. The program includes updates on global environmental issues and encourages awareness of the importance of personal choice in caring for the planet. Content areas in Science include the following:

### **Grade 6**

#### **Biology**

- Cells
- Reproduction
- Environment & Feeding Relationships
- Variation & Classification

#### **Chemistry**

- Acids & Alkalis
- Simple Chemical Reactions
- Particle Model of Solids, Liquids & Gases
- Solutions

#### **Physics**

- Energy Resources
- Electrical Circuits
- Forces & their Effects
- The Solar System & Beyond

## **Grade 7**

### **Biology**

- Food & Digestion
- Respiration
- Microbes & Disease
- Ecological Relationships

### **Chemistry**

- Atoms & Elements
- Compounds & Mixtures
- Rocks & Weathering
- Rock Cycle

### **Physics**

- Heating & Cooling
- Magnets & Electromagnets
- Light
- Sound & Hearing

## **Grade 8**

### **Biology**

- Inheritance & Selection
- Fit & Healthy
- Plants & Photosynthesis
- Plants for Food

### **Chemistry**

- Reactions of Metals & Metal Compounds
- Patterns of Reactivity
- Environmental Chemistry
- Using Chemistry

### **Physics**

- Electricity & Energy
- Gravity & Space
- Speeding Up
- Pressure & Moments

## ***VI. ITALIAN***

The Italian program in Middle School is a follow up to the program started in Elementary School.

The program aims at maturing and developing comprehension as well as the spoken and written language through the interweaving of listening, speaking, reading and writing skills, according to the various functions of the language. Stress is placed on content as well as on a correct formal use of the language.

The continuity of the Italian from Elementary through Middle School is a major objective at **The Udine International School**. Programs follow those outlined by the Italian Ministry of Education, Universities and Research, thus guaranteeing that a student who does not attend the entire international school cycle can continue his/her studies in any Italian school, whether public or private.

- The first objective of this program is to develop the skills to understand and organise the written as well as the oral language in its various but complementary expressive forms.
- The second objective is to attain a correct pronunciation of the language, correct and expressive reading skills and correct writing skills through spelling, semantics, vocabulary and syntax.

The program of studies will be enriched with various cultural field trips and visits to museums, exhibits, libraries, historical, artistic and archaeological sites.

## ***VII. FOREIGN LANGUAGE***

French and German are the Core Foreign Language options and will always be available to our Middle School students. The Spanish course will be available to Middle School students upon enrolment of at least five students.

The foreign languages are studied starting from an English mother-tongue base, thus consolidating grammar acquisition in both languages.

The main objective of this three-year course is that of acquiring a solid fundamental knowledge of the foreign language as a means of communication by stressing speaking, listening, writing and reading skills. The candidate with time will be able to communicate in simple and routine tasks requiring the most common polite phrases and exchanges of information. Attention is given to the phonetic, lexical and grammatical areas of the language in order to acquire a correct pronunciation as well as sentence building.

The program uses core textbooks and supplementary reading materials, audio materials and audio-visual materials as well as computer programs. At a more advanced level, students engage in conversations, dialogues, debates or the discussion of ideas from literary excerpts. The foreign language culture, lifestyle as well as some history, geography and literature will also be introduced.

At the end of Grade 8, students can choose to take exams in order to obtain the:

### ***FRENCH***

DELF A2 (Diplôme d'Études en Langue Française) certificate. The certification exams are not mandatory and at parents' expense.

### ***GERMAN***

KID A2 (Zertifikat Kompetenz in Deutsch). The certification exams are not mandatory and at parents' expense.

## ***SPANISH***

DELE A2 certificate (Diploma de Español como Lengua Extranjera). The certification exams are not mandatory and at parent's expense.

## ***VIII. LATIN***

The Latin program is aimed at giving students a solid basis to continue the study of this subject in high school. Latin is allotted two lessons per week starting from Grade 7.

The main goal of the program is to give students a clear understanding of the phonetics and syntax of the simple sentence. Students will study and analyse various aspects of the Latin civilization in Ancient Rome from an historic as well as literary point of view. Major authors of the Latin language, such as Ovid, Seneca, Cicero, Catullo... will be introduced and passages of their writing translated into Italian.

## **C. ADDITIONAL SUBJECTS**

### ***I. ART***

The Middle School program continues a more in depth study of the language of art begun in Elementary School: the elements (lines, shapes, tone, colour and texture) and the principles of drawing (rhythm, balance, harmony, unity, contrast). Students will continue more advanced forms of drawing, painting and sculpture.

Art history is an integral part of the curriculum, with much of the historical progression mirroring the periods that students study in their Social Studies/History class. Furthermore, students learn the critical analysis of famous works of art as well as of their own work. The combination of studio work, art history, and art analysis consolidates the student's ability to create and appreciate art.

### ***II. PHYSICAL EDUCATION***

For an overview of the aims of the Physical Education program at **The Udine International School**, see the Elementary School Curriculum.



During the Middle School years, group interaction is an extremely important part of growing up. With this concept in mind, the program is designed to stress group participation. Emphasis is placed on team games and the learning of team strategies. Being a member of a team is extremely important to the adolescent. While many students may never again participate in team activities, these activities are nonetheless a very important part of an adolescent's social development. Active participation is stressed and student evaluation is based more on effort and attitude rather than on individual ability. Nonetheless excellence is encouraged and students are given ample opportunity to try traditional local sports and more importantly emphasis is placed on less traditional international sports where rules, customs and skills are taught.

### **3 - THE ESL & ISL PROGRAMS**

#### **ESL - ENGLISH AS A SECOND LANGUAGE**

**The Udine International School** organises a period of intensive ESL (English as a Second Language) support for students who have no previous knowledge of the English language or whose degree of fluency in English is not sufficient to access the school curriculum (i.e. students coming from Italian schools or other foreign schools).

Each student participates to the maximum of his/her ability. Most students make rapid progress in English through participating in the classes, speaking and interacting with his or her classmates.

Students are selected for the ESL program on the basis of a personalised interview given to each new applicant and on the basis of an admission test given to those who demonstrate some degree of proficiency.

