

## Deledda International School Handbook 2020/2021 - English Version

This version has been translated into English from the official document found on our website [www.genoaschool.eu](http://www.genoaschool.eu). For all legal purposes, the Italian version is the official reference. Please also refer to our policies that can be found on our website.

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#### THE SCHOOL

Deledda International School (DIS) was created by the Genoa City Council in 1999 and later established by Ignazio Venzano in 2000. The Genoa Municipality acknowledged the school as an in-house institution in 2000.

In July 2001, IBO (International Baccalaureate Organization) authorized Deledda International School to offer a two-year Diploma Programme; the first candidates took their graduation exams in May 2003.

By 2004, DIS had grown to become a four-year high school, offering students a four-year international curriculum taught in English. In 2006, DIS became an IB MYP (Middle Years Programme) school, offering MYP4 and MYP5 (the last two years) classes of the IB Middle Years Programme. In September 2009, Deledda International School inaugurated its bilingual middle school, with one MYP1 class.

Since January 2011, DIS has been managed by Fondazione Urban Lab Genoa International School (FULGIS), which also manages Liceo Linguistico Grazia Deledda and Istituto Duchessa di Galliera.

In September 2012, DIS strengthened its relationship with the International Baccalaureate Middle Years Programme, structured for students from 11 to 16 years of age, through the MYP certification procedure.

Evolution and improvement are in the very fiber of DIS, a school that is careful about finding and implementing new, effective tools and strategies in the field of education. In 2013, a new “language policy” was introduced in first classes, which correspond to the Italian middle school; this policy complies with MYP indications, and, starting from each student’s mother tongue, leads all students to using English as the only teaching language from class 9 (MYP4) onwards, which corresponds to the first year of the Italian high school.

In 2014, DIS was officially approved as an MYP school after verification by IBO.

In 2016, the school started bilingual elementary school classes, where IB methodology is employed to carry out the syllabus indicated by the Italian Ministry of Education, integrating it with activities in English.

YEAR	Language of Instruction	YEAR	Language of Instruction
Year 1,2	Italian	MYP1,2,3	English + Italian
Year 3,4	Italian	MYP4,5	English
Year 5	Italian + English	DP1,2	English

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### MISSION

As indicated by the school's record and name, DIS is not a school sponsored by foreign – English or American – citizens, but it is sponsored by the Genoa Municipality to grant an international secondary school title that is legally valid in Italy. DIS was and still is the only possibility on the part of an Italian public institution and of Italian citizens to participate in the network of international schools. We are convinced that internationality should be experienced alongside one's Italian identity, with an appropriate background of cultural and linguistic knowledge.

*“Deledda International School provides international education that fosters academic growth within a caring community for students. The School promotes the appreciation of the diversity of people and cultures, provides an environment conducive for learning and teaching, and offers a rigorously international curriculum that is blended with the national Italian curriculum.”*

The pedagogical plan followed at DIS aims at training internationally-minded students who will be able to pursue their studies abroad or even in Italy, setting before them a vast array of choices for future education.

Starting in MYP1 (first year of middle school), DIS helps well-motivated students, whether from Italy or from other countries, even with a very basic level of English at first, to develop knowledge and skills that will enable them to attain the necessary qualifications for pursuing further studies. This is true both for MYP4 classes, where English is the only language for communication, and for the IB Diploma Programmes, as well as, subsequently, at university.

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### GOALS:

- To inspire and motivate students to become life-long learners and to achieve their individual potential in all areas: intellectual, ethical, emotional, creative and physical.
- To co-exist respectfully in a multi-cultural environment that supports all students to acquire the knowledge, skills and values to be self-sufficient individuals in our global society.
- To maintain a highly-qualified staff of committed teachers who are encouraged to be innovative and responsive to our student body with all their various needs and requirements.
- To promote an ordered and structured code of conduct in which self-discipline is encouraged and integrity is paramount.
- To foster compassion and develop an active social conscience within the student body through an awareness of and participation in social and environmental programmes.
- To prepare students for entry to institutions of tertiary level education both locally and around the world.
- To facilitate the ongoing and integrated use of information technology.

### RESULTS

Results of qualification exams to enter the first year of the middle school	At the end of the primary school course, all students take a qualification exam to enter middle school. Ever since our primary school
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	was established, 100% of our students have passed this exam.
Results of DIS final exam compared with the worldwide average	<p>In the last three years, 97% of DIS students passed the IB exam, while the worldwide average is about 78%. The average final grade was 30.8 out of 45, in line with the worldwide average.</p> <p>In 2019/2020, 100% of students passed the IB exam, with an average grade of 34/45, the worldwide average being 29.9/45; also, in the same school year, excellent results were achieved, with grades of 43/45, well above the worldwide average.</p>
Language certifications achieved at DIS	<p>Many DIS students choose to take the Cambridge Exams. Many of them achieve a level that is comparable to the following certifications:</p> <p>KET at the end of MYP1  PET at the end of MYP2  FCE at the end of MYP3  CAE at the end of MYP5</p> <p>at the end of MYP%, students can take: DELE B1 (Spanish), DELF B1 (French, in some classes also B2), Goethe B2 (German), HSK (Chinese)</p>
Exam at the end of the third year of the Italian middle school at DIS	<p><b>Third-year Italian middle school exam at DIS</b> – Our students take their third-year middle school exam at Italian public schools. In the last 5 years, 100% of our students passed the exam; 65% of our students got a 9 or 10 final grade, with an average grade of 8.75.</p>
Access to universities worldwide	<p><b>Access to universities worldwide</b> – Our students successfully enrol in many important universities worldwide, <b>such as:</b></p> <p><b>USA:</b> UNC-Chapel Hill, New York University, American University, George Washington University, Wake Forest, Miami International, etc.</p> <p><b>United Kingdom:</b> Canterbury, Aberdeen, Kent, Oxford Brookes, Anglia Ruskin, University of Edinburgh, University of St. Andrews, Kings College, Imperial College London, Warwick, Glasgow University, LSE, Exeter</p> <p><b>Italia:</b> Bocconi, La Sapienza, NABA, San Raffaele, Pavia, UNIGE, Cattolica, various Medical Schools</p>

	<b>Switzerland:</b> Les Roches <b>Spain:</b> Les Roches Marbella, St. Louis University Madrid, University of Madrid <b>France:</b> HEC Paris
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### **TEACHERS**

DIS teachers are employed by FULGIS, the institution that manages the school, through a public selection that follows the principles of transparency, publicity and impartiality under Art. 5 of D.P.R. 165/2001. The teachers' contract is based on private-law regulations; the contract applied is the same as is applied in the Italian state school, with the necessary institution-specific adjustments.

