



THE UDINE INTERNATIONAL SCHOOL

**ELEMENTARY & JUNIOR HIGH
SCHOOL**

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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 organizes, 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 Junior High School. In 2006, our founding partner, THE INTERNATIONAL SCHOOL OF TRIESTE, 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 recognized 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 recognized by

decree of the President of the autonomous region Friuli-Venezia Giulia no. 0154/Pres., dated 11th May 2004.

The Statute of THE UDINE INTERNATIONAL SCHOOL is available in the Secretariat.

UIS STATEMENT OF PHILOSOPHY

THE UDINE INTERNATIONAL SCHOOL is a truly unique school offering a special kind of education committed to promoting international understanding and values as well as reinforcing traditional values of the national culture.

Our basic aim is that of:

- providing each student with the opportunity to develop intellectually, socially and physically and acquire the skills necessary to further his or her education and to integrate successfully into civil society;
- encouraging the values of fellowship, honesty, co-operation and the understanding of others;
- providing students with ample opportunities to solve problems, investigate the world around them, participate in group activities, assume responsibility and be creative in thought and action;
- inspiring students to set personal goals which reflect the utmost of their capabilities and supporting their effort to meet these goals;
- creating among students a firm sense of international solidarity and an open mind towards other cultures;
- providing each student with a wide variety of experiences by encouraging maximum student participation also in extracurricular activities.

The acquisition of an international outlook and perspective gives our students a sure competitive advantage.

The school offers its students a sound basis for an education of a lifetime.

MISSION STATEMENT

It is our Mission to provide students from the international and local community with a broad, balanced education using English both in the curricular and extra-curricular life of the school.

The learning environment, both academic and social, stresses the values of moral responsibility, equity, scholarship, cooperation, international fellowship, an open mind towards minorities and other cultures.

We endeavour to offer all students the opportunity to develop intellectually, socially and physically thus enabling them to become confident, self-directed, lifelong learners, balanced individuals and responsible citizens. In this we strive to secure the support of the whole school community.

RECOGNITION

Diplomas issued by THE UDINE INTERNATIONAL SCHOOL, through its founding partner THE INTERNATIONAL SCHOOL OF TRIESTE, are formally recognized 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 recognized by decree of the President of the autonomous region Friuli-Venezia Giulia no. 0154/Pres., dated 11th May 2004.

ACCREDITATIONS

THE UDINE INTERNATIONAL SCHOOL (UIS), through its founding partner THE INTERNATIONAL SCHOOL OF TRIESTE (IST), is accredited by the Middle States Association of Colleges and Schools.

THE UDINE INTERNATIONAL SCHOOL is a member of MAIS - Mediterranean Association of International Schools.

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 fosters the fundamental skills of listening, speaking, reading, spelling and writing which form the basis of lifelong learning and communication. The mechanics of the English language are taught in a systematic manner and applied in various writing experiences such as journals, stories, descriptions and narratives. In addition, particular attention is given to the teaching of spelling and phonics.

The spelling program is directly correlated with the reading program and spelling words are taken directly from the readings. The spelling source workbook for students is divided into about 36 units to correspond with one unit per week.

II. READING

The Reading program follows a literature-based basal program. The texts used are anthologies of high quality literature, with works of major award-winning authors chosen to delight, challenge, inform, provoke and engage readers of all ages. These works represent a diversity of genre, topics and styles in writing.

The literature is organized around themes, and reading and writing strategies are applied to these literature selections. Tasks including vocabulary and comprehension skills are also introduced. These tasks promote the development of reading and linguistic skills designed to foster independent reading ability.

The reading program is enhanced through the use of class libraries, the school library, the production of class plays and with activities such as book reports and listening centers. An extensive collection of levelled readers provide stimulating and appropriate texts for use in guided reading and Literature Circles.

III. MATHEMATICS

The Mathematics program is based upon a core basal program supplemented with materials for practice, application, testing, remediation and enrichment. Manipulatives, such as geo-boards, unifix cubes, counting rods, abacuses, etc. are used in the lower levels.

The objective of Mathematics in the Elementary grades is to develop a solid understanding of numeration, including whole numbers, fractions and decimals. Heavily stressed are computational skills over the four operations. The basic concepts of measurement, geometry and graphs, problem solving and application are also developed. These concepts are an integral part of the program and increasingly stressed and revised at all grade levels. A global attitude to Mathematics and its application to everyday life are also stressed.