The English as a Second Language teacher meets with each ESL student one to several times weekly either individually or in small groups after consultation with the subject teachers. We avoid scheduling these classes when students have Additional Subjects such as Art, Music, or Physical Education since these are areas which provide a less-structured opportunity to use English with classmates and also permit child participation in activities with a limited use of the English language. This approach is very important for the bolstering of child confidence. Mathematics is another subject in which students can participate and succeed without having an advanced knowledge of English.

The purpose of the English as a Second Language Program is to provide individual help for students so that in time they can participate more fully in their regular classes. Areas worked on are: pronunciation, phonics, grammar, sentence structure, vocabulary, reading comprehension, and conversation. Usually the subject area teachers will suggest specific topics and activities needed, such as “prepositions” or “Mathematics vocabulary”. The ESL teacher may also help the student in a particular phase of his or her regular class work (i.e. reading assignments) so that he can keep up

with the rest of the class and is therefore responsible for preparing an individual curriculum for each student based on his or her English fluency and special needs. Finally, meeting with the ESL teacher also provides an opportunity for individual guidance in helping the second language student adapt to an English-speaking school environment.

During the first year of attendance, the ESL course will be at the school's expense. From the second year on, the eventual need to continue the course and with what frequency will be arranged with the student's family and will be at parents' expense.

### **ISL - ITALIAN AS A SECOND LANGUAGE**

ISL classes at **The Udine International School** are reserved for students who have no previous knowledge of the Italian language or whose degree of fluency in Italian is not sufficient to access the Italian Studies curriculum. Personalised courses are prepared for students in these subjects.

The lessons take place during school time and students will be assigned a program created ad-hoc in accordance with the specific needs required to attend the class he or she has been enrolled in.

The school will assess whether or not the student can attend ISL courses on the basis of his or her English fluency which must be at a level which will permit the student to follow the **UIS** program properly.

Students who choose not to participate in ISL classes must remain in the classroom during Italian lessons and participate as an auditor (the student will not be graded). During this class the student can complete assignments or read and will not be allowed to leave the classroom.

ISL lessons are at parents' expense.

**This Program of Studies has been updated in November 2016**

**We kindly ask parents to consult our web site for future updating**



# **THE UDINE INTERNATIONAL SCHOOL**

**ELEMENTARY & MIDDLE SCHOOL**

**PARENT-STUDENT HANDBOOK**

# SUMMARY

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2. STUDENT DROP OFF & PICK-UP
3. ACADEMIC PROGRAMS
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37. ADMISSION, ENROLMENT & RE-ENROLMENT PROCEDURES
38. SCHOOL TUITION & FEES
39. AMENDMENTS & UPDATING

## ***1 - SCHOOL HOURS***

Lessons take place from Monday to Friday.

	<b>ELEMENTARY SCHOOL</b>	<b>MIDDLE SCHOOL</b>
MAIN DOORS OPEN	7:50	7:50
STUDENTS ACCOMPANIED TO CLASSROOM	8:10	8:10
CLASSROOM ENTRY	8.15	8.15
MORNING RECESS	10:00/10:45	10:45
LUNCH BREAK/AFTERNOON RECESS	11:50-12:50/12:35-13:35	12:35-13:35
END OF LESSONS	15:50	15:50

Students are expected to be punctual in arriving at school and in entering the building after the recess breaks.

## ***2 - STUDENT DROP OFF & PICK-UP***

Parents or guardians must be rigorously punctual in dropping off students at school in the morning and picking them up in the afternoon. For security and organizational reasons, parents or guardians should not enter the school buildings to accompany or pick up students, unless permission to do so is given by the teacher.

### **Morning Drop Off:**

It is severely forbidden to leave children in the main Tomadini entrance in the morning before 07:50 when morning supervision begins.

### **Afternoon Pick-Up:**

For security purposes and in order to comply with our responsibility related to the custody of minors, under no circumstances can students leave the school building unless accompanied by parents or an authorised person. The list of persons authorised to pick up the student can be updated at any moment without number limitation. In cases where students will be picked up by

persons not known to the school, parents must **personally** inform the Secretariat the same morning or hand in a **written note**. Parents cannot inform the school by telephone.

*When in the parking lot dropping off or picking up students, parents must always hold children by the hand and never lose sight of them. We also ask parents to not allow their children to run around the steps and ramps of the Tomadini centre after school. Once children have been picked up by parents or guardians, the latter will be totally responsible for their security.*

At 16:10, children whose parents have not yet arrived will be accompanied to the ECC for paid after school supervision. After school supervision is provided by the school for a fee from 16:00-17:00.

For organizational as well as security reasons, students and staff will be strictly forbidden to return to the upper floors after school dismissal to retrieve forgotten school or personal items.

If students are to be picked up before the end of the school day, parents must inform the Secretariat 24 hours before.

Regular attendance (see “Student Behaviour Guidelines” point 11) is essential in order to obtain good school results. We therefore advise parents against asking for early leave for students. Students will be dismissed ten minutes after the end of the lesson and this rule will also be applied to the last lesson of the day. Early leave requests for prolonged periods of time will be considered and authorised by the Principal who will take into account the student’s grades before granting permission.

Any student being dismissed before, during, at the end of the lunch break, or in the early afternoon, and not returning will be recorded absent for a half day of school.

### ***3 - ACADEMIC PROGRAMS***

#### **A. ELEMENTARY SCHOOL (GRADES 1-5)**

The Elementary School Program is divided into Core Academic Subjects and Additional Subjects. Achievement and Skills Grades are given for performance in Core Subjects whereas in Additional Subjects only student skills are evaluated (see Grading System). Lessons last 45 minutes.

**CORE SUBJECTS**

LANGUAGE ARTS  
 READING  
 MATHEMATICS  
 ITALIAN STUDIES  
 SOCIAL STUDIES  
 SCIENCE

**ADDITIONAL SUBJECTS**

ART  
 MUSIC  
 HANDWRITING  
 PHYSICAL EDUCATION  
 COMPUTER STUDIES

**B. MIDDLE SCHOOL (GRADES 6 – 8)**

The Middle School Program is also divided into Core Academic Subjects and Additional Subjects. Achievement Grades are given for performance in Core Subjects (with the exception of Latin) whereas in Additional Subjects student effort is evaluated (see Grading System). Lessons last 45 minutes.