Teacher selections are arranged through a call published every year in March/April; those eligible to respond are Italian citizens, or even foreign citizens, provided that they have the necessary qualifications for teaching in their respective countries.

Teachers of non-linguistic subjects need to have achieved a C1 level of language knowledge. Foreign teachers are mother tongue or bilingual speakers. At any rate, all non-Italians must be able to communicate effectively in Italian, also in writing.

Right from the beginning, our teachers are supplied with guidelines and are required to follow a professional training plan, as demanded by IBO, to be always updated on the programme to develop and on the latest teaching techniques.

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### **ADMISSION TO DELEDDA INTERNATIONAL SCHOOL**

**The complete Guidelines for application are publicly available in a specific section on [www.genoaschool.eu](http://www.genoaschool.eu)**

DIS rejects any discrimination based on one's ethnic group, political and/or religious convictions, gender and sexual orientation, and nationality.

DIS accepts and appreciates differences as an integral part of its character as an International School.

The number of new classes to be formed every year will be determined based on the number of students admitted. Every class will normally comprise no less than 17 students. The following rules are valid for new enrolments in DIS. Rules that apply to the passage from one class to the other are mentioned further on in this document.

#### **Rules for admission to the primary school**

Families may apply for pre-enrolment in all years of the primary school through our website. Applications for admission will be evaluated depending on the day and time of submission, on a first come-first served basis, depending on availability. Normally, enrolment contracts for the following year are sent around May. Any pre-enrolments exceeding availability will be left pending

on a ranking list, and these applications will be retrieved in case somebody who has the right to enrol eventually renounces enrolling.

### **Rules for admission to MYP1, corresponding to the first year of the Italian middle school**

After applying for pre-enrolment within the due deadline, students are required to take a selection test. The exam aims at testing the candidate's skills in Italian, Maths and English; also, it gives the opportunity to observe the candidate's behaviour; at times, the previous school career will be taken into account as well.

Grading is carried out by a committee made up of teachers from the school.

We use KET exams as a tool for assessment, but the results are analyzed case by case.

### **Rules for admission to MYP4, corresponding to the first year of the Italian high school**

1 Selection for admission comprises an Italian test and a Maths test (Italian and Maths tests are structured according to the Invalsi tests in the third year of the Italian middle school);

2 the English test is replaced by a certification equivalent to the First Certificate in English (FCE), which the family will have to send the school by the enrolment deadline;

3 in any case, written tests will be followed by an oral interview that could be a factor for precedence, depending on the school's judgment. The interview will be in Italian and in English.

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### **Admission to other classes: MYP 2, 3, 5 – DP1**

Admission to other classes is evaluated case by case, but the required level of English must reflect our internal standards. Further information is available on the website. No admission to DP2 is possible.

### **Deadlines for pre-enrolments and selection dates for all classes**

Applications for selections will normally be accepted by February 28. Enrolment applications sent after such a date will be considered based on any places still available by that time, and, at any rate, after evaluating the candidates' previous study career. Selections will take place on the days following such a date.

No repeating students from other schools can be admitted. By "repeating students" we mean anyone who repeated even just one of the school years preceding the one for which the application would be submitted.

Further information can be requested at the Office, at the following times:

Monday and Tuesday from 10:30 to 11:30 am and from 1:30 to 2:30 pm;

Wednesday, Thursday and Friday from 1:30 pm to 2:30 pm.

The complete text of the general admission guidelines, with rules concerning the enrolment contract, tuition and attendance, is available on [www.genoaschool.eu](http://www.genoaschool.eu) under *Admissions*.

## **LEARNING DISORDERS**

DIS activated a department, comprising one teacher, one school employee, and the school's psychologist, to take care of students with special needs.

Students with learning disorders who, with their application, submitted a specific certification issued by a recognized institution may request that the school arrange a Personalized Didactic Plan.

All necessary procedures to support students with special needs are listed and explained in the specific document called “Inclusion and Access Policy”, published on the school’s website.

Families of students with special educational needs should remember that most assessment tests and internal exams will be in the written form, and not even a partial replacement of these tests with oral exams is provided for, except for special cases. Further, some of the compensative and dispensative measures set out by the Italian law (L. 170/2010) and recommended by those who diagnose a learning disorder cannot always be put into practice during final Diploma examinations.

**Please see the document named “Inclusion and Access Policy”, available on  
<https://genoaschool.eu/doc-policies/>**

### **Support teachers**

Please remember that it is not possible to provide support teachers for students with special needs during the lessons. If, after analyzing the submitted documents and an interview with the family and the Class Council, the presence of a support teacher – even just for part of the school time – is deemed necessary, the family will be totally charged with expenses related to such a figure.

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### **SCHOOL POLICIES**

#### **SCHOOL REPORT CARDS**

School report cards are given to parents twice a year, in February and at the end of the school year. Grades result from an assessment of the students’ progress and achievements, and take into account the students’ past record and skills. Students’ grades become part of their curriculums.

#### **ASSESSED WORK**

As regards assessed tasks, the school’s policy is that they be carried out only in class, so that the teacher is fully aware of the students’ skills without their receiving external help.

From Primary Year 1 to MYP3, students are **not** permitted to take home their work, but, if they wish, they may make photocopies. Teachers are not obliged to make photocopies for students, unless they expressly ask parents to put their signature on a copy of the test; in that case, the teacher will prepare a copy for each student.

When they enter MYP4 and 5, students will begin to be sensitized to their responsibilities by being allowed to take home their class tests, have them signed by their parents, and bring them back intact to school. Failure to hand back the copy for an excessive period of time or the loss of it may lead to disciplinary actions against the student.

DP students are allowed to take their tests home and, if they wish, also to keep them, since our assessment does not directly affect the final grade of their diploma, except for the internal assessment, for which there is a specific procedure.

## LANGUAGE CERTIFICATIONS

During school years, no external assessment of the English language arranged by the school is provided for; therefore, any decision regarding language certification exams depends on the families.