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. 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 Junior High 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 Junior High 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 organizes frequent field trips to museums, art exhibits, libraries, historical, artistic and archaeological sites.

V. SOCIAL STUDIES

The Social Studies program provides students with the basic elements for the study of history. They will develop an understanding of the past and its influence on the present and future, as well as an awareness of geographical elements, how people relate to the environment and forge a sense of self in relation to personal, local, national and international locations. In addition, students will study human relations between individuals, groups and societies.

The Social Studies program in the Elementary School focuses on five areas of study: society, social behaviour and interaction, the community and cultural diversities. Students will also study territorial concepts and current events.

VI. SCIENCE

During the Elementary School years, students are actively involved in the learning of scientific processes. The curriculum includes the learning of general concepts which are subsequently applied to their surrounding environment. Teachers stress the importance of the development of a scientific attitude, an interest in and appreciation of the world in which they live, as well as the ability to use the scientific process to solve problems. At each grade level, students will study topics connected with the four disciplines of Science: Physical Science, Earth Science, Life Science and the Human Body. The program is designed to develop the scientific skills of observing, communicating, measuring, classifying, making models, recognizing relationships, collecting and interpreting data, predicting, experimenting and formulating questions and hypotheses and making definitions, inferring and drawing conclusions.

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 sounds, discover melody and identify simple rhythmic patterns.

In Grades 4 and 5, the students are encouraged to develop skills in reading music notations. 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

The D'Nealian Handwriting program is used at THE UDINE INTERNATIONAL SCHOOL throughout Elementary School. Students start 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 the most widely used standard of cursive and emphasizes 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.

IV. PHYSICAL EDUCATION

The aim of the Physical Education program is to stimulate, through varied physical activities, the psychological and sociological development which enables each individual to establish and maintain the self-confidence necessary for a pleasant and productive existence in our society.

The possibility of learning, practicing and developing physical skills at an early age and continuing throughout the adolescent years, are essential for a healthy physical, social and intellectual development of the individual. For example, certain physical activities can help build the strength and stamina necessary for a healthy life. They can also help build self-confidence in physical activities so that individuals can learn to enjoy participating in recreational sports activities as a child as well as an adult.

Active participation in games and sports can help a child's social development as they learn how to cooperate with others and share in decision making. Participating in physical activities gives children a means of expressing their feelings without the use of words. Regular vigorous physical

activity helps to develop the muscular strength and heart function necessary for physical fitness. Learning motor skills in childhood leads to more opportunities to enjoy recreation later in life.

V. COMPUTER STUDIES

At THE UDINE INTERNATIONAL SCHOOL the computer is considered an information handling machine and a tool to enhance learning. In Elementary School pupils learn basic skills and develop important abilities which will allow them to solve problems later on. These include keyboard, word processing, drawing and data collection skills, using a wide range of programs which vary in difficulty. The aim is to develop confidence in using the computer as a tool whilst engaging the child in simple, but enjoyable tasks.

The program is intended to be broad based and to provide a basis 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 the completion of set tasks within the allocated time period. 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 JUNIOR HIGH SCHOOL CURRICULUM

A. OVERVIEW

The Junior High 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 JUNIOR HIGH SCHOOL is structured departmentally with specialized 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. Student promotion depends on the level of achievement in these subjects. 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

LATIN (STARTING IN GRADE 7)

ADDITIONAL SUBJECTS

ART

PHYSICAL EDUCATION

COMPUTER STUDIES (ONLY IN GRADE 6)

B. CORE SUBJECTS

I. LANGUAGE ARTS

The Language Arts program in the Junior High 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.

II. LITERATURE

The English Literature program in the Junior High grades follows two 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 Junior High literature program are to introduce students to novels, short stories, plays and poetry and instil in them a love for literature. 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.

III. SOCIAL STUDIES

There are three main aspects to Social Studies program in the Junior High 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

Upon completion of the Elementary School Mathematics Program, students will have acquired a solid foundation in the basic number concepts.

In Junior High, focus is placed on introducing students to a wide spectrum of topics that will benefit all students and at the same time prepare students for a more in-depth study at the secondary level.

The program strongly emphasizes the application of mathematical principles and concepts learned in the previous years to the solving of practical everyday problems.