**CORE SUBJECTS**

LANGUAGE ARTS  
 LITERATURE  
 SOCIAL STUDIES  
 MATHEMATICS  
 SCIENCE  
 ITALIAN  
 FOREIGN LANGUAGE (FRENCH /GERMAN/SPANISH)  
 LATIN (STARTING IN GRADE 7)

**ADDITIONAL SUBJECTS**

ART  
 PHYSICAL EDUCATION

***4 - REPORT CARDS & INTERIM REPORTS***

Report cards are issued three times per year at the end of each term. At the end of the first two terms (see school calendar) copies of the Elementary School report cards are sent home with students, while copies of the Middle School reports must be collected by parents through the school office. The final report cards will be issued in the original the week following the end of the school year and become the property of the parents. Parents who do not receive a report card, or have questions about the authenticity of the grades reported, should contact the school office. Reports



will not be issued to parents with outstanding financial obligations to the school until such obligations are met.

Interim Reports will be sent to parents three times a year. These reports will be sent via e-mail only. All parents of Elementary and Middle School students will receive an Interim Report at the mid point of the first term. This will provide an update across all areas for the first part of the school year. In the second and third terms, Interim Reports will only be sent to the parents of students whose work, behaviour, or general effort in class is not satisfactory or are receiving failing grades in a particular course. Upon receipt of such a report, parents should immediately arrange for a meeting with the teacher.

## ***5 - GRADING SYSTEM***

In Elementary School, students will receive a grade for each of the three academic terms. A final year grade will represent the average of these grades.

### **A. ELEMENTARY SCHOOL**

#### **GRADE 1**

##### **ASSESSMENT**

**M= GRADE OUTCOMES MASTERED**

**C= GRADE OUTCOMES CONSOLIDATING**

**E= GRADE OUTCOMES EMERGING**

**-- NOT APPLICABLE**

#### **GRADES 2-5**

##### **ASSESSMENT**

**A= THE STUDENT IS EXCEEDING EXPECTATIONS**

**B= THE STUDENT SHOWS STEADY PROGRESS AND IMPROVEMENT**

**C= THE STUDENT IS MEETING MINIMUM EXPECTATIONS**

**D = THE STUDENT IS MEETING MINIMUM EXPECTATIONS WITH SUPPORT**

**F = THE STUDENT IS NOT MEETING MINIMUM EXPECTATIONS**

##### **SKILLS**

**E= EXCELLENT**

**G= GOOD**

**S= SATISFACTORY**

**N= NEEDS IMPROVEMENT**

## **B. MIDDLE SCHOOL**

The academic year runs for ten months and is divided into three terms. A term exam will be given in each Core Subject (with the exception of Latin) at the end of the third term, with the grade forming 10% of the annual year's result. As the final year grade is calculated by averaging the three term grades, students and their parents should be aware that all marks received throughout the year contribute to the final percentage grade in a subject.

### **ACHIEVEMENT GRADES**

EXPRESSED IN PERCENTAGE POINTS

**60% PASS**

**59% FAIL**

**AUD = AUDIT\***

**INC = INCOMPLETE\***

### **EFFORT GRADES**

**1 = VERY GOOD**

**2 = GOOD**

**3 = SATISFACTORY**

**4 = POOR**

At the beginning of each school year, subject teachers will communicate their requirements with regard to behaviour, homework, assignments and class participation and how this will affect effort grades.

\* AUD = AUDIT (Student participating in the class but is not graded)

\* INC = INCOMPLETE (Student has not been present for more than half the days in the term, or has not taken all the necessary tests or completed the required work. In the latter case, a mark can be given at a future date).

## ***6 - GUIDELINES FOR PROMOTION OR RETENTION***

### **ELEMENTARY LEVEL**

1. Students earning an overall grade of F in one Core Subject will be examined by a Review Committee made up of the Principal, the student's teachers and one other staff member to be chosen by the Principal. The Committee will decide whether the student is prepared to move on to the next grade.
2. Students earning an overall yearly grade of F in two or more Core Subjects will automatically be retained.
3. Each term grade will be equally evaluated when calculating the student's yearly average.

4. Core Subjects include: Language Arts, Reading, Mathematics, Italian Studies, Social Studies, Science.

#### MIDDLE SCHOOL LEVEL

1. **Procedure:** To be promoted from one grade to the next, a student must earn at least 60% in each of his/her Core Subject classes (with the exception of Latin). If the student does not reach the requisite 60%, a committee comprised of the student's teachers, the Principal and the relevant coordinator will be convened. The Principal will preside over the deliberations. If the student has failed multiple classes with a sum total of percentage points greater than 15, he will automatically be retained. In all other cases, the committee will be responsible for the decision. After discussing individual points of view, the committee will vote whether a student has earned the right to recover his or her grade. A simple majority is needed to decide the matter with stalemate votes to be decided by the Principal. This same process applies to students at the end of Grade 8, who may be required to sit a recovery exam in order to meet the minimum requirements to graduate.

2. **Recovery Exams:** The recovery process comprises an examination of the instructor's choosing representing concepts from the entire course to be administered prior to the commencement of the new school year. If the student completes his or her examination in a manner deemed sufficient by the instructor, the class will be considered recovered and a grade of 60% will replace the previous grade earned.

3. **Assessment:** The term grades obtained in each Core Subject (with the exception of Latin) will be equally assessed when calculating the student's yearly average. Each **End of Term** grade counts for **30%** of the student's **final end-of-year grade**. A term exam will be given in each Core Subject (with the exception of Latin) at the end of the third term. This **Exam** counts for **10%** of a student's **final end-of-year grade**.

4. **Core Subjects** include: Language Arts, Literature, Social Studies, Mathematics, Science, Italian, Foreign Language: French, German or Spanish and Latin.

5. **Third Term Exams:** take place once a year in June (see school calendar). The exams form an integral part of the UIS Core Subject curriculum and as such are compulsory. In all circumstances, when a student is not present on the day of the exam, he or she will be required to sit the term exam at a time and date as decided by the school. An exam will not be administered in Latin.