## STUDENTS' PERSONAL INFORMATION

A folder containing important information on each student enrolled in the school will be kept at the DIS office. Collected information will be kept until the conclusion of the students' course of studies and will only be accessible to personnel authorized by school. Recorded information comprises the following typologies: a) general and family-related information; b) medical information; c) documentation and data from the former school; d) grades; e) absences and delays; f) any information that concerns the student.

## RELOCATION TO ANOTHER SCHOOL

All information will be made available to the students' parents/guardians upon request. Transcriptions, test results and suitable information will be forwarded to the other school if requested.

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### PRIMARY SCHOOL OVERVIEW

Our Primary School was established to familiarize our students with IB methodology, which is applied in the rest of our school courses. It combines the syllabus of the Italian school system and an enhanced learning of the English language, necessary to continue one's studies at DIS.

Our teaching approach is based on a transdisciplinary curriculum that places students at the core of the learning process, enabling them to carry out proactive learning and to develop a passion for the study of the different subjects. Activities are developed through cooperative learning and take into account each student's competences and areas of interest.

SUBJECT	Year I and Year II	Year III and Year IV	Year V
Main subjects	18		
Italian		6	6
Mathematics		6	7
English	6	6	6
Social Studies		4	3
Science, ICT, coding		2	3
Social, Physical and Civic education	3	3	3

Performing and Visual Arts	3	3	3
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## Our principles

- To live side by side respectfully in a multicultural environment that helps all students to acquire knowledge, abilities, and values so that they become independent individuals within society.
  - To keep a staff of highly-qualified and enthusiastic teachers, who promote innovative teaching that is also attentive to students' needs.
  - To foster mutual respect and shared values among pupils and encourage them to assume responsibility for their own actions.
  - To encourage empathy and develop social conscience among students through awareness and participation in social and environmental initiatives.
  - To promote cooperation among students and inspire ideas and actions aiming to take care of the community and of the world at large.
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### MYP OVERVIEW

MYP is structured for students aged 11 to 16. It provides a learning frame that stimulates students to become creative, critical and reflective thinkers. It enhances the intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It furthers the development of communicative, intercultural-comprehension and global-involvement skills, which qualities are essential to life in the 21<sup>st</sup> century (re-elaborated from [www.ibo.org](http://www.ibo.org)). MYP is so flexible as to meet the requirements of most local or national curriculums. It is based on the knowledge, skills and attitude developed throughout the primary school, and it prepares students to face the academic challenges of DP (last two years before the Diploma).

### The IB Middle Years Programme

1. aims to promote the students' intellectual, social, emotional, and psychophysical well-being.
2. enables students to understand and cope with our world's complexities, and **provides them with** the skills and the competences they need to be actors of their own future.
3. ensures a vast and deep breath of knowledge and comprehension through the study of eight teaching areas.
4. requires the study of at least two languages, besides one's mother tongue, to support students in understanding their own culture and the cultures of others.
5. gives the students the possibility of undertaking a personal project in a specific area of interest.

*These five goals contribute to developing competences called ATL (Approaches To Learning), key elements in IBO-sponsored paedagogy*

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### **ATL (Approaches to Learning)**

ATL skills are present in all IB programmes.

They are cross-curricular abilities aiming to stimulate students to practice metacognition, namely, a reflection on the learning process that enables them to learn both independently and with others, throughout their life.

All teachers are responsible for including and expressly teaching ATL skills.

In planning didactic units, teachers aim to include some specific learning skills with the goal of helping students develop competences that are beneficial throughout their study career and help them “learn how to learn”.

IBO subdivided learning skills into five categories, which, in turn, are further subdivided and specified. The five ATL skills are: Communication, Social, Self-Management, Research, Thinking.

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### **THE MYP CURRICULUM**

**IB MYP consists of subjects pertaining to different didactic areas, which provide global learning contexts.**

During the first three years of MYP training, the curriculum is arranged so that programmes enable students to achieve the necessary learning goals to take the exam of the third year of the Italian middle school.

Specifically, subjects for MYP1 to MYP3 in the present school year are:

SUBJECT	MYP1 (first year of middle school)	MYP2 (second year of middle school)	MYP3 (third year of middle school)
English	5	4	4
Pathways (non MYP)	2	2	2
Italian	5	5	6
Language B	3	4	3
Mathematics	5	5	5
Humanities (His+Geo)	4	4	4
Visual Arts	2	2	2
Physical Education	2	2	2
Sciences	3	3	3
Design Technology	2	2	2
Music	2	2	2
TOTAL LESSONS PER WEEK:	35	35	35

- Weekly timetable: Monday to Friday, 8:00 am to 3:20 pm
- Mandatory use of the canteen (6 euros per meal), provided by an external service
- Curricular robotics for one hour every week, during Design Technology classes, in MYP1 and MYP2
- English and Maths remedial courses in the afternoon
- A differentiation of sections is provided for depending on the level of English, if needed

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### FIRST TWO YEARS OF THE HIGH SCHOOL

SUBJECTS	MYP4 (first year of high school)	MYP5 (second year of high school)
English	6	6
Italian	4	4
Language B	4	4
Mathematics	4	4
Humanities	3	3
Arts & Design	3	3
Physical Education	2	2
Biology	2	2
Physics	2	2
Chemistry	2	2
TOTAL LESSONS PER WEEK:	32	32

- Weekly timetable: Monday to Friday, 8:00 am to 1:40 pm + one afternoon from 2:30 pm to 5:00 pm
- Choice of the Maths course (either Standard or Extended)
- Externally-assessed personal project
- Model United Nations Club
- School newspaper

\*Language B: One foreign language to be chosen from among: French, Spanish, German, Mandarin, Italian B.

Every year, the only subjects included in the school's tuition will be English, Italian, French, Spanish, German, and Mandarin. To make classes more uniform, the language could be decided by the school based on internal needs.

For this aspect, see the clauses in the contract.

For students who are not Italian mother-tongue speakers, Italian can be taught as Language B instead of as Language A; for students whose mother tongue is neither Italian nor English, it is possible to have one's mother tongue as Language A, although this is an added cost for the family. In addition, toward the end of MYP4 and in MYP5 students will develop their own "Personal project", a project to be carried out individually to show the development of their skills and knowledge. This is considered a curricular subject.

In all MYP classes, students will handle an interdisciplinary unit where two subjects from different areas are put together to achieve interdisciplinary goals. As to the assessment, the interdisciplinary unit is considered as a curricular subject.