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 mathematically; 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, draw and read various complex transformations. They also study the properties of various quadrilaterals, regular

polygons, triangles, areas of various shapes, the Pythagorean Theorem, arc lengths and areas of segments of circles, as well as the surface area and volume of various objects.

V. SCIENCE

At all grade levels, stress is placed on practical skills, writing and reporting, experimental work, and hypothesizing. Open-ended problems and social and technological issues are included to encourage discussion. Scientific ideas are related to everyday life. The three-year program is divided into twelve modules with four modules being taught each year to correspond with the four academic quarters. The choice of modules allows for the study of several different areas of science at each grade level:

Grade 6: Plants, Earth's Waters, Chemical Change & Materials, Energy, Environmental Science.

Grade 7: Chemical Building Blocks, Plants, Earth's Changing Surface, Human Body & Health.

Grade 8: Sound & Light, Chemical Building Blocks, Chemical Interactions, Electricity & Magnetism.

VI. ITALIAN

The Italian program in Junior High 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 program from Elementary through Junior High 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 organize 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.

At the end of the three years which make up the Junior High School, students will have mastered the following skills:

- The student will be able to interact in various communicative situations and will have matured understanding of the great social importance of dialogue and will use this skill in order to elaborate information and opinions in cultural and social contexts;
- The student will master written communication efficiently thus favouring co-operation with others;
- He/She will be able to use support material (text books, dictionaries, information technology) for research, gathering and elaborating data and information independently;
- The student will learn to read fluently and appreciate various types of texts and authors as well as analyze and exchange opinions regarding the texts with teachers and fellow students;
- At the end of the cycle the student will be able to produce simple essays;
- The language will be learned and appreciated as an instrument used to express various states of mind, experiences and express points of view;
- The student will be able to use the language skills to better his/her written and oral expressions;
- He/She will also be able to vary his/her linguistic approach according to the situation or the person spoken to.

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

The three-year course is based on acquiring a fundamental knowledge of the French language through the acquisition of basic skills: speaking, listening, reading and writing.

Students are taught to speak clearly, pronounce correctly and use appropriate volume, phrasing and pitch of voice. At a more advanced level, students engage in conversations, dialogues, debates or the discussion of ideas from literary excerpts.

The program uses core textbooks and supplementary reading materials. At first oral reading and comprehension of the passages is stressed and subsequently the ability of the students to answer questions in written and oral form is developed.

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

To reach the objectives of the course, various didactical methods and materials will be used including a core textbook, workbooks, audio materials (CDs) and audio visual materials (videos, DVDs) as well as computer programs.

The French program prepares the students for French fluency to enable them to take part in day-to-day conversational situations, to introduce them to French literature and to enhance their knowledge of French culture.

At the end of Grade 8, students will be able to take exams in order to obtain the DELF A2 (Diplôme Européen de Langue Française) certificate. The certification exams are not mandatory and at parent's expense.

GERMAN

The main objective of this three year course is that of acquiring a solid fundamental knowledge of the German language as a means of communication by stressing speaking, listening, writing and reading skills. Attention will be given to the phonetic and syntactic rules of the language in order to acquire a correct pronunciation and intonation as well as sentence structuring.

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

To reach the objectives of the course, various didactical methods and materials will be used including a core textbook, workbooks, audio materials (CDs) and audio visual materials (videos, DVDs) as well as computer programs.

The German program prepares the students for German fluency to enable them to take part in day-to-day conversational situations, to introduce them to German literature and to enhance their knowledge of German culture.

At the end of Grade 8, students will be able to take exams in order to obtain the KID A2 Zertifikat Kompetenz in Deutsch. 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 or three 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 analyze 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

For an overview of the aims of the Art program at THE UDINE INTERNATIONAL SCHOOL see the Elementary School program.

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 Junior High 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. Students are encouraged to participate to the best of their ability rather than concentrate on pure competition.

Since at this level emphasis is placed on team play, students are given ample opportunity to participate in group games and activities. The teacher's role is that of monitoring and moderating team games so as to avoid overly competitive situations while maintaining game integrity.

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.

Students learn the basic skills and rules for Soccer, Volleyball, Basketball, Gymnastics, Athletics, Orienteering and Handball.

III. COMPUTER STUDIES

Skills and abilities acquired in Elementary School are further reinforced with advanced exercises in Grade 6. However, students are also given specific tasks which span the entire curriculum and are supported by specialized software.

