

**MUNICIPALITY OF FORLÌ**

**CHARTER OF MUNICIPAL EDUCATION AND SCHOOL SERVICES**

**FOR CHILDREN AGED 0-6**

Presentation

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## **NOTES FOR THE READER**

The terms "child" and "children" have been used indiscriminately to indicate both males and females, so as not to make the text dull reading. Therefore, every time they appear, they should be understood as "boy/girl", "boys/girls", except for a few circumstances where the double gender was used.

Terms such as "teaching coordinators", "educators", "collaborators" and "operators" have been reported in some cases using the double gender, in others the masculine. In the latter cases, the use of the masculine was aimed at streamlining the text, so as not to make it dull reading.

We intentionally resorted to the feminine when referring to specific situations.

## **1. COS'È LA CARTA DEI SERVIZI**

### **1. ABOUT THE SERVICE CHARTER**

The service charter is a document which defines the regulation of the relations between the municipal administration and the families benefiting from nursery and pre-school services managed by the Municipality of Forlì.

The charter of municipal education and school services for children aged 0-6 is to be conceived as a fundamental tool for dialogue and interaction, a pact between the service provider and its users to ensure equal access, equal treatment, full information, participation, assessment of the quality of services in order to achieve transparency and performance improvement.

This document is the result of the revision of the previous service charter of municipal nurseries and pre-schools approved in 2004.

Its current structure is the result of an inclusive process that involved families, service staff, education coordination, the offices of the competent Municipality Service.

## **2. NORMATIVA DI RIFERIMENTO**

### **2. REFERENCE LEGISLATION**

The charter of municipal education and school services for children aged 0-6 of Forlì embraces a philosophy which considers children as legal persons.

Therefore, it is inspired by articles 2 and 3 of the Italian Constitution and, as far as applicable, also by articles 33 and 34.

It is also based on the quality indicators established by the European Community Childcare Network in 1996 and on the principles contained in the International Convention on the Rights of the Child (Law no. 176/91). It also refers to the document "Proposal for key principles of European Quality Framework A for early childhood education and care. Report drafted by the thematic working group on Early Childhood Education and Care under the auspices of the European Commission".

Other national and regional regulatory references involving nurseries and pre-schools are:

- "National guidelines for pre-school and compulsory education curriculum" Ministry of Education, University and Research, 2012;
- Law no. 107/2015 "Reform of the national education and training system and delegation for the reorganisation of the legislative provisions in force";
- Law no. 62/2000, "Rules for school equality and provisions on the right to study and education";
- Legislative Decree no. 65/2017 "Establishment of the integrated education and training system for children aged 0-6";

- "National guidelines and new scenarios", 2018;
- Regional Law no.19 / 2016 "Education services for early childhood. Repeal of R.L. no. 1 of 10 January 2000".
- "Directive on structural and organisational requirements of early childhood education services and related procedural rules. Guidelines on recreational services and education-life initiatives in implementation of R.L. 19/2016, Emilia-Romagna Region" (approved with C.R. 1564 of 16 October 2017);
- R.C.R. 704/2019 "Accreditation of nurseries in implementation of Regional Law no. 19/2016; The guidelines and the provisions contained in the Municipal Regulation of Education and School Services, approved by City Council Resolution no. 31 of 15 May 2018, are closely coordinated with the contents of the Service Charter.

### **3. DIRITTI, VALORI E GARANZIE FONDAMENTALI**

### **3. FUNDAMENTAL RIGHTS, VALUES AND GUARANTEES**

Firstly, the Municipality recognises boys and girls as legal persons, endowed with legal, civil and social rights.

For an educational purposes, considering children as legal persons means considering their development and growth as a value for the whole community and, therefore, consciously undertaking the responsibility of supporting them in the achievement of their full integration in the society.

According to this perspective, an educational service must be considered as an integral part of the wider community and, therefore, be oriented towards the sharing of educational responsibilities, working to strengthen the network of interactions with other institutions which, in various capacity and acting in a complementary manner, deal with childhood.

#### **FUNDAMENTAL RIGHTS**

##### **• CHILDREN'S RIGHT TO EDUCATION**

The Municipality works to ensure that boys and girls are respected as people. In doing so, it recognises children's rights to education.

The organisation of the service and activities are therefore planned by firstly considering the specific growth and development needs of the children in the nursery/school. To this end, the teachers shall ensure effective teaching methods, considering the age of the children and enhancing the playful environment of the activities. In the context of this educational processes, the aim is to develop the skills of individual children, while promoting continuity between nursery school/pre-school/primary school and defining strategies to involve families in the educational proposal of the service.

##### **• CHILDREN'S RIGHT TO RECOGNISE PERSONAL IDENTITY, EQUAL OPPORTUNITIES AND VALORSATION OF DIFFERENCES**

The right of every child to have their identity recognised shall be guaranteed. To this end, programmes are developed and organised in such a way as to valorise the differences of gender, age, ethnicity, religion, culture.

The municipal administration is committed to ensuring equal educational and development opportunities for all children.

In organising the service and planning activities, attention shall be paid to the needs and process of development of individual children; the integration of children with deficits or living in situations of socio-cultural disadvantage shall be promoted.

- **CHILDREN'S RIGHT TO A PLEASANT AND STIMULATING CONTEXT AND A GENERAL COMFORTABLE ENVIRONMENT**

The educational context shall be organised in such a way as to promote the development of children's potential and properly fitted in order to appear pleasant and stimulating.

The educational and didactic activities shall be organised with the aim of gradually developing the autonomy of individual children.

The operators shall pay particular attention to the educational relationship, in order to build an overall comfortable environment in class and in the nursery/school.

The reception of children in the service shall be implemented through "acclimatisation" methods aimed at ensuring a positive approach to the new environment and a gradual emotional distance from the parents.

- **RIGHT TO A QUALITY SERVICE**

The municipal administration shall undertake to abide by the criteria and standards set by current legislation and to guarantee a quality service, also by defining its own criteria, standards and objectives to be pursued. Periodic service assessment shall be promoted by also involving parents.

The teaching staff shall supervise the educational planning, thus proposing diversified activities in terms of programmes, times, spaces and activities, in relation to the interests, initiatives and skills of the children. The educational planning shall be geared towards the valorisation of different cultures and evolutionary programmes. To this end, refresher courses and permanent training of the staff shall be ensured.

The Administration shall be committed to ensuring the quality of nutrition, both in nurseries and in schools.

- **RIGHT TO CONTINUITY IN THE DELIVERY OF THE SERVICE**

The administration shall undertake to ensure the continuity of the service, by ensuring, in ordinary circumstances, to the families of the children enrolled:

- continuity of the office operations and daily operating hours;
- balance in the number of adults and children and of related key carers;
- completion of the scheduled educational activities.

- **RIGHT OF THE FAMILY TO TRANSPARENCY**

Families have the right to access, in compliance with privacy laws, to all information concerning the organisation and provision of the service; they also have the right to make comments, provide suggestions and evaluations on the service received.

The Administration, in addition to the provisions contained in this Service Charter, shall undertake to provide families with all the necessary information about services for children, the provisions governing them, the educational principles that inspire them; specifically, the Administration shall undertake to clarify and disclose the criteria for admission and management of waiting lists.