## **USE OF ENGLISH IN MYP CLASSES**

In MYP1 and MYP2, use of English in teaching non-linguistic subjects is progressive and tends to become more extensive, consistently with the class's general comprehension skills and based on the teacher's perception.

In MYP3, since students need to prepare to take the exam of the third year of the Italian middle school, the use of Italian in teaching non-linguistic subjects is partly increased, above all for subjects that are tested orally.

Starting in MYP4, the teaching language for non-linguistic subjects is English.

Pathways is a course of study which runs parallel to, and is complementary to, MYP programme. What it adds, however, is a more concrete approach to English in terms of levels of achievement. By using CEFR steps, students and their families can measure progress in a slightly more transparent way, seeing exactly what level a student is at and what needs to be done to progress. It also enables students outside of the school to align their own abilities to our standards in preparation for a possible entrance to DIS that year, or further ahead.

**The complete Language Policy is available on the school's website:**

**<https://genoaschool.eu/doc-policies/>**

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### **ASSESSMENT IN MYP**

MYP teachers meet twice a year to carry out standardization, that is, they meet in departments to discuss, exchange ideas and make sure that marking standards meet the rubric-based criteria of the MYP assessment system.

For MYP subjects, assessment is based on the awarding, for every subject, of marks that refer to assessment criteria, specifically, 4 criteria for every subject. Such criteria are stated and published by IBO every year, along with the marking bands used for the assessment. For the current school year, criteria are summarized in tables published on our website. Each criterion provides for the awarding of a mark in a scale from 0 to 8.

There are two types of assessment tests, **formative** and **summative**. Formative assessment gives the teacher and the students elements to discern the current level of comprehension and learning; they can be written or oral tests, or quizzes, or questions the teacher asks the class, or research projects carried out either individually or as a group, or homework checks and other methods commonly used at International schools. For this type of tests, the teacher may use an assessment strategy that is not necessarily based on IB criteria: it may be a grade on a scale different from the abovementioned one; it can be a percentage (78%, for instance) or a written comment (for example: "exhaustive and complete answer"). The teacher will keep track of these formative results on his/her personal record.

**Summative** assessment is done at the end of each unit of work; such tests are mainly written or oral, or individual or group projects, and include all the parts of the work unit. The goal is to check each student's achievement of the specific learning objectives. For such tests, the teacher may decide to use one or more assessment criteria out of the four that are specific for that subject. In assessing the test, the teacher awards a grade for each assessed criterion, based on a predetermined assessment rubric.

**In summative assessments, only whole grades can be awarded** (therefore, there are no such grades as 6½, 7+, 8/9, and the like). To make the students aware of how the test will be assessed, the teacher informs them about the criteria that will be used well before the test takes place; they are presented with an assessment rubric indicating equivalences between the grades and the descriptors of the achieved learning level. This rubric may be test-specific, thus containing only the specific descriptors for the applied criteria, or it may be a general rubric created by the specific subject department, based on MYP guidelines. Assessment rubrics are publicly available to students and families on ManageBac. **For each subject, each criterion must be reevaluated at least twice a year.** Criteria of the interdisciplinary unit are reevaluated just once.

Concerning *Pathways*, in MYP1 teachers concentrate on 'comprehension' ensuring that the students are able to understand the lessons which will be in English in the following years. The comprehension tasks tested are reading and listening at CEFR level A2, the students need to obtain 65% in both reading and listening to move into MYP2. In MYP2 the students also need to be able to produce the language and are therefore tested on reading, writing and listening. They need to obtain 60% at CEFR level B1 by the end of MYP2 in all three sections in order to move into MYP3. Students in MYP3 need to be at, or above, CEFR level B2 by the end of the scholastic year. They are tested on: reading, writing, use of English, listening and speaking and need to obtain 60% in each section of the exam to move into MYP4. Summative testing will usually be carried out in December, February and the final weeks of May for MYP1,2 and 3. This allows the student the opportunity to see what their level is, and which areas they need to focus on during the year. Once students reach the required percentage in every component, they pass the level for that year.

Finally, report cards at the end of the first term (in February) and at the end of the school year show, for each subject, one grade on a scale from 1 to 7. This grade is decided based on the student's results in summative tests during the year, also taking into account the student's global progress, the results in formative tests, and the student's individual situation. Grades of assessed criteria are added together. The final grade (from 1 to 7) results from comparing this total with the "grade boundaries" found in IBO guidelines for each subject and clearly indicated on both the school's report cards and ManageBac. This final grade reflects the description of the student's level of achievement according to the following IB rubric (OLA = Overall Level of Achievement), which features a general description of the level of each final grade. (*See chart on page 17*)

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### **ADMISSION TO MYP1 FOR DIS PRIMARY SCHOOL STUDENTS**

Fifth-grade students of our primary school are not required to take an entry test or an exam to enter MYP1 (first year of the middle school) in our school. They are required to take the qualification exam for the first year of the Italian middle school at a public or state-recognized school as external candidates. To be admitted to MYP, they will need to finish the fifth grade of

our primary school at DIS with a positive grade in English, Italian, Maths, and a positive evaluation needs to have been given of their behaviour.

At any rate, the class council has the right to provide for exceptions to this rule based on a reflection on the student's global situation.

### **PASSING TO THE FOLLOWING CLASSES OR BEING FAILED IN MYP: GUIDELINES**

All requirements below are to be met, either in June (end-of-year grading) or in September (resit exams), so that the student can enter the next class of MYP.

*In the following descriptions, "insufficient" means a final grade equal to or lower than 3 out of 7 or, in case of English Pathways in MYP1 lower than 65% and in case of English Pathways in MYP2-3 lower than 60%.*

1. The students are admitted to **the next year level** in June **if**:

- they have no insufficient grades, or
- they have one insufficient grade and this one is not the English grade or English Pathways in MYP1-2-3; if the only insufficient grade is English, or English Pathways in MYP1-2-3, the students will sit an exam in that subject in September and will be admitted to the next school year if the resulting grade is at least 4 for English or at least 65% for MYP1 Pathways, or 60% for MYP2-3 Pathways, otherwise they will repeat the school year.