## ***7 - MIDDLE SCHOOL DIPLOMA***

Upon successful completion of Grade 8, students will be awarded a Middle School Diploma by The International School of Trieste. This Diploma, pending a verification of linguistic ability in the Italian language by a Commission from the “Ufficio Scolastico Regionale per il FVG-Ufficio Scolastico Provinciale di Trieste”, is fully recognised by Italian Law. The Diploma will be awarded during a Graduation Ceremony at the end of the school year. The students with the best and second best grade point average (including academic grades and participation in line with school spirit), the Valedictorian and the Salutatorian, will present speeches at this ceremony. Participation in the Graduation ceremony is mandatory.

## ***8 - PARENT/ TEACHER MEETINGS***

The staff will discuss the development of each child with the parent/guardian on a regular basis. All teachers have a weekly conference time which must be scheduled through the Secretariat. If parents have any specific questions or concerns they should feel free to discuss them with their child’s teacher, after having arranged an appointment through the school office. This procedure permits the teacher to give parents his/her complete attention and does not interfere with teaching obligations. At the beginning of the school year, each class teacher will organise a class meeting in order to present a brief profile of the year’s program to parents as well as discuss pertinent organisational matters regarding the child’s new grade/class. After the first and second term report cards, Parent-Teacher evening conferences will be organised. Appointments must be made through the Secretariat. Parent-Teacher day conferences will be suspended roughly for the entire week before issuing of report cards

## ***9 - ATTENDANCE***

Students are expected to be in attendance each day of the official school calendar. Parents are strongly advised to organise their vacations to coincide with official UIS school holidays so as to avoid the loss of school time. Students absent from school are responsible for studying the material covered during their absence. Those absent for more than 50% of the school calendar in any term will not be issued a grade for that term.

## ***10 - LATE ARRIVAL & ABSENCE***

Since academic progress and regular attendance at school are very closely related, **The Udine International School** takes a very serious attitude towards absenteeism and lateness. Unjustified late arrival is recorded by the office and appears on the report cards. When a student accumulates **four** unjustified late arrivals in any one term, a warning letter will be sent home. **On the morning of the fourth late arrival, the student will not be allowed to enter the class until the first lesson is over.**

When a student is absent from school, it is the parents' responsibility to call the school Secretariat to report the absence and upon the student's return to school, parents must sign the school register in the Secretariat. After an absence of five or more days from school due to illness, parents must present a medical certificate or parent self-certification in order for the child to be re-admitted to school.

Students absent for all or part of a school day must also bring a note from their parents to the school office explaining the reason for their absence (not in the student diary please). In case of a previously programmed absence see "Homework" section (point 16).

As mentioned previously, any student being dismissed before, during, at the end of the lunch break, or in the early afternoon and not returning will be recorded absent for a half day of school.

## ***11 - STUDENT BEHAVIOUR GUIDELINES***

It is assumed that **UIS** pupils know the basic difference between responsible and irresponsible behaviour. School rules are intended to underline what the school expects of its pupils while they are in attendance in order to avoid any misunderstanding.

The school expects every pupil:

- a. to come to school prepared to work;
- b. to complete homework assignments, to the best of his or her ability;
- c. to demonstrate proper respect for teachers and other members of the school staff;
- d. to respect school property and property belonging to others;
- e. to be attentive in class, and responsive to the teacher;
- f. to be honest and trustworthy, and tell the truth;
- g. to respect the rights, beliefs and attitudes of classmates;
- h. to assure regular attendance and punctuality.

The administration and professional staff of the school have the right to establish reasonable regulations to assure adequate pupil conduct and to discipline those who fail to conform to these regulations. In all classrooms and year groups, clear expectations of behaviour are communicated to the students and displayed in the rooms. These also appear in the front cover of the Middle School/Gr5 UIS Homework Diary.

## ***12 - DISCIPLINARY PROCEDURES***

**UIS** would like to underline that the following disciplinary procedures have been designed to educate and not to repress the student. We feel it is necessary to have adequate procedures at our disposal in order to assure efficiency and the safety of our students.

Students who demonstrate irresponsible behaviour may be disciplined by the staff and/or by the Principal.

Misconduct by the student may lead to:

**1. DETENTION:** Detention can be assigned by any member of the school staff. Once detention is assigned the following steps are taken:

- a. Detention must be served during the lunch recess immediately following misconduct. It cannot be postponed to allow for participation in activities.
- b. Teachers must give the student some work to do during detention time. This work must then be collected and corrected by the teacher following the detention period.

**2. WEEKLY REPORT:** The report includes a lesson by lesson evaluation of the student's behaviour, attitude and work. The student is responsible for taking the report home every afternoon, where it should be signed by the parent(s) and returned to the school. The reports are retained by the Class Teacher for future reference and do not form a part of the student's official school record.

**3. DISCIPLINE REPORT:** A formal letter from the Principal outlining student misconduct is sent home to the parents. These also form part of the student's permanent school record and are kept on file. Discipline Reports are cumulative during the year.

**4. SUSPENSION:** A student may be placed on Suspension for serious misconduct whether on or off the campus, or for continued misconduct. The duration of the suspension will be decided by the Principal. All Suspension notices must be signed and approved by the Principal. During the suspension period, a student will be assigned the course work being missed. It is a school expectation that any work assigned be completed as part of the disciplinary procedure. A suspension may be internal (working at school in isolation) or external (not permitted to attend school for the specified period).

**5. EXPULSION:** This is a final and irrevocable dismissal of the student from the school for misconduct of a very serious nature. The Board of Directors will make the final decision concerning the Expulsion order submitted by the Principal.

Procedure:

A standard disciplinary procedure follows the following sequence:

A warning is issued for the first offence in line with the communicated behaviour expectations.

Continued misbehaviour will result in the assignment of detention time (see procedure above).

Upon the issue of a third detention in any one term, the student is sent to the Principal. The issuing of a subsequent detention in that term will automatically result in a Discipline Report and convocation of the parents of the student.

The following are examples of misconduct which may result in the assigning of a detention:

1. Repeated late arrival at school or class;
2. Repeated unmotivated absence;
3. Distraction of classmates or disruption of class activities;
4. Disrespect of school property;
5. Lack of classroom materials;
6. Does not wear the school uniform;
7. Lack of cooperation;
8. Disrespectful attitude;
9. General inattention;
10. Excessive talking during lessons;
11. Excessive pushing, shoving or running on the school premises;
12. Improper and disruptive behaviour during the lunch break;
13. Rowdy and disruptive behaviour during school functions and while on school field trips
14. Use of foul or profane language;
15. Failure to carry out school assignments;
16. Deliberate lying;
17. Bullying of other students;
18. Leaving school grounds without permission;
19. Dangerous behaviour for self or others in or out of school.