- **RIGHT OF THE FAMILY TO PARTICIPATE IN AND TO BE INFORMED ABOUT EDUCATIONAL ACTIVITIES**

Operators and educational coordinators shall undertake, each according to their own skills and according to the procedures provided for in the Regulations and in the Educational Project of the Service, to engage in a relationship of open collaboration with parents; they shall undertake to inform parents about the contents of the nursery/school educational project. The participation of all parents shall be supported through formal meetings (individual meetings, department and class meetings, etc.) and informal meetings (parties, working groups with parents).

- **RIGHT OF STAFF TO FREEDOM OF TEACHING AND TRAINING**

Teachers are granted autonomy in their educational and training planning; this autonomy shall be carried out within the collective activity of the teaching team, in compliance with the guidelines contained in national and regional legislation, as well as in the guidelines and municipal regulations.

The teachers' educational and training planning shall be supported and promoted by permanent training activities. Moreover, school assistants, who contribute, together with the teachers, to the fulfilment of the educational goal, shall be granted appropriate training.

#### **4. IDENTITÀ EDUCATIVA DEI SERVIZI EDUCATIVI E SCOLASTICI 0-6 ANNI**

#### **4. IDENTITY OF EDUCATION AND SCHOOL SERVICES FOR CHILDREN AGED 0-6**

##### **Principles, educational guidelines and purpose of the services**

Nurseries and pre-schools respond to the rights of boys and girls to education, training and care, in line with the principles of cultural and institutional pluralism of the Constitution of the Italian Republic, the Convention on the rights of the Child and European Union documents.

Municipal childcare services are recognised in the principles of inclusion, social equity, educational responsibility shared between nursery-school, family and community. On the educational level, the services refer to a vision of a child understood as a legal person, an active protagonist at the centre of the educational initiative. A child fully conceived in the areas of development and experience, within a coherent and unitary educational programme, from a 0–6-year-old perspective.

A child appreciated and valued in their uniqueness, considering individual differences as a development opportunity for the entire group of children within an inclusive approach.

The family is recognised and valued as the first educational environment for children, and as a fundamental partner in the ensuring their growth and education.

Nurseries and preschools contribute, along with parents, to the growth and training of boys and girls and, at the same time, play a role in supporting families. The 0-6 services aim at developing the capabilities for relationships, autonomy, creativity, learning, in an adequate emotional, playful and cognitive context.

Specifically, nurseries, as required by regional legislation, aim at:

- training and socialisation of children, to ensure their psychophysical well-being and the development of their cognitive, emotional, relational and social potential;
- childcare, through a continuous custody to people other than their parents outside the family context;
- support for families in childcare and educational choices.

Pre-schools, as defined by the national reference documents, aim at:

- supporting the creation and consolidation of children's identity, understood as the ability to accept all the dimensions of their self, learning to know one's personality and to be recognised as a unique and unrepeatable person;
- developing autonomy seen as a progressive acquisition of trust in oneself and in others, the ability to express feelings, emotions and personal opinions, participate in the social life and make choices;
- promoting the acquisition of skills, understood as the ability to move, play, manipulate, browse, ask, learn to reflect on experience, speak through different languages;
- introducing children in the social life, i.e., the discovery of the presence of other people and their needs and the progressive acquisition of a moral behaviour, respectful of others, of the environment and of the nature.

The educational purposes of the 0–6-year-old services are pursued through the intentional planning and organisation of a quality living environment, relationships and learning and education-training programmes capable of developing the potential for emotional, cognitive, relational, social and cultural growth of the boys and girls who attend them.

This organisation is guaranteed by the professionalism of all the roles working in the services and by a real relationship with families and the community.

The 0-6 perspective approach is also guaranteed through the sharing of common theoretical and methodological references in nurseries and preschools, a unitary education coordination and the preparation of common training courses.

### **Organisation of spaces, materials, timetables and relationships**

The well-being, care and learning of the child in nurseries and pre-schools are achieved through an educational context made up of spaces, materials, timetables and relationships designed according to the specific needs of the different age groups.

The organisation of the educational space shall take into account the need to combine the child's need for intimacy/emotional confidence with the need for exploration/discovery.

Furthermore, the intentional organisation of space supports and promotes learning processes and promotes the quality of the different types of relationships between children and between adults and children.

Typically, nurseries and pre-schools are designed as follows:

- classrooms, representing the main areas for children, designed to take into account their different needs and ages;
- rest areas;
- common areas (such as lounge, atelier, laboratory, etc.);
- outdoor spaces, fitted with play facilities;
- spaces for adults and support services;
- kitchen area, which in nurseries is used for cooking meals, while in pre-schools for portioning.

Timetables require a mindful organisation, which shall take into account the child's need for recognition, predictability and stable time references, so as to allow them to be more and more active and independent in the context.

The organisation of daily time also implies responding to the needs and interests of the individual and the group, balancing them with institutional and organisational needs and identifying suitable customised approaches.

The relationships between all those living in the educational contexts of nurseries and preschools are the result of a harmonised educational philosophy shared among the members of the working group; their quality, a constant element monitored and assessed, is considered as a fundamental element of an environment which promotes the well-being and the growth of children and adults. The relational strategies of educators and teachers are based on a care-oriented attitude towards the individual child and the group and are aimed at promoting emotional, cognitive and social development.

### **Educational and teaching programmes**

Different and multiple educational and teaching programmes are guaranteed at the nursery and pre-school, with the aim of developing children's identity, autonomy and potential in all areas of competence.

The educational offers of nurseries and pre-schools have a playful and experiential nature. They encourage action, exploration, contact with objects, nature and the surrounding environment. The educational and teaching programmes designed starting from the observations of children involve the sensory, motor, language, cognitive, communication, relational and social areas, for a harmonious development of children.

The planning of municipal preschools, as independent schools, refers to the "National guidelines for pre-school curriculum", which identify five fields of experience:

- the self and the other;
- the body and movement;
- images, sounds, colours;
- speeches and words;
- knowledge of the world.

Each field of experience provides a set of objects, situations, images and languages, which refer to the symbolic systems of our culture, capable of evoking, stimulating and supporting a consolidated learning process. Moreover, school planning is very attentive to the territory, conceived as an educational and teaching resource, and strongly enhances art as an educational tool to strengthen one's own emotional and creative resources useful for promoting the understanding of oneself, of the others and of the world.

At the pre-school, the teaching of the Catholic religion is available upon request.

Children not benefiting from this course may choose other educational-teaching programmes.

### **Daily moments**

The routines, daily moments of care, intimacy, relationship (reception, meal, body care, rest, reunion ...) take on particular importance in the organisation of the educational context of nurseries and pre-schools.

As a matter of fact, the sphere of care has a strongly relational and cognitive relevance for children aged 0-6.

Routines allow children to learn how to place themselves in a space-time dimension, anticipating events, and experience the relational and cognitive strategies that allow them to relate with others and with the surrounding environment.

In everyday life, moments of routine are intentionally alternated with moments of self-organised and guided play and educational and teaching proposals. This allow children to find a stable and predictable structure of the day and, therefore, they are supported in the development of their independence.

### **Organisation of children's groups**

Educators and teachers shall emphasize the value of the group while promoting cooperation between children as a fundamental element of the educational relationship.

The class is the main reference for children attending the nursery or pre-school and, therefore, stability of this environment shall be safeguarded, by ensuring continuity of references over time. These references shall favour the continuity of the experience and support the progressive creation of a sense of belonging that helps to reinforce children's emotional confidence and to enhance the potential of the group.