Pupils are also taught the social and professional implications of computer use. All pupils must create and continually update their own personal profile and computer literacy in order to bolster their confidence in computer use outside the school in a variety of situations. Students in Grades 7 & 8 use the computer in most of the subjects studied. All students have monitored Internet access.

3 - E.S.L. - ENGLISH AS A SECOND LANGUAGE

E.S.L. classes at THE UDINE INTERNATIONAL SCHOOL are reserved for students who have no previous knowledge of the English language or whose degree of fluency in English is not sufficient to permit them to fully participate in the school curriculum.

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

Students are selected for the E.S.L. program on the basis of a personalized 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 E.S.L. 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 Sports 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. Math 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, conversation and written composition. Usually the subject area teachers will suggest specific topics and activities needed, such as “prepositions” or “Math vocabulary”. The E.S.L. 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. The E.S.L. teacher 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 E.S.L. teacher also provides an opportunity for individual guidance in helping the second language student adapt to an English-speaking school environment.

I.S.L. - ITALIAN AS A SECOND LANGUAGE

I.S.L. 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 permit them to fully participate in the Italian Studies curriculum. Personalized 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 their specific needs.

This Program of Studies has been updated in December 2009

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



THE UDINE INTERNATIONAL SCHOOL

**ELEMENTARY & JUNIOR HIGH
SCHOOL**

PARENT-STUDENT HANDBOOK

SUMMARY

1. SCHOOL HOURS
2. STUDENT DROP OFF & PICK-UP
3. ACADEMIC PROGRAMS
4. REPORT CARDS & PROGRESS REPORTS
5. GRADING SYSTEM
6. GUIDELINES FOR PROMOTION OR RETENTION
7. JUNIOR HIGH SCHOOL DIPLOMA
8. PARENT-TEACHER MEETINGS
9. ATTENDANCE
10. TARDIES & ABSENCE
11. STUDENT BEHAVIOUR GUIDELINES
12. DISCIPLINARY PROCEDURES
13. HEALTH CARE, MEDICATION, ACCIDENTS
14. STUDENT LOCKER & CUBBIES
15. HOMEWORK POLICY
16. BOOKS, MATERIALS & EQUIPMENT
17. STUDENT UNIFORMS
18. SCHOOL LUNCH
19. CLASS TUTORS
20. FIELD TRIPS & EVENTS
21. BIRTHDAYS & FESTIVITIES
22. SCHOOL DANCES
23. SCHOOL EXCHANGE PROGRAMS
24. EXTRA-CURRICULAR ACTIVITIES
25. SCHOOL POLICY ON RELIGION
26. THE LIBRARY
27. COMPUTER NETWORK, INTERNET USE
28. MOBILE PHONES & VIDEO GAMES
29. NEWSLETTER
30. CHANNELS OF COMMUNICATION
31. SUMMER CAMP
32. CHARITIES
33. SECRETARIAT
34. SCHOOL CAMPUS
35. TRAFFIC & PARKING
36. ENROLMENT PROCEDURE
37. SCHOOL FEES
38. AMENDMENTS & UPDATING

1 - SCHOOL HOURS

Lessons take place from Monday to Friday.

	ELEMENTARY SCHOOL	JUNIOR HIGH SCHOOL
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
SCHOOL DISMISSAL	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. If a student is going to be picked up by someone other than the parents or guardians, the school must be informed in advance. The school will under no circumstance allow a student to leave with persons not authorized to do so. *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. 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.*

After school supervision is provided by the school for a fee from 16:00 to 17:00. After 16:30 no student or parent will be admitted to the classroom floors unless accompanied by Secretariat personnel. If students are to be picked up before the end of the school day, parents must inform the Secretariat 24 hours before or, in exceptional circumstances, the same morning.

Regular attendance (see “Student Behaviour Guidelines” point 11) is essential in order to obtain good school results. We therefore advise parents to ask early leave for students only in exceptional circumstances. 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 authorized by the Principal who will take into account the student’s grades before granting permission.