The following are examples of misconduct which may result in automatic suspension or expulsion:



1. Starting or provoking altercations;
2. Cutting classes;
3. Destroying property (major damage);
4. Harassment, intimidation or bullying of students;
5. Serious disrespect of Staff;
6. Stealing;
7. Exceptional misconduct in school;
8. Cheating and plagiarism;
9. Smoking;

Parental Conduct / Family Expectations:

The Statute of **The Udine International School** outlines that criteria for accepting enrolments of students is established by the Board of Directors, who likewise reserve the right to make decisions on the irrevocable dismissal of any student whose parent(s) are involved in acts that are clearly contrary to the educational aims of the institution or who damage its image. Furthermore, parents of students who damage or misplace school property will be expected to replace or refund the school.

### ***13 - HEALTH CARE & ACCIDENTS***

Parents are required to keep the school office informed as to their children's illnesses, diseases, allergies (food or other) or medical problems. If a child should become ill at school, parents will be immediately informed. Parents should also inform us if a child develops an infectious disease and a medical certificate or self-certification by parents will be necessary before the child can be re-admitted to school. A written justification by the parent is also required should a child be absent from school for less than five days due to illness, while a medical certificate or self-certification by the child's parents is required if the student is absent due to illness for more than five days.

Students can be excused from physical education classes only if they have presented a parental note explaining the problem, or, in the case of prolonged absence, a medical certificate.

In the case of minor accidents, first aid can be administered by a member of the staff qualified in first aid. Should an accident be more serious, an accident report will be filled out by the staff and the parents of the child will be contacted immediately. If necessary, the student will be taken directly to the nearest hospital. All students are covered by the school accident insurance policy while at school or while participating in organised school field trips and off-campus activities.

#### ***14 - ADMINISTRATION OF PHARMACEUTICALS***

According to present regulations, pharmaceuticals can only be administered to children by their parents or specialized medical or nursing personnel. The school **cannot** therefore administer any form of pharmaceuticals to students.

#### ***15 - STUDENT LOCKER & CUBBIES***

At the beginning of the school year, each student will be assigned a space for the storage of their books and other personal items. These must be kept neat and clean and will be subject to periodic inspections by the class teacher. Students are allowed in the locker areas at the beginning or end of the school day, before and after recess. It is a school policy, to help foster independence and better organisation that students are not permitted to go to their lockers during lessons. This may only happen in exceptional circumstances and with special permission from a teacher. There are no locks on lockers or cubbies at UIS and by using these facilities provided by the school, students and their parents consent to staff access to lockers or cubbies at any time deemed necessary.

#### ***16 - HOMEWORK POLICY***

Students at **UIS** are engaged in a full day of study from 8:10 to 15:50. For this reason, it is the policy of the school to carefully regulate the amount of homework given to its students. Homework tasks are intended to complement the learning taking place at school, while also respecting the

school's belief that activities such as sport, cultural pursuits, unstructured play and rest are all an important part of a child's development.

Homework Tasks set will be directly connected to the work that is taking place in the classroom and be age and developmentally appropriate.

Tasks may take the form of:

**Reading:** All students in all grades are expected to be reading in both English and Italian each night.

**Review and Reinforcement:** In core subjects, teachers may assign small amounts of student specific work to assist with areas of weakness, to extend student learning or to consolidate work completed in class.

**Research Assignments:** Students may be asked to begin exploring a topic or concept at home or to extend their classroom learning using additional sources available to them away from school.

**Completing Unfinished Work:** If students have not used their time effectively in class, there may be activities they need to complete at home during the evening.

At the start of the school year during class meetings, all teachers will outline to students and parents the homework expectations for their Grade/Class.

The time allocated for reading and other forms of Homework will gradually increase as students become older with 10 -15 minutes per day the expectations in Grade 1, through to a minimum of one (1) hour per night in the Middle School.

Other than reading, it is not expected that students will have something from the above list to be completed every single day. Homework tasks should not be given with the expectation that they are to be completed the next day.

In the **Elementary School**, the English and Italian teachers will work together to co-ordinate the assigning of homework to ensure that workloads do not become excessive and students have adequate time for other activities.

In the **Middle School**, staff will co-ordinate test dates to ensure that students are not reviewing for more than two subjects on any given night.

All students in the school will make use of their homework diary to record both the details of any task that needs to be completed as well as the due date for assignments or tests that are coming up.

If students are unable to complete homework tasks for any reason, parents should contact the teacher concerned via the homework diary. Incomplete homework will need to be caught up, irrespective of the circumstances.

**Parents who are concerned about homework should always speak to the teacher concerned in the first instance and thereafter to the section or subject co-ordinator.**

## ***17 - BOOKS, MATERIALS & EQUIPMENT***

The school provides each student with text books and workbooks for his or her program of studies. It also provides photocopying paper as well as coloured paper. Students must provide their own consumable materials. A list of the material required will be sent to families along with the Summer Newsletter. Text books given to the students must be kept in good condition and returned at the end of the school year. Parents will be responsible for refunding damaged or lost textbooks at the current cost of the book increased by 50%. Middle School Italian grammar text books will be provided to students by the school and will remain their property, while Italian anthology as well as Latin texts must be bought by parents, in that these texts also contain pages of exercises to be completed within the textbook. They cannot therefore be passed on to another student for future use.

The school will provide student diaries to Grade 5 and Middle School students.

School equipment must be handled with care and according to instructions given by the teacher.

Parents are responsible for replacing lost or damaged equipment.

Report cards will not be issued to students whose families have not paid for missing or damaged school text books and/or equipment.