Small and large group activities shall be planned and organised. Educators/teachers shall decide the composition and type of group, depending on the objectives provided for by the educational planning and the children's background, although groups may also generate spontaneously.

Moreover, moments of group interchange shall also be planned to increase social and learning opportunities for boys and girls.

### **Acclimatisation**

Acclimatisation is a very important moment for children's productive attendance at the nursery/pre-school. Therefore, the educational teams shall develop a specific acclimatisation project, shared and agreed with the parents.

To promote children's **well-being**, nursery and pre-school acclimatisation projects shall pay particular attention to the following aspects:

- gradual approach in terms of time spent in the service and in the emotional distance from parents;
- regular attendance throughout the acclimatisation phase;
- organisation by small groups;
- organisation of the context, with particular reference to the moments of family-nursery/school transition;
- participation and educational cooperation with families.

### **Teamwork**

The centrality of teamwork is a crucial element of the history and identity of municipal nurseries and pre-schools. This choice refers to a collaborative and cooperative conception of educational activity, where the original contribution of individual professionals is valued. All the operators working in nurseries and pre-schools have an educational task.

The essence of the working group is based on teamwork. Teamwork fosters integration and internal consistency at group and service level, promotes the sharing of different ideas and supports the work of the operators involved.

The working group has a central role in the organization of the educational context and in the preparation of planning and educational documentation.

### **Planning**

The educational and planning identity of the services is enshrined in the Educational Project, a fundamental document that outlines the overall structure of the 0–6-year-olds education services.

The group of educators/teachers, together with the reference educational coordinator, shall structure and develop the educational project by transposing it into the educational project of each single nursery/school.

The educational project shall identify and list the teaching choices (specific methodologies, tools, organisational methods, etc ...) and the project activities characterising the educational offer of the single service, in relation to the real situations.

Educators/teachers shall use the educational project to develop the annual plan of the class/combination of classes.

At all levels of teaching-educational planning, the personal, cultural and ethnic diversities of children shall be recognised and valued.

In an inclusive school project capable of recognising, accepting and valuing the diversity of individuals, the municipal childcare services shall guarantee the integration of children with disabilities and with social and cultural disadvantages.

To this end, customised projects connected with the class project shall be conceived.

To support the integration of children with disabilities (documented and certified by the competent services) nurseries and pre-schools shall provide the following measures in relation to the actual needs identified and the resources available:

- educational and teaching support interventions through specific professional figures;
- purchase of equipment and materials and/or specific teaching aids, which, in any case, shall be related to the needs of the individual project.

For children facing particular situations of hardship or socio-cultural disadvantage assessed by the regional social services, the education services shall implement specific organisational measures, correlated to the needs of the children and the class.

### **Assessment**

The assessment phase represents an essential element of the quality of an educational service and is understood as a process where all stakeholders are involved.

Quality self-assessment programmes shall periodically be organised by the teams, through processes and tools consistent with the national and regional guidelines on the matter. These programmes are aimed at promoting the continuous improvement of education and the professional growth of operators.

Feedbacks shall be provided to users and administrators in specific moments.

Furthermore, periodic surveys of the quality perceived by families shall be organised and performed through specific instruments and specific institutional moments.

### **Staff training**

Thanks to specific training courses, the institution works to constantly and continuously improve the level of professional skills and expertise of its staff.

The in-service training of operators (educators, teachers, educational collaborators, cooks, teaching coordinators) helps to outline and enrich the professional profile of a competent operator, capable of balancing their own intervention in relation to different age groups and the personal features of children and families.

To this end, having heard the needs and assessed the proposals coming from the working groups, the teaching coordination shall draft an annual educational programme that provides for the participation of all staff in scheduled training sessions. The training plan shall be accessible to parents for mere information purposes.

### **Continuity**

The education and school services for children aged 0-6 of the Municipality of Forlì shall collaborate with families and other educational agencies in the area, as an educating community that values the action, interconnection and co-responsibility between the different operators involved in education, in various capacities and with different roles.

Particular attention shall be paid to the connection and networking with local health and social services.

Moreover, specific actions supporting continuous learning between education and school institutions shall be promoted. In view of the transition from nursery to pre-school and from pre-school to primary school, specific moments of interaction between educators and teachers shall be organised to share information on development programmes and educational experiences of children, in order to better welcome every child in the new school context, ensuring a transition as gradual and productive as possible.

## **5. RUOLI E PROFESSIONALITÀ**

### **5. ROLES AND PROFESSIONAL CAPACITIES**

#### **Operators and professional capacities**

The presence of specific professional figures shall be guaranteed to ensure the proper delivery of the education services in compliance with the parameters established by the current legislation.

The staff shall be defined by the competent offices of the Municipality through meetings with the Teaching Coordination in order to ensure the effectiveness of the organisation in fulfilling the educational and teaching needs of nurseries and pre-schools.

The operators working in the municipal education and school services are:

- educators and teachers
- collaborators and educational collaborators
- kitchen operators
- dietician
- teaching coordinators.

Specific professional operators shall also be employed in the atelier service, i.e., a service that enriches the educational offer of municipal childcare services.

The Municipality shall be supported by specific professionals for educational and teaching support when children with disabilities are involved.

Finally, a teacher of Catholic religion in pre-schools shall be present, according to current legislation.

All operators are required to pursue, according to different professional capacities and roles, a common educational goal.

All the above requires continuous investment in staff training and qualification processes and a definition of professional capacities and roles consistent with the purpose of the services.

Therefore, the training and qualification plans for staff shall provide for the strengthening of both the specific skills of the different roles, and the development of basic teaching and methodological-educational expertise.

Trainees and civil service volunteers may also access education and school services.

#### ***Educators and teachers***

In the context of the common educational purpose, the role of educators/teachers is especially based on the principle of cultural and professional autonomy, which emerges in individual and collective activities relating to:

- educational planning;
- organisation of educational-teaching proposals, moments of care and routine;
- participation in refresher courses and in-service training.

Educators/teachers are therefore called to the task and responsibility of collectively planning and implementing the educational programme, aimed at promoting the cognitive, emotional, social and cultural development of each child, on the basis of the aims and objectives provided for by national, regional and municipal guidelines of the sector and by the teaching project.

In the framework outlined by the Teaching Project and the Educational Project, educators/teachers shall collectively develop, implement and verify both in the class team and in the nursery/school team, the planning of educational proposals, taking into account the different needs of children and the specific social and cultural context.

#### ***Educational collaborators***

The educational collaborators are part of the educational team of the service and shall perform the following tasks:

- collaboration with the educational staff for the implementation of educational and teaching activities, including routine moments, within the terms provided for in the educational project, according to methods agreed upon within the educational team;
- management of hygiene of premises, furnishings and equipment with particular attention to the health and hygiene regulations in force and the related obligations;
- ensuring the care and conservation of equipment and collaboration in the maintenance of teaching materials;
- performance of activities related to portioning, distribution and assistance during meals;
- management of the activities connected with the cloakroom and the laundry;
- collaboration with the teaching staff to supervise minors.

### ***Kitchen operators***

Kitchen operators are part of the educational team of the school complex. As part of their duties, they:

- collaborate with the Dietitian in the drafting of dietary tables, in the planning and management of nutritional education activities intended for families, in assessing the appreciation of the menu by children;
- collaborate with the nursery staff to organise educational moments for children, related to nutrition;
- cook meals according to the menu and the established weights, operating in compliance with the rules contained in the hygiene and health legislation and the procedures contained in the self-control plan based on the application of the principles of the HACCP system;
- purchase the food necessary for meal preparation, checking its quality, which shall correspond to that required by the product sheets presented and accepted by suppliers during the tender, and the quantity. They contribute, in accordance with the methods agreed upon within the educational team, to the collection of invoices relating to the food purchased and their assessment.