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. JUNIOR HIGH SCHOOL (GRADES 6 – 8)

The Elementary School Program is also divided into Core Academic Subjects and Additional Subjects. Achievement Grades are given for performance in Core Subjects 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 OR GERMAN)

LATIN (STARTING IN GRADE 7)

ADDITIONAL SUBJECTS

ART

PHYSICAL EDUCATION

COMPUTER STUDIES (ONLY IN GRADE 6)

4 - REPORT CARDS & PROGRESS REPORTS

Report cards are issued four times per year at the end of each quarter. The Elementary School report cards are distributed to students. Junior High School reports must be collected by parents through the school office. The final report cards become the property of the parents at the end of the school year. 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. Mid term progress reports will be mailed to parents during the middle of the first, second and third quarters. These reports will be sent only to the parents of students whose work 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 four academic quarters. 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= GODD

S= SATISFACTORY

N= NEEDS IMPROVEMENT

* 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 quarter, 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).

B. JUNIOR HIGH SCHOOL

The academic year is divided into four quarters which make up two semesters. A semester exam will be given in each Core Subject at the end of the second and fourth quarters; this mark will be averaged into the semester grade. A final year grade will be calculated by averaging the semester grades.

ACHIEVEMENT GRADES

EXPRESSED IN PERCENTAGE POINTS

> **60%** PASS

< **59%** FAIL

AUD = AUDIT*

INC = INCOMPLETE*

* **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 quarter, 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).

EFFORT GRADES

1 = VERY GOOD

2 = GOOD

3 = SATISFACTORY

4 = POOR

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 Director, the Principal, the student's teachers and one other staff member to be chosen by the Director or 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 quarter 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.

JUNIOR HIGH LEVEL

1. **Procedure:** To be promoted from one grade to the next, a student must earn at least 60% in each of his Core Subject classes. If the student does not reach the requisite 60%, a committee comprised of the student's teachers, the Principal and the relevant co-ordinator will be convened. The Director

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 grade. A simple majority is needed to decide the matter with stalemate votes to be decided by the Director.

2. **Recovery Exams:** The recovery process comprises an examination of the instructor's choosing representing concepts from the entire course. If the student completes his 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:** Each quarter grade will be equally assessed when calculating the student's yearly average. A semester exam will be given in each Core Subject at the end of the second and fourth quarters.

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

7 - JUNIOR HIGH SCHOOL DIPLOMA

Upon successful completion of Grade 8, students will be awarded an I.S.T. Junior High School Diploma. 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 recognized 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, the Valedictorian and the Salutatorian, will present speeches at this ceremony. Participation in the Graduation ceremony is mandatory and at parents' expense.

8 - PARENT/ TEACHER MEETINGS

The staff will discuss the development of each child 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 organize a class meeting in order to present a brief profile of the year's program to parents. After the first, second and third report cards, a Parent-Teacher evening conference will be organized. Appointments must be made through the Secretariat.

9 - ATTENDANCE

Students are expected to be in attendance each day of the official school calendar unless illness or unusual circumstances prevent their presence in school. Parents are strongly advised to organize their vacations to coincide with 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 quarter will not be issued a grade for that quarter.

10 - TARDIES & 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. We encourage parents to ensure that their children attend school every day unless prevented from doing so for health reasons or other exceptional circumstances. Unmotivated tardiness is recorded by the office and appears on the report cards. When a student accumulates **four** unmotivated tardy slips in

any one quarter, a warning letter will be sent home. After the fourth tardy, 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, the parent must provide a written note motivating the absence. 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).

11 - STUDENT BEHAVIOUR GUIDELINES

The school assumes that its 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 penalize those who fail to conform to these regulations.

12 - DISCIPLINARY PROCEDURES

The school 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 the students.

Students who demonstrate irresponsible behaviour may be penalized by the staff and/or by the Director or 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. Detentions must be noted in the Detention Register indicating date of misconduct and the reason for detention;
- b. Detention must be served during the lunch recess immediately following misconduct. It cannot be postponed to allow for participation in activities.
- c. 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.
- d. A student missing detention will be given a Disciplinary Report.

2. DISCIPLINARY REPORT: A report outlining student misconduct is sent home to the parents to be signed and kept on file. Disciplinary Reports are cumulative during the year and three such reports result in placing the student on probation.

3. PROBATION: A student is placed on Probation for relatively serious or continued misconduct, not necessarily warranting a full suspension. Both the student and his or her parents will be informed of the Probation and the reason for it. The student can be placed on Probation for periods of 2, 3 or 4 weeks. During the period of Probation, the student will carry a probation form which he or she must present to each teacher at the end of each week. If the student's behaviour does not show

satisfactory improvement during the period of Probation, the student can be suspended. While on Probation, a student may not participate in any extra-curricular school activity. Probations 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 after having been placed on probation. The duration of the suspension will be decided by the Director or Principal. After returning from a period of suspension, a student may also be placed on a period of probation. All Suspension notices must be signed and approved by the Director or Principal. During the suspension period, a student will be assigned the course work being missed.