## ***18 - STUDENT UNIFORMS***

**The Udine International School** requires that students wear the **UIS** uniform to be ordered at school at parents' expense (we kindly ask parents to respect order deadlines which are announced in our weekly Newsletter). Students must come to school tidy, neat and clean and with a dignified appearance. Parents will be required to buy items of clothing from the Autumn/Winter and the Spring/Summer collections. Substitution of other items or modification of the UIS school uniform is not permitted. If a student does not wear the **complete UIS uniform** for **four** times during any one term he/she will be summoned by the Principal. Should the student continue not to wear a full uniform or come to school in an untidy or inappropriate manner, the Principal will begin disciplinary procedures (see "Disciplinary Procedures" point 12). Improper use of the uniform will be registered in student report cards.

Parents who have not given back school uniforms loaned to their children by the school in clean and good condition will be asked to pay for them. Report cards will not be issued to students whose families have not settled their dues.

## ***19 - SCHOOL LUNCH***

The school provides each student with a snack during the morning recess and a well-balanced and nutritious school lunch prepared with organic produce (based on regional standards) in the school kitchen and follows the guidelines of the local health authorities. Attention is given to providing meals especially conceived and elaborated for school-aged children. The menu is seasonal (Autumn/Winter and Spring/Summer), is available to all families in the Secretariat and published on our web site [www.udineis.org](http://www.udineis.org). Parents are asked to inform the school if their child has special dietary or allergy restrictions (whether they be for health or religious reasons) which must be documented with a medical certificate, stating the medical condition which warrants the restriction. The certificate must be renewed every year. During the lunch hour, students are supervised by their class tutors, and are required to behave in an orderly manner and use good table manners. A

Nutrition Committee made up of four parents has been appointed to work together with us and the kitchen to supervise meal quality and to suggest revisions and improvements to the menu.

## ***20 - CLASS TUTORS***

Each class in the Middle School is assigned a member of the staff to act as Class Tutor. Whenever possible, another member of the staff will be assigned as Second Tutor. The Tutor has the following responsibilities:

1. To help students with timetables and general orientation at the beginning of the academic year;
2. To inform, advise and counsel students;
3. To assign student lockers and cubbies and check that they are tidy and clean throughout the year;
4. To sit with the class during lunch break and instil good manners;
5. To assist the class in organizing various class projects, such as fund raising, field trips or organizing school dances.

## ***21 - FIELD TRIPS & EVENTS***

School field trips and events are a very important part of the educational process and school curriculum at **The Udine International School**. Students should always participate in school field trips and events which are an important part of the curriculum. A permission form will be given out and must be signed by parents and returned to the Secretariat. The school will provide parents with detailed information concerning the trip prior to the departure date. Parents who do not give students permission to attend must motivate their decision in writing and students must attend classes regularly on the day of the field trip or he/she will be considered absent. **The Udine International School** asks its students to maintain a responsible and respectful attitude during school trips. All school rules regarding behaviour (see point no. 11) will also apply during outings and field trips. All children are covered by an insurance policy for accidents which may occur at school, during field trips or during activities outside school grounds. A detailed policy governing school trips will be given to all parents when enrolling their children. Parents will be asked to sign

the document for acceptance. It is also available in the Secretariat and posted on our web site. We ask parents to make sure that all documents and payments required for school field trips be provided according to the instructions given by the school. Failure to respect deadlines and follow instructions causes enormous organizational problems for our Secretariat and can threaten to compromise trips. **UIS WILL IN NO WAY BE HELD RESPONSIBLE FOR THE CONSEQUENCES CAUSED BY PARENTS NOT FOLLOWING INSTRUCTIONS GIVEN BY THE SCHOOL.**

## ***22 - BIRTHDAYS & FESTIVITIES***

Children can celebrate their birthday with their fellow students and class teacher by bringing finger sweets (please do not bring cakes with cream or other bakery items that need to be cut up), pizza, drinks, paper plates and napkins to school. Please do not bring high sugar or caffeinated drinks to school.

Major festivities are celebrated with a party at school. The children play party games and have special treats.

## ***23 - EXTRA-CURRICULAR ACTIVITIES***

The Istituto Monsignor F. Tomadini campus is equipped with an auditorium, special classrooms and sports facilities available to UIS students for extra-curricular activities. A program of the activities available will be provided at the beginning of the school year. A detailed outline governing extra-curricular school activities will be given to parents upon registration of the activity. The outline is also published on our web site.

## ***24 - SCHOOL POLICY ON RELIGION***

As outlined in the Admission Criteria **The Udine International School** accepts students of all races and creeds.

The school policy regarding religion within the school is the following:

- a) While each individual's religious convictions must be respected, no individual may engage in any form of religious proselytism on the school campus involving members of the school community;
- b) The school building may not be used by any member or group of the school community for purposes of a religious nature;
- c) References to religions or to a particular religion which may arise in the school's approved program of studies must be carefully dealt with by the class teacher to ensure that a proper respect and understanding of all beliefs is maintained;
- d) The school will respect its host country's legally stipulated holidays even if such holidays are of a religious nature.

## ***25 - THE LIBRARY***

The Library exists to serve the needs of the students and staff of **The Udine International School**. It is a place for reading, research and the borrowing of books. Anyone borrowing from the **UIS** Library must take care of the book(s) and respect the due date. Once a book has been checked out, it becomes the student's responsibility. If the library book is lost or damaged, the student's family will be responsible for refunding the current cost of the book increased by 50%. Report cards will not be issued to students whose families have not paid for missing or damaged library books.

## ***26 - COMPUTER NETWORK & INTERNET/ WI-FI USE POLICY***

**The Udine International School** encourages students to use the computer and Internet as a valuable teaching tool and educational resource. In order to ensure that the system is used properly, students must adhere to the following rules and conditions of use. Incorrect use can cause severe damage to the system and create difficulty for a large number of users. The supervising teacher responsible must always be consulted before attempting any operations students are not entirely sure of.

When using the Computer Lab students must respect the following rules:



1. A student can have access to the computer lab and Internet only after having been given permission by a teacher or staff member who will be responsible for supervising the student;
2. Disks, CDs, USBs or other electronic material cannot be introduced into computers or into the computer network unless it has been checked for system compatibility and computer viruses;
3. When using Internet for communication, students must use appropriate language. Students must never propagate personal information regarding themselves, fellow students or family;
4. Students must obtain permission from the teacher before attempting to download software or images;
5. It is forbidden to try to gain access to restricted network services or violate copyright laws;
6. Students must take care not to interfere with Internet access or services and must never tamper with hardware or software.
7. Students introducing lap top personal computers onto the school premises must strictly follow the rules outlined by the school administration for lap top and WI-FI use.
8. Improper interactions between students using the school computer or WI-FI system will also be subject to the school's disciplinary procedures.