### ***Dietitian***

The dietitian shall be responsible for the coordination of the cooking facilities of nurseries, which is in charge of promoting a service complying with safety and quality standards, in compliance with current legislation, and to implement, in collaboration with the educational team of each nursery, suitable strategies to encourage a pleasant approach of children to a proper diet.

The dietitian shall coordinate kitchens of nurseries, direct and support the work of kitchen operators, while planning training and experimentation activities, thus promoting the qualification of nutrition in nurseries.

The dietitian shall act as the contact person for the nutritional aspects related to the service and for the management of the self-control plan and the activities aimed at assessing compliance with the rules on food hygiene in the various stages of the production cycle.

This role shall contribute to planning nutrition education courses for children as part of the nursery activities, while arranging and coordinating specific training opportunities for families.

### ***Teaching coordinators***

The presence of teaching coordinators shall be guaranteed in relation to the number of services, organised in a teaching coordination team ensuring coherence, effectiveness and continuity of the interventions.

Teaching coordinators shall be responsible for:

- managing the internal organisation of the educational service;

- participating in the definition of the educational project, in the monitoring-assessment while documenting its implementation;
- planning and organising operator training;
- promoting knowledge and synergy between educational, social and health services, acting as an educating community;
- planning parenting support actions;
- facilitating and supporting the design of the working group with technical support and guidance on the work of the operators;
- planning and promoting support interventions geared especially towards support and inclusion of children with special educational needs;
- supervising the consistency of the various project documents with the methodological aspects and the educational guidelines of the service contained in the teaching project;
- organising courses for assessing the educational quality of the service.

**Working procedure:**

***The working group of educators/teachers (team of educators/teachers)***

All educators/teachers working in nurseries/schools represent a single working group (team) which shall meet periodically, according to the procedures defined in the teaching project, with the participation of the teaching coordinator in specific moments.

The working group of educators/teachers, in concert with the reference coordinator, shall:

- elaborate the *Educational project of the nursery/school* and the educational-teaching planning;
- identify the procedures and tools for assessing and evaluating the outcomes of the educational project and its implementation methods.

Class educators/teachers shall be in charge of defining the educational and teaching planning, the elaboration and structure of the activities and the related assessment, in line with the guidelines defined in the *Educational project*.

The working group of educators/teachers, in agreement with the teaching coordinator, shall plan the procedure for sharing the educational programme with the families and the procedures for their participation in the life of the nursery/school. The working group shall also define the participation in research projects - training and experimentation.

***The educational working group (educational team)***

The educational work group (educational team) involves all the operators (educators/teachers, school assistants and kitchen staff, teaching coordinator) of nurseries/schools.

The group shall meet regularly to organise and assess the service.

The staff in charge shall join team activities in compliance with the terms agreed in the context of decentralised bargaining.

The educational working group shall define the aspects concerning the organisation of the nursery/school activities, as regards their educational implications, by also establishing the procedures for the participation of educational collaborators in the educational-teaching activities.

Regular meetings shall be scheduled with the teaching coordinator and, when necessary, with the heads of the offices of the competent Municipality Service.

### ***Project-based work groups***

The staff working in nurseries and schools may also be involved in project-based work groups, which may be made up of educators/teachers, or educators/teachers and educational collaborators (in some cases kitchen staff may also be involved) working in the same nurseries/schools or in different nurseries/schools, with the presence or absence of teaching coordinators, depending on the purposes for which those groups are organised (e.g.: training, document review, research, European projects ...).

### ***Inter-team work***

Depending on the topics addressed, inter-team working may be adopted with the involvement of the representatives of the different professional roles and the presence of teaching coordinators and the teaching direction.

The whole team of educators/teachers shall generally be made up of an educator/teacher for each nursery or pre-school (two for nurseries and schools with more than three classes) and teaching coordinators.

The educational inter-team shall involve representatives of educators/teachers and representatives of educational collaborators and kitchen staff.

### ***Organisational managers***

The organisation, functioning and administrative management of the education services shall be guaranteed by the municipal offices in charge. Specifically, they are responsible for:

- definition of the workforce and management of staff resources;
- activation and management of procedures for admitting minors to services;
- management of relations with families as regards the use of the service (fees, transfers, waivers, etc.).

Moreover, offices are in charge of:

- planning and ensuring, in agreement with the competent services:
  - maintenance interventions in each school complex;
  - procedures and actions concerning safety and prevention in the workplace;
  - application and safeguarding of hygiene and health regulations;
- managing relations with participating organisations;
- managing the supplies and control of the costs for each single service;
- controlling and monitoring the management quality and the main organisational variables of the services, in order to promptly identify any critical issues and arrange the required corrective actions.

## **6. L'ORGANIZZAZIONE DEL NIDO D'INFANZIA**

### **6. NURSERY ORGANISATION**

#### **Target**

All children aged between 3 and 36 months may enrol nurseries in compliance with the health regulations in force. Priority shall be given to resident children, children with disabilities and children in the care of social service, even if non-resident. The municipal administration shall approve and publish the selection/admission criteria and enrolment procedures.

#### **Opening period and hours**

Nurseries are open from September to June. During the year, the educational activities are suspended in specific periods according to the regional school calendar.

In July, educational activities are extended for the summer period in some school complexes, organised in relation to the actual user demand and reserved for families where parents (or the single parent) are engaged in work.

Nurseries are open five days a week, from Monday to Friday, from 7.30 am to 6.30 pm. Within this time slots, nurseries may adopt different time schedules according to the analysis of user needs and the overall service schedule:

- full time nurseries (7.30 am / 6.30 pm)  
(children under the age of 1 are allowed to stay until 4.30 pm)
- short time nurseries (7.30 am / 4.00 pm)

Diversified entries and exits shall be defined within the opening hours of the service.

The use of the service from 4.00 pm to 6.30 pm is reserved for families where parents (or the single parent) are engaged in afternoon work activities.

The afternoon and summer extension service shall be managed under contract by companies employing qualified staff, as part of an agreed-upon educational project.

### **Classes**

Nurseries are structured in classes. The class represents the core of the organisation and the main reference environment for children. Municipal nurseries are structured on a number of classes ranging from 1 to 4.

The number of children in the class shall be defined by considering their age, the structural characteristics of the service, the numerical ratio between staff and children enrolled as required by current regional regulations.

The composition of the class is typically homogeneous for children aged 3 to 12 months and heterogeneous for older children. In defining the heterogeneous classes, attention shall be paid to the balance of the different age groups.

The classes activated for each school complex shall be defined year after year at the end of enrolments, based on the age of the children applying for admission to the nursery.

### **Acclimatisation**

The quality of the acclimatisation is essential for the child's productive attendance; therefore, the educational teams shall define a specific project, agreed-upon with parents during the Meeting of new enrolled students.

### ***New enrolled children***

New enrolled children shall begin the acclimatisation process in small groups, with different start dates, according to a schedule agreed upon during the Meeting of new enrolled students. Emotional distance from parents and time spent at school are factors that take time and, therefore, need to be gradual.

