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# RECEPTION PROTOCOL



*A cura della Commissione Integrazione alunni stranieri a.s.2121/2022*

## Premise

The Reception Protocol is a document drawn up by the Foreign Pupils Commission and approved by the Board of Teachers. It does not claim to be exhaustive, but it stands as the starting point for a correct and planned reception that **contains criteria, principles and guidelines** for the inclusion of foreign pupils, defines the **tasks and roles** of school workers, **marks** the phases of reception and facilitation activities from the Italian language, implements in an operative manner the normative indications and **constitutes a modus operandi** revisitable in the light of the experiences gained.

It is an integral part of the Training Plan from which it draws its three principles :

- The centrality of the person with his human, social, ethical and religious needs;
- The rediscovery of the educational responsibility of the family and the enhancement of the meeting with parents, supporters of the educational pact;
- The openness to others in interpersonal relationships in respect for freedom, opinions, cultures not to be traced back to initiatives, certainly effective, limited to the period of integration, but articulated over time.

The Protocol identifies and outlines shared practices :

- Administrative and bureaucratic (registration);
- Communicative - relational (first knowledge);
- Didactic - educational (class assignment, reception, Italian L2);
- Relations with the territory.

### Therefore:

- defines criteria, principles, indications concerning the enrolment and integration of immigrant pupils;
- Facilitates the integration of NAI (new comers to Italy) pupils into the school context;
- develop an adequate climate of hospitality;
- facilitates communication with immigrant families;
- Promotes the updating of teachers regarding the teaching of the Italian language L2.

## The hosting Commission

For the current school year, the Commission is composed of:

- Head of School;
- A lecturer for NAI pupils;
- Teachers interested in receiving and integrating new pupils from the three school levels.

The Commission shall meet during the year for the following interventions of competences:

- Follow the various stages of the integration of NAI pupils;
- Establish, on the basis of the information gathered by the Administrative Assistant of the Secretary, the possible enrolment in the class taking into account:
  1. Age of birth;
  2. The organization of studies in the country of origin;
  3. An initial assessment of the skills and abilities of teachers interested in the inclusion of the new pupil;

**The Commission is responsible for:**

- formulate proposals for teacher training activities and intercultural education initiatives;
- Formulates proposals on the activation of language laboratories;
- propose the purchase of useful teaching materials for foreign pupils;
- maintain appropriate contacts with bodies and associations present on the territory;
- monitoring reception and integration interventions.

**PROCEDURES**

**1. Registration**

The School identifies the Secretarial Office as a person in charge of enrolling NAI pupils to progressively improve communication and relational skills with this type of user.

If communication with the family is problematic for linguistic reasons, the Instrumental Function may have recourse to a cultural mediator.

**What to deliver to parents:**

- Form for registration;
- Module for the choice of the teaching of the Catholic religion available in several languages;
- Request form for special meal for reasons of intolerance or religious - available in several languages;
- Information on vaccination;
- Information brochure on school organisation - available in several languages;
- Other forms: request for interviews, call for meetings, request for guided tours - available in several languages.

**What to ask parents**

- Self-certification of personal data;
- Documents attesting to vaccinations made (translated into Italian);

- Certificate of attendance of the class or school attended in the country of origin;
- Information concerning the school of origin.

## **2. Class determination and insertion**

The school integration of foreign children takes place on the basis of Law No. 40 of 1998; to D.P.R. 394 of 31/08/99; to D.Lgs 76 of 2005, the Charter of values, to the 2007 School Avoidance Regulation to be added the 2006 Guideline Document and the NAI Pupils Ministerial Guidelines.

The current legislation states that:

- all foreign minors, whether regular or not, have the right/duty to school integration and are subject to compulsory schooling;
- registration can be applied for at any time of the school year.

In this regard, the Board of Teachers decides that minors, taking into account the system of studies of the country of origin, are enrolled in the class immediately below the age of registration. The teachers concerned will provide tests for the detection of competences and skills by referring to the European frame-work.