2. The students are **not admitted to the next year level** in June if they have 2 or 3 insufficient grades.

In that case, they will sit the exams in the insufficient subjects and **will pass on** to the next year **if**:

- all subjects are sufficient or
- solely one subject is still insufficient (except for English, and English Pathways in MYP1-2-3 based on point 1).

**Otherwise, the students will repeat the school year.**

3. The students are **failed** in June, and so they have to repeat the year, **if**:

- they have 4 or more insufficient grades, or
- their percentage of absences is higher than or equal to 10%\*, or
- they are involved, not as an offended party, in one or more bad actions. In such cases, the collective body having the power to decide whether to fail them is the Class Council (which may even opt for immediate expulsion in very serious cases).

**\*ABSENCES:** The total number of absences should not be above 10% of the total number of actual lessons. If students exceed this limit, the Class Council may decide for them to repeat the school year. Exceptions are provided for only in very serious cases, for which cases the family will provide the school with detailed documentation.

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### **ABSENCES AT MYP SUMMATIVE TESTS AND DP TESTS**

MYP and DP students who do not take the tests because they are absent will have the possibility – after giving advance notice – of resitting the tests on Wednesdays at about 3:30 pm.

In this case, at the teacher's discretion, the remedial test may be more difficult than the original test. During remedial tests, oversight of remedial tests is carried out by teachers.

## BEHAVIOUR

**DIS policy is not to indicate in the report card any grade pertaining to the students' behaviour,** but, rather, a comment on the students' conduct.

Elements or aspects contributing to an assessment of students' behaviour can be found in the IB Learner Profile. In case students do not maintain a good conduct, they may be punished through appropriate actions. Written reprimands concerning students' bad behaviour or when they forget materials or their homework will be posted by teachers on ManageBac, on the task named "Homework completion and class attitude" or "Behaviour", whose purpose is to keep track of such occurrences.

The School Council of May 31, 2017, approved the proposal of a "**traffic-lights**" grade, which the class council attributes by majority vote.

The meaning of colours is as follows:

**GREEN:** no problematic behaviour

**YELLOW:** there have been **negative events**, possibly of different kinds. The situation requires that a change take place, so the family is asked for clarifications and, besides a possible disciplinary action (reflection, suspension...), a "remedial" plan is arranged, too, whereby students make up for their shortcomings in order to go back to the "green light".

**RED:** the situation is very serious; students are **expelled from the school** and the family is no longer allowed to enrol them in the school.

**ACTION AREA OF THE SCHOOL:** in the context of behaviour assessment, the majority of those present vote that the school can decide, after discussing the issue at the class council, to take into account especially serious actions carried out by students **even outside the school environment**.

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### AN OVERVIEW OF THE IB DIPLOMA PROGRAMME (CLASSES 11 – 12)

#### INTERNATIONAL BACCALAUREATE MODEL

The IBO Diploma Programme is the last part of the IB course and it is amply recognized by universities worldwide. For further information, see <https://ibo.org/programmes/diploma-programme>

Deledda International School has offered the Diploma Programme (IBDP) since 2001. The programme is a rigorous study course responding to the needs of highly-motivated high school students.

In the IBDP curriculum, students choose six subjects—three Higher Level subjects and three Standard Level subjects. Courses examine a vast array of areas, so that the programme may effectively provide 'an educational framework balancing breadth and depth'.

The core of the curriculum is made up of three components that make IB different from other curriculums. Study of our subjects must necessarily be carried out alongside the fundamental elements listed below (see chart on the Italian version).

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1. Extended Essay: it is an independent piece of research. During the first year of the Diploma course, students choose a topic to investigate in an area of personal interest to them, and, with the help of their teacher-supervisor, they develop and write an essay of at least 4,000 words.

2. Theory of Knowledge: the course aims to make students 'reflect on the nature of knowledge by critically examining different ways of knowing and learning styles'. Through their Diploma Programme, students must become so proficient in English as to be able to "think" in English.

3. CAS is at the heart of every international school. Its three elements are Creativity, Action, and Service. By working individually or in groups, students must carry out at least 150 hours of CAS over the two DP years.

## **IBDP BILINGUAL DIPLOMA**

Bilingual diplomas are awarded to students who choose two subjects from Group 1, or to those who choose:

- a Language A along with another Language A or
  - a subject from Group 3 or 4 in a language other than the candidate's Language A, or
  - an Extended Essay in a subject from Group 3 or 4 to be written in a language other than the candidate's Language A.
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The school informs families that there might be extra costs. Decisions concerning subjects that require extra payments, as well as the amount to pay, are proposed by the DIS Director after consulting with FULGIS administration; at any rate, this is clearly indicated on the enrolment contract every year.

Every year, before the end of the second term, families of the next class 11 (DP1) are presented a chart with the subjects offered by the school and the related costs.

## **IBDP DIPLOMA**

In order for the final diploma to be recognized as equivalent to the Italian title, it is necessary to meet the following requirements:

### **Liceo Linguistico (Language High School):**

(Language A must be High Level)

Language A HL

Language B SL or HL

History or Business Management or Psychology SL or HL

Physics or Biology SL

Mathematical Studies or Mathematics SL

Third language SL or HL

**Liceo Scientifico (Scientific High School):**

(at least one scientific subject must be HL)

Language A SL or HL

Language B SL or HL

History or Business Management or Psychology SL or HL

Chemistry SL or HL

Physics or Biology SL or HL

**Liceo Scienze Umane (Humanities High School):**

(at least one humanities subjects must be HL)

Language A HL

Language B SL or HL

History SL or HL

Physics or Biology SL or HL

Mathematical Studies or Mathematics SL or HL

Business Management or Psychology HL

**CHOICE OF SUBJECTS FOR THE DP**

Choice of DP subjects to be taught in the school year following class 10 (MYP5) will be made through specific tests that will be held during the second term, and based on the results. Families will make their final choice based on the specific form in the contract. Thereafter, it will be possible to change the subjects and/or the level solely within the first three months of the first year of the DP (DP1); these changes are subject to the authorization on the part of the teachers involved and of the DP Coordinator. The school may authorize subsequent changes only in exceptional cases; at any rate, a penalty will have to be paid.

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**ASSESSMENT IN DP**

Various methods are employed to assess students' results in relation to the objectives of every course.