Typically, the acclimatisation process of classes takes 6 weeks from the opening of the service. Upon constant attendance, children generally acclimatise according to the process below:

- In the first days, partial attendance (starting from one hour) and support of a parent who can ensure continuity during this period, according to times and methods agreed with the educators. This presence shall be provided for at least three days, yet it may be extended where necessary. However, the parent shall guarantee their availability even the following days, until the completion of the acclimatisation process.
- Gradual increase in the time spent in the nursery during the first week of the child's attendance, until including mealtime.
- Introduction of the afternoon rest, typically by the second week (for those who stay after 1.00 pm).

After approximately a week of leaving by 4.00 pm, the afternoon time extension may be allowed upon request.

For children aged 3-12 months, afternoon sleep time starts from the third week, except for special circumstances, to be agreed with the educators.

To promote parents' work-life balance, the transition times are managed flexibly, through customised methods, and respecting the well-being of the child.

In classes hosting children attending from the previous year, new enrolled children shall begin the acclimatisation process after the "re-acclimatisation" of the children already attending.

### ***Children already attending***

Children already attending from the previous year, shall undergo a "re-acclimatisation" process aimed at reassembling the class group and strengthening the spatial and relational references after the summer holidays.

Children generally acclimatise according to the process below

- In the first five days, attendance is scheduled until 1.00 pm
- From the sixth day, an afternoon sleep is proposed and the stay is possible until 4.00 pm
- From the seventh day of attendance, full-time stay is allowed (up to the requested time).

### ***Children coming from other education services***

Children coming from other education services usually begin the acclimatisation process after the "re-acclimatisation" of children already attending from the previous year and takes approximately three days. A parent may stay during the first day, yet their presence may be extended in relation to specific assessments agreed upon with the educators.

During the acclimatisation phase of the new enrolled children or those coming from other services, educators and parents will exchange information on the history of the child and on the organisation of the life during the service.

### **Organisation of staff**

Educational staff, educational collaborators and kitchen staff shall constantly be present to ensure proper functioning of nurseries, in compliance with the parameters provided for by current regional legislation. The staff shall be defined by the competent offices of the Municipality during specific meetings to be held with the Teaching Coordination in order to ensure that the organisation can meet educational and teaching needs of nurseries. In the presence of children with disabilities and in relation to specific needs, appropriate measures shall be ensured according to the number of educators and organisational methods. The presence of supplementary temporary staff shall be ensured in case of absence of staff, taking into account the needs of the service and in compliance with the provisions of regional legislation, the national collective labour agreement and collective bargaining.

The management of educational support services, afternoon and summer extra-time services shall be under the responsibility of third parties, in order to pursue constant integration and interaction aimed at ensuring continuity and coherence of the service as a whole.

### **A typical day**

A typical day at nurseries is structured as follows:

7.30 am – 9.00 am: children enter the school

9.00 am – 9.30 am: snack time - fruits

9.30 am – 10.45 am: play activities, teaching activities or rest, depending on the age

10.45 am – 11.15 am: getting children

ready for lunch

11.15 am-12.00 pm: lunch time

12.00 pm – 12.30 pm: play time and getting children ready to leave or rest

12.30 pm – 1.00 pm: children leave the school (first exit time)

12.30 pm – 3.00 pm: children

rest or wake up

3.00 pm -3.30 pm: snack time

3.30 pm – 4.00 pm: children leave the school (second exit time)

Afternoon extra-time (full time nurseries)

4.00 pm – 6.30 pm: children leave the school (third exit time)

### **Nutrition**

Each nursery is fitted with an internal cooking centre properly equipped and authorised by the U.S.L. company, where the staff required to ensure its operation is employed. The primary objective of the service is to offer children who attend the nursery a meal that is safe from a hygienic point of view, balanced from a nutritional point of view and pleasant in terms of sensory properties.

As for the quality of the raw materials, certified organic products free from genetically modified organisms shall be used.

The primary objective of the service is to guide children towards a rational, varied and balanced diet, involving the family in the “nutritional” debate.

The nutritional project in nurseries includes:

- a snack based on fresh seasonal fruit in the first part of the morning;
- lunch consisting of a first and second course or, as an alternative, a single dish consisting of carbohydrates and animal or vegetable proteins, a side dish of cooked and/or raw seasonal vegetables, bread and fresh seasonal fruit;
- a snack.

Meals shall be prepared in compliance with the daily menu indicated in the dietary table drafted by the dietician in charge of the cooking centres of nurseries and approved by the competent service of the USL (Local Health Authority).

The dietary table shall be drawn up in accordance with the indications provided by the reference guidelines regarding food weights, the frequency of consumption and the combinations of food.

The cooking centres of nurseries shall guarantee the design of special diets for the particular clinical needs of users and diets required by families for ethical-religious or cultural reasons.

Where provided for by the law, meals may be prepared in facilities outside the nursery and distributed in compliance with specific health-sanitation practices.

## **7. L'ORGANIZZAZIONE DELLA SCUOLA DELL' INFANZIA**

### **7. PRE-SCHOOL ORGANISATION**

#### **Target**

All children aged 3-6 may enrol pre-schools in compliance with the health regulations in force. Priority shall be given to resident children, children with disabilities and children in the care of the social service, even if non-resident. The municipal administration shall approve and publish the selection/admission criteria and enrolment procedures.

#### **Opening period and hours**

Pre-schools are open from September to June. During the year, the educational activities are suspended in specific periods according to the regional school calendar. Pre-schools are open five days a week, from Monday to Friday, from 7.30 am to 6.30 pm. The use of the service from 2.30 pm to 6.30 pm shall be reserved for families where parents (or the single parent) are engaged in afternoon work activities. In July, educational activities may be extended for the summer period, according to the actual demand of users. The use of the summer extension service shall be reserved for families where parents (or the single parent) are engaged in work. The afternoon and summer extension service shall be managed under contract by companies employing qualified staff, as part of an agreed-upon educational project.

## **Classes**

The organisational model of municipal schools is closely linked to the educational identity of nurseries, as a segment of the child's educational programme which, in order to ensure educational continuity for children aged 0-6, covers the age group 3-6 years. Municipal pre-schools are typically structured in classes of maximum 25 children, which can become 26 in the presence of a child with disabilities, providing for the activation of educational-teaching support through the assignment of specific expert. Some pre-schools may have three or six classes, usually involving the same age group, or two classes, where age groups are heterogeneous. In each single school, activities involving multiple classes may be provided as part of the educational-teaching planning.

In six-class pre-schools, there are specific moments where common activities are planned with the involvement of the teaching teams of the classes with homogeneous age groups.

## **Acclimatisation**

The quality of the environment is essential for a child's productive attendance at school; therefore, the educational teams shall define a specific project, based on the principles of gradual attendance and gradual emotional distance from parents; the project shall be presented to the parents during the Meeting of the new enrolled students.

### ***New enrolled children***

The acclimatisation in the school is organised in small groups, by ensuring continuity and gradual stay and can include the presence (in specific moments) of a parent.

The acclimatisation process of the single child (lunch and stay until 2.25 pm) is typically completed in three days.

Afternoon attendance is allowed starting from the end of the acclimatisation of the entire class, which usually ends in eight working days.

Under these general directions, different times and methods of acclimatisation may be provided, and should be agreed between school and family.

In case of new children enrolled or moved to classes with 4-5-year-old children, the acclimatisation process will be agreed between teachers and families.

During the acclimatisation phase of new children enrolled or coming from other services, **interviews** will be held between teachers and parents to exchange information on the history of the child and on the organisation of the service.