Their outcome will determine whether the pupil will remain in the class or be included in another class with the approval of the Director and the Commission.

In the light of the criteria set out, between the formal act of registration, by the person in charge of the Secretariat, and the actual placement in the class should not take place for more than 10 days, whereas the pupil is already experiencing a situation of cognitive and emotional distress - relational.

## **3. Choice of section**

The following factors will be taken into account for inclusion in the section:

- number of pupils;
- present problematic situations (discomfort and/or disability already present in class);
- balanced distribution of NAI pupils in classes, assessing whether the presence of pupils from the same country could be an element of strength or an obstacle to inclusion;
- evaluation of the Intersection, the Interclass, the Class Councils, the Hosting Commission.

Once the class has been established, the inclusion of the pupil must be accompanied by the identification of facilitation paths.

In particular the class team:

- promotes integration into the classroom through cooperative learning activities;
- supports the integrative activity by allowing the child to keep the language of origin through moments in which he can manifest his skills in his mother tongue, thus fostering the preservation and growth of his self-esteem;
- gives priority to the language of communication;
- active flexible methodologies;

- revises class design;
- identifies experiences that facilitate exchange;
- identifies methods of linguistic simplification for each discipline;
- supports the new pupil with a companion who acts as tutor.

## **PROGRAMMING AND EVALUATION**

The assessment of NAI pupils, especially those who can be defined as newcomers, poses different problems, from assessment to certification, to the need to take into account the individual learning path.

The Reception Protocol of the School specifies the following with reference to the evaluation.

The existing legislation on pupils with non-Italian citizenship does not provide specific guidance on the assessment of these. In this context, "The guidelines for the reception and integration of foreign pupils" of 2006 underline the need to give priority to the educational evaluation over the "certification" one, taking into account the pupil's path, the steps taken, the possible objectives, the motivation and the commitment. In particular, when it is decided whether or not to move from one class to another or from one school grade to the next, it is necessary to refer to a number of elements, including a forecast of the pupil's development.

The assessment of learning must therefore:

- considering that the difficulties encountered are mostly linguistic, it is therefore necessary to assess the skills apart from these difficulties;
- to take into account certain aspects related to the language of origin capable of having specific consequences such as spelling errors that will have to be gradually corrected, is therefore due in the production take into account the content and not the form.

For non-Italian native language pupils in the first year of schooling within the national education system, it is also specified that:

- the periodic and annual evaluation must verify the preparation especially in the knowledge of the Italian language and consider the level of departure of the pupil, the process of knowledge, motivation and commitment and its potential;
- the work done in literacy courses or language support becomes an integral part of the evaluation of Italian;
- specify in which disciplines, in case of need, there is a temporary exclusion from the curriculum; literacy activities will be prepared in their place. These disciplines will not be evaluated in the first quarter.

In the event that the inclusion of the NAI student should take place close to the drafting of the evaluation boards the statement to be used will be the following:

\* *"The assessment is not expressed because the pupil is in the first phase of literacy in Italian".*

If the pupil has partially participated in the didactic activities, the following statement should be used is:

\**"The assessment refers to the personal learning path as the pupil is in the literacy phase in Italian" .*

The end-of-year assessment will be expressed in all disciplines and, if necessary, the second statement may be used.

For the **tests of the average license** we comply with the current legislation.

### **Inclusion, facilitation and integration**

Teachers in charge of NAI pupils will identify, on the basis of internal and external resources, possible facilitation paths to be activated at a didactic and relational level in order to:

- help the student to overcome the difficulties he encounters in his new reality;
- educate him to encounter, respect and coexistence of diversity;
- responding to the sense of confusion and bewilderment, the need for acceptance of the newcomer.

### **Collaboration with the territory**

In order to promote the full integration of NAI pupils in the wider social context and to implement an educational project that combines equal opportunities with respect for differences, the school will endeavour to use the resources of the territory, to encourage collaboration with services, associations, meeting places, libraries and, in the first place, with local administrations to build a network of intervention that removes any obstacles and promotes a culture of reception and cultural exchange.

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