For further details, see our school's Assessment Policy on our website:  
<http://genoaschool.eu/wp-content/uploads/2018/10/Assessment-policy-1final.pdf>

**External Assessment**

Exams consist in 2 or 3 written tests for each subject covering all the topics of the two-year Diploma Programme. Tests may include: written compositions, structured problems, short-answer questions, questions that require data-based answers, open-answer questions, case-study questions, multiple-answer questions (limited use).

Further, there is a limited number of externally-assessed works, such as Extended Essays, or Theory of Knowledge, or world literature compositions. Students carry out these works over a

longer period of time and under teacher supervision; therefore, they are assessed by external examiners.

### **Internal Assessment**

The majority of tests is assessed by teachers. Tests may consist in: oral expression in foreign languages, historical inquiry in History, lab work and scientific investigation, inquiry in Mathematics.

Assessment of these tests is checked by external examiners and, usually, it contributes to forming between 20% and 30% of the final grade, depending on the subjects and the level.

### **PASSING POLICY IN THE DP**

Passing the first year of the DP in June to enter the second year does not take place automatically. It is the class council made up of all DP1 teachers that will decide whether to admit the student to the last year, in compliance with the following guidelines, which reflect the passing policy in DP.

1. Students are required to complete internally-assessed tests or an exam decided by the school at the outset of the school year. The chart showing the portion of Internal Assessment to be completed is available to students on ManageBac.
  2. For HL subjects, the final grade must be at least 12.
  3. For SL subjects, the final grade must be at least 9.
  4. There can be at most two subjects whose final grade is 2 or at most three subjects whose final grade is 3.
  5. The sum of all 6 DP subjects must be at least 24.
  6. The grade achieved in Theory of Knowledge and in the Extended Essay must not be lower than E.
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### **THE FINAL DIPLOMA**

The International Baccalaureate Diploma, recognized by the IBO, headquartered in Geneva, is also recognized by the Italian Republic as a high school diploma, being legally valid for foreign schools included in the specific list at MIUR – Ministry of Education and Research – (Law No. 738/1986). DIS was included in the list in 2003; therefore, the final title (sent out from Geneva, validated by the Italian Consulate so that it is valid in Italy and in all countries that recognize the apostille convention as an international legalization procedure for documents) is fully recognized in Italy. For the title to be valid, DIS must ensure that its school system accords with the Italian high school system as provided for by MIUR [Ministry of Education] (D.M. 164/2010). Also, students need to follow a 12-year pre-university curriculum (for Italian universities), and obviously, in all countries, enrolment in universities also depends on local limitations (numerus fixus, merit-based selections,

etc.). In English-speaking countries, all universities consider the IBO title as more valuable than the English “A Level” and the titles of American schools; also because the grade achieved in the single subjects of the final Baccalaureate exam can be automatically compared to all other similar diplomas worldwide. In fact, examinations worldwide are arranged in May in the northern hemisphere, in November in the southern hemisphere, with same-level standardized tests in all the world.

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## **EDUCATIONAL AGREEMENT BETWEEN THE SCHOOL AND THE FAMILY**

We want the School’s atmosphere to be cooperational and serene, stemming from mutual trust between parents and teachers. This responsibility agreement consists in:

### **1. The school’s commitments**

The School is committed to:

- Providing education that is cultural, intercultural, international, as well as pluralistic and tolerant, respectful toward each student’s identity;
- Offering an environment that fosters a full development of the person, guaranteeing a quality didactic service in a serene educational environment, favouring the students’ individual and collective learning process;
- Offering substantial initiatives to make up for difficult and disadvantaged situations, promoting merit and furthering excellence;
- Ensuring that communications and decisions are as transparent as possible, keeping in constant communication with the families while respecting the students’ privacy.

### **2. The students’ commitments**

The students are committed to:

- Gaining awareness of their rights and duties, by respecting the School and those who work in it;
- Respecting times scheduled by and agreed upon with the teachers for achieving the required results, committing themselves responsibly to understanding the assigned tasks;
- Accepting, respecting, and helping others, with all their peculiarities, and committing themselves to understanding the reasons for their behaviour.

### **3. The families’ commitments**

Families will be committed to:

- Valorizing the School, by working toward a positive and dialogue-oriented atmosphere, showing respect for mutually shared educational and didactic choices, besides displaying an attitude of loyal cooperation with teachers;
  - Respecting the School, by furthering punctuality and their children's regular attendance to the lessons, daily checking communications from the school and taking part in school life by sharing school rules;
  - Following their children's didactic pattern, by ensuring that they constantly apply themselves to study and other school activities, while reporting to teachers, and especially to the class coordinator, any problems that may arise.
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### **THE RELATIONSHIP BETWEEN PARENTS AND TEACHERS**

Parents who have doubts or concerns about the curriculum or other issues regarding the classes are asked to discuss the matter privately, first with the teacher involved and through a personal meeting. It is also advisable to meet the Class Coordinator or the Head of Department. If the teacher or the Class Coordinator or the Head of Department cannot solve the class's problem in a satisfactory manner, parents may take an appointment with MYP or DP coordinators.

Issues concerning the school and its administration must be discussed with the Head of School. Teachers are available one hour per week to meet parents and talk about the students' progress.

### **SITE OF THE SCHOOL AND REGISTER LOG**

All information regarding the school is published on our web site. It includes current news, the school calendar, cultural events, and all other information regarding life at DIS. Parents are invited to check the school's web site for important news and weather alerts.

Photos depicting students and teachers may be published on the website.

**By signing the enrolment contract, parents give their consent that photos taken at our events may be published on the web site and on the related social networks (Facebook, Instagram, YouTube).**

The school uses an electronic tool, called ManageBac, that can be accessed from <http://disgenoa.managebac.com> as an online register log where attendance, absences, delays are noted and where tasks are assigned, tests and oral exams are scheduled, and marks are given.

Further, ManageBac enables students and teachers to communicate, share materials, publish announcements and homework.

Parents need to use this resource, sending the school's Office the email address at which they wish to receive access credentials.

Particularly, parents are required to use ManageBac to justify absences and delays promptly, so as to facilitate the teachers' and class coordinators' work.

Also, they can become members of an online "IB Parents Association" group, through which they can come to know information and notices of various kinds concerning the school's activities and events.

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### **ATTENDANCE, ABSENCES, PERMISSIONS, JUSTIFICATIONS**

#### **Attendance**

Students' attendance is of primary importance for DIS. Parents are responsible for their children's being present at school.