## ***Attending children***

Children already attending will stay until 2.35 pm for the first two days and will be allowed to stay until 6.30 pm from the third day.

## **Organisation of staff**

Pre-schools shall ensure the presence of a number of teachers provided for by the National Collective Labour Agreement of Local Authorities and specific educational collaborators. The staff shall be defined by the offices of the competent service of the Municipality during specific meetings with the Teaching Coordination in order to ensure the proper functioning of the organisation in meeting to the educational and teaching needs of the school.

The organisational model provides for the appointment of two teachers for classes of 3-year-old children; for classes of children aged 4 and 5, a team of three teachers shall be appointed, of which one teacher as a contact teacher for each class and a planning teacher who works in both classes. For schools with six classes, the planning teacher works in the two parallel classes with children of the same age.

Where children with disabilities are involved, the staff shall be integrated with specific professionals for educational and teaching support for school inclusion.

Supplementary temporary staff shall be guaranteed in the event of the absence of staff, taking into account the needs of the service and in compliance with the provisions of the national collective bargaining agreement and decentralised agreements.

Specific professionals for the Atelier service shall also be provided (see paragraph 8). A teacher of Catholic religion in pre-schools shall be present upon request, according to current legislation.

The management of educational support services, afternoon and summer extra-time services shall be under the responsibility of third parties, in order to pursue constant integration and interaction aimed at ensuring continuity and coherence of the service as a whole.

### **A typical day**

A typical day at pre-schools is structured as follows:

7.30 am – 8.45 am: children enter the school

9.00 am – 9.15 am: snack time - fruits

9.15 am – 11.30 am: play activities, teaching activities

11.30 am – 12.00 pm: getting children ready for lunch

12.00 am-12.30 pm: lunch time

12.30 pm – 1.00 pm: children leave the school (first exit time)

1.30 pm – 2.45 pm: children leave the school (second exit time)

2.00 pm -3.45 pm: rest/play time for children not sleeping

3.45 pm – 4.15 pm: children wake up and snack time

4.15 pm – 6.30 pm: children leave the school (third exit time) and play activities

This time schedule can be adjusted according to the specific characteristics of some school complexes

### **Nutrition**

The canteen service in municipal schools is usually guaranteed by the cooking centre of the Municipality of Forlì managed by qualified staff in charge of cooking meals every day in compliance with the guidelines provided by the National Institute of Nutrition. Products free from genetically modified organisms shall be used in the preparation of meals, prioritising those certified as organic and of high quality. Once prepared, the meal is packaged and prepared for distribution in special thermal containers. Distribution and portioning shall be ensured by qualified staff. Special diets for specific clinical needs of users and diets required by families for ethical, religious or cultural reasons shall always be guaranteed. The primary objective of the service is to guide children towards a rational, varied, adequate and balanced diet, trying to eliminate incorrect dietary choices deriving from consolidated eating habits, involving the family in the "nutritional" debate.

The nutritional project in pre-schools includes:

- breakfast (for children entering before 8.00 am);

- a snack based on fresh seasonal fruit in the early morning;

- lunch consisting of a first and second course or, as an alternative, a single dish consisting of carbohydrates and animal or vegetable proteins, a side dish of cooked and/or raw seasonal vegetables, bread and fresh seasonal fruit;
- a snack.

## **8. L'ATELIER "Come Ti di Luna"**

### **8. "Come Ti di Luna" ATELIER**

The "Come Ti di Luna" Atelier is a service provided by the Municipality of Forlì designed to characterise and qualify the training offer of municipal pre-schools, proposing educational courses where art is conceived as a fundamental educational language.

Atelier operators, i.e., teachers experienced and trained on the themes connected with art teaching and mediation of museum heritage. They offer children training programme designed to familiarise with the world through art. In the proposed teaching projects, art is conceived and used as an opportunity for children to feel, observe, grasp, know and represent reality, as well as a means of communication and expression. Thanks to the experiences offered, based on doing and feeling, children are provided with opportunities to develop a curious, questioning, and creative outlook on the world.

Each municipal pre-school is fitted with a specific space dedicated to the teaching of art carried out by atelier operators.

Projects shall always be guaranteed in pre-schools and sometimes in nurseries, by way of experiment.

The Atelier, in addition to carrying out projects directly in the municipal school services, also collaborates with the Culture and Tourism Service for the implementation of museum teaching activities intended for all pre-schools in the area, regardless of their management.

In general, the reference age target for the Atelier's proposals can go from nurseries to pre-schools; some experience can also be adjusted to the first two years of primary school.

In addition to the implementation of art teaching projects in municipal pre-schools and collaboration with museums for museum education, the Atelier provides the following services intended for nurseries and pre-schools.

#### **COUNSELLING SERVICE**

The Atelier Counselling Service allows educators and teachers to receive specialist support in the context of potential artistic programmes to be included in their courses and carried out independently.

The Counselling Service focuses on some kits (curricular training proposals) and educational programmes, designed and tested by the Atelier in municipal schools. Thanks to the Service, teachers can learn about and re-propose these programmes, even adjusting them, with the operational support of atelier operators.

#### **TEACHING KITS**

These are thematic training proposals, the result of the reshaping of some important projects tested in the past by the Atelier in pre-schools and municipal nurseries.

The kits consist of a set of sheets describing of the activities to be proposed in different types of materials, to be used for the implementation of the activities, contained in special cases (or other containers). These kits are intended for teachers and educators to facilitate/guide the re-organisation of the programmes.

Kits can be consulted and/or borrowed.

## LIBRARY

The library consists of different texts concerning art: catalogues, documentation on the artistic heritage of the city of Forlì, monographs by artists, books and magazines, texts and art teaching series, literary works for children on the themes of art and education of beauty. The library allows all pre-schools in the area, students and operators working in the sector to consult the texts and borrow them.

Finally, the Atelier performs activities centred on the teaching of art and/or on the knowledge of the artistic and cultural heritage of the city intended for parents and children, in the context of the collaboration with the Family Centre of the *Romagna Forlivese* and/or other institutional initiatives.

## 9. LA BIBLIOTECA PEDAGOGICA “DUILIO SANTARINI”

### 9. “DUILIO SANTARINI” PEDAGOGICAL LIBRARY

The “Duilio Santarini” Pedagogical Library is a service which qualifies the education services for children aged 0-6 and it is directly managed by the Teaching Coordination of the Municipality of Forlì. It is mainly intended for professionals covering different roles in the school system and in education, such as teachers, educators, educational collaborators, pedagogues, psychologists, social and health workers, students. However, the Library also represents a resource for families and citizens.

It promotes the dissemination and sharing of a culture of childhood in the region while supporting the permanent training of educational service operators, with a view to building and ensuring a competent and quality integrated training system.

It is named after the master Duilio Santarini, a key figure who contributed to the creation and development of Forlì education services in the 1970s.

The Library mainly provides educational material, in particular intended for children aged 0-6. It is open to public<sup>1</sup> and allows consulting and borrowing texts (including inter-library service), consultancy for topic-specific research and for the design and production of educational documentation, including multimedia; exhibitions, training meetings and seminars are organised on emerging issues concerning the world of education. The Library is part of the Rete Bibliotecaria di Romagna e San Marino - *Romagna and San Marino Library Network*.

A specific selection of illustrated books allows teachers and parents to draw inspiration to speak with children about difficult and delicate issues.