## ***27 - MOBILE PHONES AND VIDEO GAMES***

Students are not allowed to use mobile phones during school hours. Should students bring mobile phones to school, they must be handed into the Principal's office in the morning and will be returned to the students at dismissal time. The parents of students who continually fail to hand in their mobile phones at the beginning of the school day will be contacted in writing and their child will be banned from bringing their mobile phone onto school property. Students may bring mobile phones during overnight school trips and their use will be decided by the teacher.

Video games will not be allowed at school.

## ***28 - NEWSLETTER***

**The Udine International School** publishes a Newsletter every Friday in order to keep parents informed as to school activities and to communicate important information. The Newsletter will be sent to all families via e-mail every Friday afternoon and will also be available in the Secretariat. We kindly ask families to read the Newsletter regularly and attentively in that it is an important means of communication between the school and families.

## ***29 - SUMMER CAMP***

**UIS** organises a Summer Camp for five weeks at the end of the school year open to **UIS** students as well as to those from outside the school. The educational, linguistic and recreational activities of the Summer Camp are organised and supervised by teachers and assistants who are, for the most part, part of the **UIS** staff.

## ***30 - PARENT COUNCIL***

**The Udine International School** Parent Council is a non-profit, volunteer organisation made up of parents who belong to our school community.

All members of the **UIS** parent community are welcome to become part of the Parent Council as well as parents of alumni or parents who have left the school and had positively supported it in the past.

### Responsibilities:

- to promote a sense of community and encourage volunteerism;
- to organise social, sports and fundraising events to benefit our school community;
- to welcome and help new families become part of the school community;
- to encourage the school community to participate in school projects and events;
- to serve as a link in communicating feedback and information regarding Parent Council activities to the school community.

The activities of the Parent Council are governed by the Parent Council Charter.

### ***31 - CHANNELS OF COMMUNICATION***

The school communicates with parents through notices and progress reports sent home, through scheduled conferences between school personnel and parents and through school Newsletters. Parents may sometimes be uncertain about how they make their views known to the school. In order to assist parents, we would like to outline below the various channels of communication.

1. When the problem concerns the child and his work, the best person for the parent to see is the teacher concerned. Appointments with teachers may be arranged through the school office. The Secretariat must always be informed in writing of any changes in daily routine, dietary or health problems or any other issues which affect the safety and welfare of your child. Teachers will not accept such communications given verbally by a student.

2. Problems which cannot be resolved through a conference with the teacher or teachers concerned, or questions of a more general nature concerning the operation of the school and its programs, may be discussed with the Principal of the school. Appointments may be arranged by telephoning the school office or contacting the Principal directly via e-mail: [principal@udineis.org](mailto:principal@udineis.org).

3. The **UIS** Foundation Board of Directors Governing Committee (or a representative) can be contacted solely for information, issues or problems concerning administration.

**UIS** places great emphasis on the relationship between the school and the family in the education process of children. As such, issues, concerns or other matters that a family wishes to raise regarding the education of their child, should first and foremost be addressed by that family themselves via the procedures outlined above.

### ***32 - CHARITIES***

A very important part of the **UIS** philosophy is solidarity towards the less fortunate. **UIS** sponsors several charity campaigns and organises various fund raising events during the school year. Full details of the charities supported by **UIS** are available on the school website.

### ***33 - SECRETARIAT***

Secretariat and Accounting Office hours will be announced at the beginning of every school year. These hours will be modified during summer and school year holidays. Parents will be notified of changes through our Newsletter.

### ***34 - SCHOOL CAMPUS***

The bounds of the school are clearly defined by an enclosing fence. Students in the Elementary and Middle School are not permitted off campus during recess periods. Students who must leave the school for family, medical or other justifiable reasons, must bring a parental note to the school office.

### ***35 - TRAFFIC AND PARKING***

Parents should always respect basic traffic laws when transiting within the Monsignor F. Tomadini compound. We ask parents to use common sense in limiting their speed, not parking their vehicles in parking areas reserved for the physically challenged, be constantly on guard when transiting and backing up in the parking lot and never stopping your car in front of the school entrances when dropping off or picking up children. Drivers should be aware of the many children from both the school as well as the other facilities within the compound. Parents and others accompanying children must always avoid blocking entrance areas with their vehicles. ***UIS will in no way be held responsible for accidents which occur outside school buildings or fenced areas and once children have been picked up by parents or guardians.***

### ***36 - ADMISSION CRITERIA***

**The Udine International School** does not discriminate on the basis of race, creed, colour, gender, or national origin and seeks to accept all qualified students who apply. Applications for Admission are accepted throughout the year in accordance with the published admission procedure. All applications to the school must be accompanied by previous school reports and/or records, any

appropriate medical records, a valid identity document and any other documents required by the school.

Knowledge of the English language is not a determining factor for admission but the candidate's level will be assessed in order to determine whether ESL (English as a Second Language) support is required.

The international philosophy of the school provides that admission priority be given:

- 4) Firstly, to international students who are native speakers of English;
- 5) Secondly, to international students who are not native speakers of English;
- 6) Thirdly, to siblings of students already enrolled in our school.

**The Udine International School** is not equipped or staffed to educate students with severe to moderate learning disabilities, physical or mental disabilities, or emotional/behavioural problems and these students will not be admitted to the school. Students with mild physical, mental, emotional, or learning disabilities may be admitted if in the Principal's judgment adequate provision and/or special programs can be provided. Special materials, supplies, and/or additional instruction may be required and the costs for these will be the responsibility of the parent. These fees are in addition to the regular tuition fees.

Students with physical disabilities may be admitted if the school structure can accommodate his or her needs and if the implementation of these special programs is deemed feasible by the Principal.

### ***37 - ADMISSION, ENROLMENT & RE-ENROLMENT PROCEDURES***

The Statute of **The Udine International School** states that criteria for accepting enrolments of students is established by the Board of Directors.