The following procedure has been set out to encourage students' attendance:

Cases of students whose absence percentage is higher than 10% will be checked to evaluate whether they are or are not allowed to enrol in the following years. Unless documented and proven reasons exist that justify an absence rate higher than 10%, DIS does not guarantee that those who exceed this absence limit will receive a pass grade.

#### **Absence due to illness**

Students, parents, and teachers share the responsibility of initiating and following up with a process of re-acquaintance with the class's study programme.

#### **Permissions related to postponed entry/early exit**

Students are required to arrive at the school and be present in their class on time. Parents are required to inform the school about a student's late entry or early exit through an official notice on ManagBac.

If minors need to leave the school before the established time on a given day, they must be collected by a parent or a family member, even when a written justification has been submitted.

In no case will justifications submitted orally or by phone be accepted in case of delays or of early exits.

Parents must justify their children's absence or delay through ManageBac. In case of several days of absence, the justification must be written only on the last day. Families are granted 24 hours to write the justification on the electronic register. If the absence is not justified within the day that follows the child's return to school, the child will not be admitted to school until the family takes the necessary steps. Therefore, the school will notify that the child cannot be admitted to school.

Families who are aware that their children might be late to school or need to leave early due to problems with public transport are required to ask the school for special permissions to justify such exceptions.

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### **Serious diseases**

Students with rash, fever, dysentery, or flu must stay at home until 24 hours have elapsed since the disappearance of symptoms. Any contagious disease or condition must be reported to the Office.

In case an accident occurs, the coordinator and the head of school will make such decisions as they deem most necessary and appropriate to ensure the students keep safe and sound. The offices will see to it that parents are informed before any decision is made.

A form for accidents/disease reports is provided for, which will be filled in by the school; one copy will be kept in a file at school, and parents will be notified.

Students who fall sick during school-time are held in the infirmary, and they **cannot go home** unless they are accompanied by a parent or a guardian.

### **Special medications**

In cases of urgency, the Office will decide whether to call the First Aid.

For all cases that are serious but not urgent (asthma, diabetes, allergies of various kinds, etc.), subject to a written authorization from the parents and after having spoken one of the parents over the phone, the school will administer medicines previously left by the parents in the Office.

Such medicines must be handed to the school offices as soon as the ailment manifests itself and will be administered by the personnel alone, by following the prearranged indications.

If a student falls sick during school-time, parents will be informed and will be asked to collect their child as soon as possible.

### **Participation in Physical Education classes**

Students whose health condition is such as to allow them to attend school must take part in all school activities. To be exempted from PE, students must submit a medical certificate attesting that the students cannot take part in such activities. Exemption from PE does not affect the attendance of lessons, unless this is specified every single time.

At any rate, exempted students, too, are required to study the theoretical part of the subject, so that they can take the related tests and exams at the end of every term.

A written message by one parent is needed in order to exempt students from a single PH lesson.

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### **RULES OF BEHAVIOUR FOR MYP AND DP**

#### **MYP: Homework and materials**

DIS believes that regular and class-appropriate homework is essential to achieving didactic objectives. Homework is assigned to each class according to guidelines collectively set by the teachers, based upon the objectives of the subject and attuned to the student's learning experience.

Further, in order for the learning process to be effective and productive, didactic materials are fundamental. Therefore, every student in every class must bring their own books, copybooks, and any tool they need, following the teachers' requests.

Parents cannot bring to school materials and/or homework that the students left at home

Whenever the homework and/or materials have not been done in an appropriate manner or have been forgotten, a notice will be written on ManageBac under the Task “Homework completion and class attitude” (Second term). The notice will explain what happened and when it took place. Every parent may read on ManageBac solely the notices concerning their own child. Later, teachers and coordinators will decide whether to take action and how to do so.

In case of reasons that the school deems to be serious and not appealable, DIS may decide to expel a student, also during school-time, after inviting the parents spontaneously to collect their child.

### **DP: Tasks and materials**

DP students are required to carry out tasks within the times and in the manner requested by the teacher.

In less serious cases, inappropriate behaviour or unseemly practices will be discussed at a meeting between teachers and the student.

In more serious cases, the meeting will also be attended by the student’s parents, the DP coordinator and the class coordinator.

**Conversely, if the situation is critical, the issue will be handled by the Academic Honesty Board, which will make the most appropriate decisions.**

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### **UNACCEPTABLE BEHAVIOURS**

#### **Bullying**

DIS has a zero-tolerance policy toward bullying. Offences and mistreatments are a cause for suspension and expulsion.

#### **Use of alcohol and forbidden substances**

Use, possession, purchase and sale, as well as the supplying, of narcotics, stimulants, barbiturates, inhibitors, hallucinating drugs, marijuana or other dangerous drugs by students during school-time or school-promoted activities is forbidden. Further, it is forbidden to attend lessons or related school-promoted activities while under the effect of such drugs.

If, after inquiry by the Academic Honesty Board, it is ascertained that a student has violated such rules, he or she will be immediately suspended and will be expelled from the school.

#### **Academic Honesty**

During all school tests and exams, in no way are students allowed to communicate with one another, seek help, or give help to any one of their schoolmates, as long as the exam is underway. Students who do not abide by this rule will not get a mark and may be expelled. Parents will be notified of the inappropriate behaviour. In case of external exams, such as IB exams, the school will inform the IBO examination board of such wrong conduct. For further information on Academic Honesty, please see the related policy published on our website [www.genoaschool.eu](http://www.genoaschool.eu)

## **Plagiarism**

Plagiarism is defined as partially or integrally copying somebody else's text (for instance, another student's work or answers, texts or compositions from books or the Internet) without citing the source. Work that comes from an act of plagiarism will not be assessed, and parents will be informed of the issue. In the case of IB students, the school will inform IBO of such wrong conduct.

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### **FURTHER RULES**

#### **Use of the Library's books**

Students are allowed to borrow books from our Library, with the librarian's permission. However, students are responsible for the book they borrow and for handing it back in perfect condition. If books are lost or damaged, the school has the right to charge the student with restoration or substitution costs.

#### **Breaks and meals**

Students from classes MYP1-5 have the right to enjoy a mid-morning 10-minute break, during which they can buy water and food from the vending machines, but they must remain in class.

To drink and eat in the Library, or in computer rooms, or during lessons in class is forbidden, except for the 10-minute break allowed in some classes (MYP4 and 5) between the fourth and the fifth period.