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 Director or Principal.

A standard disciplinary procedure follows the following sequence:

A warning is issued for the first offence.

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

Upon the issue of a third detention in any one quarter, the student is sent to the Director or Principal. The issuing of a subsequent detention in that quarter will automatically result in a Disciplinary Report and convocation of the parents of the student. The issuing of a further detention will result in another Disciplinary Report with a stern warning that Probation is imminent. The issuing of a sixth detention will result in the student being placed on Probation.

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

1. Repeated tardies;
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 resulting in automatic probation, disciplinary reports, 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;

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, MEDICATION, 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 will be necessary before the child can be re-admitted to school. A self-certification is also required should a child be absent from school due to illness.

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. Medication may be administered to a child only if the school is provided with written authorization from the child's parents stating: 1) what medication is for; 2) frequency of administration; 3) instructions on administration of the medicine. 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 organized school field trips and off-campus activities.

14 - 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 only allowed in the locker areas at the beginning or end of lessons, before and after recess or with special permission from a teacher during lessons.

15 - HOMEWORK POLICY

It is the policy of the school to regulate the amount of homework given to its students. While students in Elementary School should not be given daily homework assignments, those who do not complete their class assignments during school hours may have to finish this work at home. The student is therefore encouraged to make good use of school time. Work to be done at home, however, may involve consolidating and reviewing class work, occasional reading, long term reports or projects. At the Junior High level, students should expect to be assigned a certain amount of homework per day. Homework prepared by teachers for absent students will be available daily in the Secretariat after 16:00. In case of a previously programmed prolonged absence from school, parents must request homework at least one week before the departure date in order to give the staff time to prepare the material.

16 - BOOKS, MATERIALS & EQUIPMENT

The school provides each student with text books and workbooks for his or her program of studies. Students must provide their own consumable materials, such as notebooks, pens, paper, glue, colours, paints, etc. A list of the material required will be provided by the teacher at the beginning of the year. 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%. School equipment must be handled with care and

according to instructions given by the teacher. Parents are responsible for replacing lost or damaged equipment.

17 - 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). A limited number of uniforms will be available in stock in case of need during the school year. We kindly ask students to 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. If a student does not wear the **complete UIS uniform** for **four** times during any one quarter 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.

18 - 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 (60/70%) in the school kitchen. Special 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 is published on our web site www.udineis.org. Parents are asked to inform the school if their child has special dietary restrictions and all allergies must be documented with a medical certificate. 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 several 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.

19 - CLASS TUTORS

Each class in the Junior High 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.

20 - 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 must always participate in school field trips and events which are mandatory and 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 children are covered by an insurance policy for accidents which occur at school, during field trips and during activities outside school grounds. A detailed outline governing school

trips will be given to all parents upon enrolment of their child. It is also available in the Secretariat and posted on our web site.

21 - 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), pizza, drinks, paper plates and napkins to school.

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

22 - SCHOOL DANCES

A number of school dances organized by students may take place during the school year. The usual school disciplinary rules (see “Student Behaviour Guidelines” point 11) apply during a school dance, in addition to the following rules:

1. While a school dance is in progress, students may not leave and re-enter the school building. A student may leave the dance only to go home and may not return once he or she has left;
2. The rules outlined by the chaperone must be followed at all times;
3. Students who have organized the dance are responsible for making sure the room in which the dance is held is cleaned up after the dance and left in good order;
4. Proper decorum must be observed at all times. Students who violate the rules of proper behaviour and good taste will be asked to leave by the chaperone. Should this happen, the student’s parents will be notified.

23 - SCHOOL EXCHANGE PROGRAMS

The school may organize sports, cultural or didactic (foreign language learning) exchanges with other schools. The following rules apply when organizing exchange programs:

1. Trips are organized so that the students are hosted by families of the school visited. In turn, our families will host students from the participating school when they come to Udine;
2. Participation in these exchanges is voluntary and students must pay for the cost of the trip, including the expenses of accompanying teachers.
3. Students who participate will be exonerated from lessons as well as homework during their absence.

24 - 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.

25 - SCHOOL POLICY ON RELIGION

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.