## 10. IGIENE, SALUTE E SICUREZZA

### 10. HYGIENE, HEALTH AND SAFETY

#### HYGIENE OF SPACES

Specifically trained staff shall ensure correct and safe hygiene of spaces.

The methods of use of the cleaning products and equipment, the cleaning procedures adopted by collaborators shall be reported in the cleaning plan of each school complex and shall comply with the provisions of the USL (Local Health Authority)<sup>2</sup>.

#### HEALTH RULES

The protection of the health of children attending nurseries and pre-schools shall be ensured by the local paediatrics department, as per provisions of the “Health and Hygiene Standards for attendance in educational communities and schools”<sup>3</sup> approved by the competent USL Company. The above document shall contain: directions for weaning at home and at nursery

<sup>1</sup> Contact: [biblioteca.santarini@comune.forli.fc.it](mailto:biblioteca.santarini@comune.forli.fc.it)

<sup>2</sup> Annex 7 of “*Health and Hygiene Standards for attendance in educational communities and schools*”

<sup>3</sup> Available for download at [www.comune.forli.fc.it](http://www.comune.forli.fc.it) , childhood education section

and the set of procedures for the management of special diets, the use of breast milk in education services, the administration of medicines at nursery and school and use of re-usable baby diapers in early childhood education services.

## SAFETY

In nurseries and pre-schools, an adequate space (indoor-outdoor)/children ratio shall be guaranteed in compliance with current, regional and state regulations.

The municipal technical services, insofar as they are competent, shall guarantee the ordinary and extraordinary maintenance of the buildings hosting nurseries and pre-schools, management and safety of the indoor and outdoor green spaces, including furnishings and games.

Particular attention shall be paid to compliance with the legislation on health and safety in the workplace (Legislative Decree 81/08): in each nursery/school the teaching and assistant staff shall be trained in Firefighting and First Aid and at least one coordinator shall be appointed for each school complex to coordinate all the actions provided for by the Emergency Plan. Evacuation tests shall be performed several times during the school year, in compliance with the law; at the same time, other types of emergencies shall be simulated several times, in compliance with the directions of the Civil Protection.

## 11. OCCASIONI E ORGANISMI DELLA PARTECIPAZIONE

### 11. OPPORTUNITIES FOR PARTICIPATION AND BODIES INVOLVED

#### Opportunities for participation and bodies involved

Active participation by families in the life of school services represents a right and a remarkable opportunity, which allows strengthening involvement and collaboration, while structuring meeting and communication opportunities as well as enhancing common responsibility.

The promotion of family participation is enshrined in the sharing of the teaching project, in the attention to proper information, in the organisation of formal and informal meetings. Family participations aims at building an educational cooperation and coherent and shared planning, to ensure educational continuity to the children's experience.

Planning and organising different meetings with families is useful to promote the different degrees of participation, in order to gradually build an integrated educational context of collaborative family services, where the educational project of nurseries and pre-schools intertwines with the educational project of the family.

The open day is the first opportunity to start building participation. Here, staff and families start interacting, sharing the teaching and organisational references, and visiting the locations.

The acclimatisation process is a fundamental preliminary moment of the 0-6 services. This represents the beginning of learning and sharing process that takes time. The quality of the environment is crucial for a productive attendance of the children and for the construction of an educational cooperation between operators and families. Therefore, the educational teams shall define a specific project agreed with parents during the meetings of new enrolled students.

During the acclimatisation process, educators/teachers and parents shall periodically meet to exchange information on the child's history and on the organisation of nursery and pre-school life. During the educational-school year, other one-to-one meetings shall be held to discuss aspects related to the growth path of children. Both educators/teachers and parents may convene meetings, when particular needs arise.

Meetings are an additional opportunity for participation. At the beginning of each educational-school year, the general meeting shall be organised to introduce the operators, the organisation of the service and the specific training offer to the families. Class meetings shall be scheduled during the year to share planning guidelines and educational and teaching programmes with families and promote dialogue between parents and educators/teachers.

The participation of families in the life of the services shall be guaranteed by specific representative bodies: the Management Committee and the Board. The parents who are members of the Management Committee and the representatives of the parents in the Commissions of the Board<sup>4</sup> shall be elected during the general meeting held at the beginning of the year.

The Municipality shall accept other forms of participation, such as Parents' Associations, aimed at promoting, collaborating with and supporting the life of nurseries and pre-schools, enhancing it and developing a profitable bond with the territory.

#### **MUNICIPAL REGULATION OF EDUCATION AND SCHOOL SERVICES FOR CHILDREN AGED 0-6**

*Annex B) of Council Resolution no. 31 of 15 May 2018*

### **FIRST SECTION – MUNICIPAL CHILD-CARE SERVICES**

#### **TITLE III – Family Participation**

##### **Art. 11**

###### **Collective bodies**

Parents may participate through the following representative bodies:

- General Meeting
- Class Meeting
- Management committee
- Board

##### **Art. 12 General Meeting**

The General Meeting shall involve all parents and nursery or school operators. The reference Teaching Coordinator may also join the Meeting.

The ordinary General Meeting shall be convened at the beginning of each educational/school year by the education staff to introduce the operators, the organisation of the service and the specific training offer.

The General Meeting held the beginning of the year represents the moment where parents are appointed as members of the Management Committee (Chairman, Deputy-Chairman, Treasurer, Deputy-Treasurer and at least two representatives for each class) and as representatives of the parents in the Board Commissions (economic, canteen and teaching commissions).

The General Meeting may be convened, on an extraordinary basis, upon initiative of the education staff or the Management Committee.

Outside the General Meeting, groups of parents may, upon justified request, meet inside the nursery/school; the authorisation shall be granted by the competent municipal manager, after evaluating the purpose of the meeting.

##### **Art. 13 Class Meeting**

The Class Meeting involves the staff employed in specific classes and the parents of the children.

This Meeting shall typically be convened by the team of educators/teachers, at least twice a year, to present, discuss and verify the planning and implementation of educational and teaching activities.

The team of educators/teachers shall provide parents with information and documentation tools suitable for facilitating the understanding of educational programmes and active participation, both through questions and through proactive contributions from the parents.

The Class Meeting shall be conceived as an opportunity for sharing the educational project and ideas between parents and educators/teachers.

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<sup>4</sup> Please see the box for more details on the collective bodies.

#### **Art. 14 Management Committee**

The Management Committee involves the parents appointed in the General Meeting at the beginning of the year (Chairman, Deputy-Chairman, Treasurer, Deputy-treasurer, class representatives, representatives of parents in the Board Commissions), the education staff/teachers and collaborators and the reference teaching coordinator.

All the aforementioned members shall have the right to vote.

The Management Committee shall ensure operational consistency to family participation. Therefore, all parents may join it, without the right to vote.

The Management Committee shall remain in office for one year and shall ordinarily meet at least three times. The meetings shall be convened by the Chairman, or upon request of at least one third of its members.

The decisions made by the Committee shall be fully and independently implemented by its members who shall be responsible for them and report to the Committee as a collective body.

The Committee:

- shall analyse any operating problems, send requests, make comments on the structure and operation of the nursery or pre-school;
- shall discuss and make opinions on experimentation projects affecting the ordinary organisation of the nursery or school;
- may convene the General Meeting to discuss issues relevant to the service as a whole.