During lunchtime, students are required to behave according to the IB Learner Profile standards. Any inappropriate attitude will be the object of disciplinary actions at the supervising teacher's discretion.

#### **School property**

Students are expected to respect their school and the related items. Damages or vandalism against the school's possessions are a cause for disciplinary actions and require compensation on the student's part. To this end, since the 2013/14 school year, a caution must be paid, which will be returned in the last year as a reduction on the enrolment and attendance tuition, minus the value of any damages against the school's facilities and equipment. Clearly unintentional damages are excluded; damages that are due to neglect and carelessness are included, for instance in relation to the use of lockers, the Library, and science labs. It comprises books that are not returned to the Library, or that are returned in poor condition.

#### **Lockers and the use of lockers**

At the outset of every school year, all students are assigned a locker that they are required to keep locked. The school advises students to leave personal articles at home; any personal item that is brought to school must remain with the student or in this one's locker, the use of which is permitted in the morning, during breaks, at lunchtime and during school-time.

#### **Lost and found**

All items that are lost and later found in the school must be taken to the School Office.

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### **Personal electronic devices**

Use of any electronic, computer-related device (cell phone, tablet, smartwatch, music player, camera, PC...) is forbidden in all school facilities at any time, except for the following:

1. DP1 and DP2 students may use their devices in computer rooms or in the Library, whenever they use those rooms as classrooms in-between lessons. Phones must be set to silent mode and no phone calls are allowed.
2. Students are allowed to use their devices when and if the teacher expressly tells them they may use them for didactic and learning purposes. Making phone calls, using social networks or private texting are not allowed.

If a teacher sees a student using the phone or any other electronic device in an inappropriate place or circumstance, the teacher can confiscate the item and bring it to the Office. The item may only be collected by the students' parents. Corridors, halls and classrooms are viewed, therefore, as places where use of the telephone is not permitted. The school and the teachers are not held responsible for every lost or damaged item.

Cell phones – although their use is allowed based on the foregoing exceptions – must anyways be held in the lockers, or in the bags, or in the pockets, and they must be turned off when their use is not allowed.

### **Use of the school's telephone**

Students may use the school's telephone ONLY in cases of emergency, and, before accessing the Office to use it, they must ask the teacher for permission. The telephone in the Office is not used to communicate with other students past the school-time. We are aware that family life may be complex and urgent. At times, parents will need to leave a message for their children, and the school will do their utmost to report every message to the children. However, we kindly request the families to help us by using this telephone only in cases of real emergency.

### **Afterschool**

All students are required to leave the building, unless they take part in extracurricular activities.

### **Anti-Covid rules**

Starting in September 2020 and throughout the present health emergency, students are required to follow specific rules in order to reduce contagion (face-coverings, distancing, sanitization, etc.), as specified in documents and safety protocols that have been published by the school through the available communication channels. If a student is caught disregarding such rules, he or she will be duly reprovved by the teachers and the staff, and notes of reproof will immediately be written in the electronic register. Should the student reiterate such behaviour, the class coordinator and the director have the right to decide whether to suspend him or her for one or more days. Upon the

student's return, should such conduct occur again, the class council will be summoned to evaluate whether to expel the student from school.

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### **SPECIAL RULES FOR THE USE OF COMPUTERS AND THE INTERNET**

Students are responsible for keeping a proper behaviour when using the school's computer network. The network is made available to the students so that they can do research and communicate with others. Independent access is allowed to those who prove to behave in a proper and responsible manner.

Access is a privilege, not a right, and, as such, it entails responsibilities. Those who use the computers are responsible for how they behave while using them and for the communications they produce both within the local network and on the Internet. The internal network administrator will periodically check the list of websites accessed by the each student as well as the files and communications to keep the system in good condition and ensure that users utilize the system in a responsible manner.

Students will be held responsible for what they do while surfing the Internet also at a legal level. Deledda International School does not take any responsibility for any illegal use of the network on the students' part.

#### **Students are not allowed:**

- to install personal software on the computer;
- to use the networks to purchase goods;
- to access or disseminate profane, pornographic, sexually explicit or illegal images;
- to use other users' access credentials;
- to violate other people's documents, works, files, identities;
- to send offensive messages or images;
- to use obscene speech;
- to damage computers and operating or network systems.

#### **Disciplinary actions**

- For the first violation of rules, the student will be deprived of access to the network for a limited time, and, potentially, he or she may be suspended.
  - A second violation will result in a further disciplinary action. Depending on how serious the violation is, such action may cause him or her to be permanently debarred from using the local network and the Internet, as well as to be suspended or expelled.
  - Students and their families are legally responsible for any economic damage resulting from the wrong use of the computers or the Internet.
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## **EDUCATIONAL TRIPS**

The school trips plan was decided and approved by the School Council in November 2017.

**For further details, please see the School Council meeting minutes on our website:**

**<http://genoaschool.eu/archivio-verbali-cdi>**

All trips are planned by teachers with the intent of enhancing and completing the learning process implemented at school. These trips are considered to be an important aspect of the students' education and, therefore, students are required to take an active part in them.

**Should the school doubt that a student will behave in a mature manner during the trip, the school has the right to decide to exclude him or her from the trip. Students who are not admitted to the trip will anyways be kept in school and guarded, if at all possible. If this is not possible, the school will inform the parents so that they find alternative solutions.**

## **“FONDAZIONE FULGIS” ASSOCIATION**

All those who are employees, students, or family members of students of the Deledda, Duchessa, and DIS schools, or who are former students or former students' parents, or who cooperate in projects related to the school or to the Fondazione itself, may apply for membership in Fondazione FULGIS; to associate, they need to pay a membership fee, thereby becoming supporting members of the Fondazione, as set out in its Statute. Members of the Fondazione have the right to take part in the Board of Participant and Supporting Members, which presents consultive opinions and proposals as to activities, programmes, and goals of the Fondazione, as well as to its budget and final balance. Also, the Council elects among its members the members of the Governing Board representing the Participants, the number of which is set out in the Statute, as well as one member of the Executive Board (which handles the balance of the Fondazione).

Members of Fondazione FULGIS, even if not enrolled in the schools of the Fondazione, can take part in the school's para-infra-extra school initiatives (but not in sports-related initiatives) managed by the Fondazione itself.