26 - 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. In order for the library to serve these functions effectively, a reasonable degree of silence must be maintained at all times. 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%.

27 - COMPUTER NETWORK & INTERNET 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.

28 - 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. Students may bring mobile phones during overnight school trips and their use will be decided by the teacher. Video games (iPods, game boys, MP3s) will not be allowed.

29 - 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, will also be available in the Secretariat and published weekly on our web site: www.udineis.org. 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.

30 - 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. To assist these parents, we would like to outline below the various channels of communication which are open to them.

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 class teacher should 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 school Director or Principal. Appointments may be arranged by telephoning the school office.

31 - SUMMER CAMP

UIS organizes a Summer Camp open to UIS students as well as students from outside the school. The educational, linguistic and recreational activities of the Summer Camp are organized and supervised by teachers and/or assistants who are for the most part members of the UIS staff. The activities organized by the UNIONE NUOTO FRIULI (swimming lessons and preparatory exercise) will be co-ordinated by FIN (FEDERAZIONE ITALIANA NUOTO) instructors and specialized physical education teachers.

32 - CHARITIES

A very important part of the UIS philosophy is solidarity towards the less fortunate. UIS sponsors several charity campaigns and organizes various fund raising events during the school year.

33 - SECRETARIAT

The school office is open Monday to Thursday from 8:00 to 9:30 in the morning and from 15:00 to 16:00 in the afternoon; on Friday from 8:00 to 9:30 during the regular academic calendar. The hours will be changed during school year and summer holidays and communicated to parents in our Newsletter.

34 - SCHOOL CAMPUS

The bounds of the school are clearly defined by an enclosing fence. Students in the Elementary and Junior High 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 - ENROLMENT PROCEDURES

Parents wishing to enrol their children in THE UDINE INTERNATIONAL SCHOOL should arrange for an appointment through the school Secretariat for a first orientation contact. School visits can be arranged through the Secretariat at any time.

Enrolment is possible throughout the school year.

Admission Forms must be filled out and handed into the Secretariat. Admission to the school is subordinated to available space, except in the case of foreign students. It is in the tradition of international schools to permit enrolment of international students even if the class they have been assigned to has reached the maximum number of students. In certain cases, an admission test or interview with the Principal or teacher may be required in order to determine the scholastic level of the candidate and in which class he or she will be assigned. The candidate's English proficiency will also be examined in order to determine whether E.S.L. (English as a Second Language) support will be necessary.

Students entering in the Elementary and Junior High School sections must provide the school with their past report cards, whilst students entering UIS from Italian schools must undergo a test to determine their English language proficiency as well as their academic level.

The school's decision concerning a child's admission will be officially communicated to the parents.

Once families have been notified that their child has been admitted, they must fill out and fully sign a formal Enrolment Form, proceed to payment of the annual and individual Registration Fee as well as 10% of the annual Tuition Fee (both are non refundable). Enrolment will not be valid unless the Registration Fee and 10% of the annual Tuition Fee have been paid for and the enrolment form, duly signed, handed into the Accounting Office at the same time. The Parent-Student Handbook, as well as detailed information concerning our school, are posted on our web site and available in the Secretariat.

37 - SCHOOL FEES

TERMS & CONDITIONS

Tuition Fees and conditions at THE UDINE INTERNATIONAL SCHOOL are set by the Board of Directors. The fees are calculated for the entire school year and include daily lunches, the use of all text books as well as all one day field trips.

An annual and individual Registration Fee must be paid at the time of enrolment; it can be under no circumstance refunded.

10% of the annual Tuition Fee (non refundable) must be paid for along with the Registration Fee and handed in along with the enrolment form, duly signed, at the time of enrolment. The remaining 90% of the Tuition Fee can be paid for in a lump sum by September 30th or in nine instalments from September 5th to May 5th.

Late payments will be subject to delay interest and no reduction or refund of school fees for absence will be granted.

Parents withdrawing their children from UIS must advise the school with an advance of at least three months. Should the parents fail to do so, they will be imposed a penalty set by the Board of Directors. The school will not refund annual fees already paid for.

The Board of Directors reserves the right to adjust the school fees, in exceptional circumstances, during the course of the school year.

The Board of Directors, in exceptional circumstances, can derogate the terms and conditions specified above.

38 - AMENDMENTS AND UPDATING

Amendments and updating of programs, schedules, didactic and administrative organization 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 December 2009

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