The Committee, in coordination with the Parents' Association, where existing:

- shall have a role of cultural promotion;
- shall propose and organise initiatives aimed at promoting the family participation in the life of the nursery or pre-school and, more generally, in the analysis of specific education-related problems;
- shall manage the economic resources provided by the Municipal Administration considering the educational project of the nursery/school and the teaching choices of the education working group;
- shall propose and organise initiatives aimed at promoting family participation in the life of the nursery or pre-school (parties, educational trips, library project, etc.) and, more generally, at further analysing specific education-related issues.

The Chairman, in agreement with the team, shall draft the Agenda of the Committee and verify the execution of the decisions taken. The Chairman shall ensure that information is shared between operators, parents and the Administration by adopting procedures that can ensure maximum dissemination and promote family participation.

#### **Art. 15 Board**

The Board involves the Chairmen of the Committees of the municipal pre-schools and nurseries under direct management and under concession.

The representatives of the service operators (one per each service), the teaching coordinators, the Director, the manager and the head of the reference municipal office or their delegates shall join the Board.

All the members of the Board, once appointed, shall have the right to vote. Depending on the issues to be discussed, other people may be invited to participate, without the right to vote.

The Board shall appoint, among the parents, a Chairman and a Deputy-Chairman.

The Chairman and the Deputy-Chairman shall remain in office for one year and can be re-elected for two further years.

The Chairman (or, if unavailable, Deputy-Chairman) shall convene, in agreement with the representatives of the Municipality, the Board according to a predefined timetable at the beginning of each educational/school year.

The items to be submitted to the Board shall be defined by the Chairman taking into account the proposals made by the Chairmen of the Committees and/or by the representatives of the Municipality.

The Board may be convened, for an extraordinary meeting, upon request of at least three management committees or by the municipal manager.

The Board shall typically organise its sessions through the following Commissions, which include, besides to members of the Board itself, representatives appointed by the General Meeting of each service:

- Economic Commission;
- Canteen Commission;
- Teaching Commission.

The Board may also be supported by other Commissions, specifically set up to address specific potential issues which may require the participation of parents.

The Board shall make comments and proposals on:

- organisation of services;
- criteria for access to services;
- cultural initiatives;

- nursery/pre-school and pre-school/primary school connection initiatives;
- experimentation activities;
- supplementary projects and activities.

The Board's opinion shall be required for the reorganisation of services.

## **12. ACCESSO AI SERVIZI E CONTRIBUZIONE**

### **12. ACCESS TO SERVICES AND FEES**

#### **ACCESS TO NURSERIES**

Nurseries may be accessed upon application for enrolment. Procedures and deadlines for submitting applications (approximately between March-April) shall be defined annually and published on the institutional website of the Municipality of Forlì [www.comune.forli.fc.it](http://www.comune.forli.fc.it) in the Nursery section.

Applications shall be selected based on the criteria approved by the municipal administration and publicly disclosed.

Accepting a place in the nursery involves the payment of a non-refundable fee, the amount of which shall be defined annually as well as the fees.

Users shall contribute to the partial coverage of the costs borne by the Municipality with a monthly fee which provides for a differentiated amount based on the type of service used:

- a) short time (exit time 12.30 pm / 1.00 pm);
- b) standard time (exit time 3.30 pm / 4.00 pm);
- c) full time (exit time after 4.00 pm)

The monthly fee shall be calculated based on a gradual contribution from users according to principles of equity and solidarity, in relation to the actual socio-economic conditions of the families.

During the nursery cycle, the enrolment shall automatically be confirmed after the first year.

Users may withdraw from the service by written notice, at any time of the year, according to the procedures set out in the Fee Regulations approved by Municipal Board Resolution. no. 31 of 15 May 2018 and subsequent amendments and additions.

In the case of extended and unjustified absences and/or recurrent breach of the operating rules of the services, the right to attendance shall be revoked.

#### **ACCESS TO PRE-SCHOOLS**

Pre-schools may be accessed upon application for enrolment. Procedures and deadlines for submitting applications (approximately between January-February) shall be defined annually by a specific Ministerial Circular letter and published on the institutional website of the Municipality of Forlì [www.comune.forli.fc.it](http://www.comune.forli.fc.it) in the Pre-school section.

Applications shall be selected based on criteria approved by the municipal administration and publicly disclosed.

Accepting a place at the School entails the payment of a monthly fee by the users, consisting of:

- a) fee for the school catering service (fixed service fee + meal fee for the number of meals actually consumed);
- b) fixed monthly fee;
- c) fixed fee for the afternoon service, if required (calculated in relation to the type of service: two afternoons a week or more than two afternoons a week).

The monthly tuition fee shall be calculated based on a gradual contribution from users according to principles of equity and solidarity, in relation to the actual socio-economic conditions of the families.

During the school, the enrolment shall automatically be confirmed after the first year. Users may withdraw from the service by written notice, at any time of the year, according to the procedures set out in the Fee Regulations approved by Municipal Board Resolution. no. 31 of 15 May 2018 and subsequent amendments and additions. In the case of extended and unjustified absences and/or recurrent breach of the operating rules of the services, the right to attendance shall be revoked.

#### FEES

Fee concessions shall be granted by considering economic and social criteria determined on the basis of the ISEE Declaration (*Equivalent financial situation index*) governed by Decree of the President of the Council of Ministers 159/2013 and subsequent amendments and additions. The customised fee calculated on the basis of the ISEE value (the maximum ceiling of which shall be calculated annually by the Regional Council) shall remain valid for the whole school year.

Fee concessions are not mandatory. Therefore, users who failing to request the ISEE declaration or exceeding the maximum ceiling established or who not authorising the competent office to check their financial situation, shall pay the maximum fee provided for the type of service requested.

The competent offices shall annually provide the most detailed information on how to register and apply the fees.

For all information regarding access, registration/waiver procedures, fees and regulations in force, please refer to the website of the Municipality of Forlì [www.forli.fc.it](http://www.forli.fc.it) which is periodically updated.

#### **13. INFORMAZIONI, RIFERIMENTI E CONTATTI**

#### **13. INFORMATION, REFERENCES AND CONTACTS**

- INFORMATION AND ADMINISTRATIVE PRACTICES RELATING TO EDUCATION AND SCHOOL SERVICES (enrolments, admissions, confirmations, tuition fees, transfers, waivers, prices, Regulations, etc)**

Single Contact Point for Education and School Services Via C. Sforza, 16 (Ground floor)

Tel. 0543/712340/712325/712116/712425 - E-mail [info.scuolainfanzia@comune.forli.fc.it](mailto:info.scuolainfanzia@comune.forli.fc.it)

**(enrolments, admissions, confirmations, transfers, waivers, Regulations, etc)**

Tel. 0543/712115/712388 - E-mail [sistematariffario@comune.forli.fc.it](mailto:sistematariffario@comune.forli.fc.it)

**(tuition fees, prices, confirmations, bank charges, payment certificates, online payments, etc)**

- **INFORMATION ON THE ORGANISATION OF NURSERIES/SCHOOLS** (staff assignment, ranking management for teaching assignments and temporary teaching assignments, relations with cooperatives for afternoon and summer extension service in nurseries and schools and support service in pre-schools, relations with municipal support - public construction, prevention and protection, logistics, environment, public green services, etc.)

Child-care Department Via C. Sforza, 16 (mezzanine floor)

Tel. 0543/712380/712381/712385/712803 - E-mail [ufficiosupplenze@comune.forli.fc.it](mailto:ufficiosupplenze@comune.forli.fc.it)