#### **First Enrolment:**

Parents wishing to enrol their children for the first time in **The Udine International School** Elementary or Middle School sections should arrange for an appointment through the school Secretariat for an initial information visit. School visits can be arranged through the Secretariat at

any time.

Parents should ensure that they have carefully read the school **Admission Criteria**.

The Application for Admission Form, duly filled out, must be handed in to the school Secretariat along with the requested documents.

Since class space is limited, a waiting list will be created when a particular class has reached maximum capacity.

Parents signing the Application for Admission Form accept all school policies as well as the terms and conditions included in the PARENT-STUDENT HANDBOOK and PROGRAM OF STUDIES published on the school web site ([www.udineis.org](http://www.udineis.org)).

Students will be admitted to the Pre-Nursery class if they turn two years of age during the calendar year in which classes begin.

Students will be admitted to Nursery 3 if they turn three years of age during the calendar year in which classes begin.

Within 7 (seven) days of presentation of the Application for Admission Form, students wishing to enter Grades 2 to 8 will be asked to sit an entrance test designed to evaluate the student's level in the following subjects: English, Mathematics and possibly Italian.

The results of the tests will be discussed within 7 (seven) days during a meeting with the Principal, the teachers and the family. The family will be informed whether the student has been admitted and to what grade.

Within 15 (fifteen) days of the meeting, the family of the new student must hand in the Enrolment Form, duly filled out and signed by both parents, to the school Secretariat along with all the information and documents requested.

The Enrolment Form and documents must be accompanied by proof of payment of the annual and individual "Registration Fee", the annual "Maintenance & Development Fee", the one-time "New Family Membership Fee" as well as 10% of the annual Tuition Fee, all of which are non-

refundable. The “New Family Membership Fee” will not be requested should the family enrol a second/etc. child.

**Re-enrolment:**

The re-enrolment of a student will be considered valid only after the Enrolment Form, duly filled out and signed by both parents, has been handed in to the school Secretariat along with the documents listed in the enclosures. The Enrolment Form must be accompanied by proof of payment of the annual and individual “Registration Fee”, the annual “Maintenance & Development Fee” and 10% of the annual Tuition Fee, all of which are non-refundable.

**N.B.** Enrolment and re-enrolment will be considered void and enrolment priority lost if the aforementioned fees have not been paid for and the Enrolment Form, duly filled out and signed, handed in to the Secretariat.

**Refusal and Repeal of Enrolment**

Within sixty days, **The Udine International School** reserves the right to **refuse** enrolment or re-enrolment without appeal of a student. The family will be informed of the refusal via registered A.R. mail and fees already paid for will be refunded.

Furthermore, at the complete discretion of the Board of Directors and exclusively for extremely serious reasons, **The Udine International School** reserves the right to **revoke** without appeal an enrolment during the school year as well as decide the expulsion without appeal of any student whose parent(s) are involved in acts that are clearly contrary to the educational aims of the institution or who damage its image. Furthermore, parents of students who damage or misplace school property will be expected to replace or refund the school.

***38 - SCHOOL TUITION & FEES***

**Terms & Conditions**

The Board of Directors of **The Udine International School** reserves the right to determine tuition, fees and conditions. The annual school tuition includes daily lunch, the use of all books as well as

text books which remain the property of the school, the information technology network (and access to the school's WI-FI for Middle School students) as well as one-day field trips.

School tuition is annual. Refund or reduction of school tuition due to student absence will not be granted.

When a **new family** enrolls a child for the first time in **The Udine International School**, enrolment will be considered complete and valid only after the present form, duly filled out and signed by both parents, has been handed in to the school Secretariat along with the documents listed in the enclosures. The enrolment must be accompanied by proof of payment of the annual and individual "Registration Fee", the "Annual Maintenance & Development Fee", the "New Family Membership Fee" and 10% of the annual Tuition Fee, all of which are non-refundable.

The **re-enrolment of a student or the enrolment of a second/etc. child** will be considered valid only after the present Enrolment Form, duly filled out and signed by both parents, has been handed in to the school Secretariat along with the documents listed in the enclosures. The **re-enrolment** must be accompanied by proof of payment of the annual and individual "Registration Fee", the "Annual Maintenance & Development Fee" and 10% of the annual Tuition Fee, all of which are non-refundable.

Families can choose to pay the remaining 90% of the annual tuition fee in a lump sum by

15<sup>th</sup> September or in two instalments as follows:

- 15<sup>th</sup> September: 50%

- 31<sup>st</sup> January: 40%.

Enrolment and re-enrolment will be valid only upon presentation of proof of payment of the above amounts and can be paid in the Accounting Office via Bancomat or by chèque when handing in the Enrolment Form or via bank transfer.

Re-enrolments for all grades, with the exception of Nursery 3, Grade 1 and Grade 6, must be completed by 31<sup>st</sup> January of each school year. Those who re-enrol after the end of February will be subject to the payment of double the annual registration fee.



Re-enrolments for Nursery 3, Grade 1 and Grade 6 must be completed by 15<sup>th</sup> December of each school year. Those who re-enrol after 15<sup>th</sup> January will be subject to payment of double the annual registration fee.

Re-enrolments not accompanied by the above-mentioned payments will not be accepted and priority will be lost.

Parents **withdrawing** their children from **UIS** before the beginning of the school year or any time during the school year must give at least three months written notice to the School. Should the notice not be provided, a penalty equalling one third of the annual school tuition will be applied.

Report cards will not be issued to parents with outstanding financial obligations to the school until such obligations are met.

Furthermore, students whose families have outstanding school fees may also be prevented from attending classes.

The Board of Directors, in exceptional circumstances, can also repeal all or part of the terms and conditions specified above.

### ***39 - AMENDMENTS AND UPDATING***

Amendments and updating of programs, schedules, educational and administrative organisation will be deliberated by the Board of Directors and parents will be promptly advised during the course of the school year through Newsletters, class letters and/or our web site.

# ***WELCOME!***

Welcome to the wonderful world of **The Udine International School**. Our staff will do their utmost to make your child's stay with us enjoyable, stimulating and fruitful. For more information, or for an appointment to visit the school, please call the school Secretariat. We look forward to meeting you!

**This Parent-Student Handbook has been updated in November 2016**

**We kindly ask parents to consult our web site for future updating**