



**UDINE**  
**INTERNATIONAL SCHOOL**  

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**ITALY**



# EARLY CHILDHOOD CENTRE

# PARENT HANDBOOK

## TABLE OF CONTENTS

### 1. THE SCHOOL

- 1.1 GENERAL INFORMATION
- 1.2 THE FOUNDATION
- 1.3 MISSION AND VISION STATEMENT
- 1.4 RECOGNITION
- 1.5 ACCREDITATIONS AND AFFILIATIONS

### 2. IMPORTANT INFORMATION

- 1. ACCIDENTS
- 2. ADMINISTRATION OF MEDICATION
- 3. ADMISSION CRITERIA
- 4. ASSESSMENT
- 5. BIRTHDAYS
- 6. CHANNELS OF COMMUNICATION
- 7. CHARITIES
- 8. CLASS PARENTS
- 9. DROP-OFF AND PICK UP
- 10. ENROLMENT AND RE-ENROLMENT PROCEDURES
- 11. FESTIVITIES
- 12. HEALTH
- 13. LATE ARRIVAL, ABSENCES AND EARLY PICK-UP
- 14. MESSAGES
- 15. NEWSLETTER
- 16. OUTDOOR LEARNING
- 17. PARENT/TEACHER COMMUNICATION
- 18. PERSONAL BELONGINGS
- 19. SCHOOL HOURS
- 20. SCHOOL LUNCH
- 21. SCHOOL POLICY ON RELIGION
- 22. SCHOOL SUPPLIES
- 23. SCHOOL TRIPS AND EVENTS
- 24. SECRETARIAT
- 25. STUDENT UNIFORMS
- 26. SUMMER CAMP
- 27. TRAFFIC AND PARKING
- 28. TUITION AND FEES
- 29. IMAGE CONSENT AND USE
- 30. TAPESTRY
- 31. TECHNOLOGY USE
- 32. STAFF INFORMATION
- 33. SLEEP ROUTINE
- 34. EMERGENCY PROCEDURES
- 35. POSITIVE BEHAVIOUR MANAGEMENT
- 36. DROP OFF AND PICK-UP PROCEDURES
- 37. ENGLISH AS A SECOND LANGUAGE (ESL)
- 38. VISITORS' CHECK IN/CHECK OUT
- 39. LOST AND FOUND
- 40. TOILET TRAINING
- 41. MY SCHOOL PLATFORM
- 42. SCHOOL CALENDAR

### 3. PROGRAM OF STUDIES

#### A. INTRODUCTION

#### B. OUR PROGRAM

##### I. PRE-NURSERY

##### II. NURSERY 3

##### III. NURSERY 4

##### IV. KINDERGARTEN

Addendum - A note about why mother tongue is so important.

## 1. THE SCHOOL

### 1.1 GENERAL INFORMATION

Address: THE UDINE INTERNATIONAL SCHOOL  
Via Martignacco, 187  
33100 UDINE  
ITALY

Phone No: +39 0432 541119

Website: [udineinternationalschool.com](http://udineinternationalschool.com)

### 1.2 SCHOOL HISTORY AND FOUNDATION

The Udine International School (UIS) main statutory objective is the promotion of international culture and education.

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

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

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

The Udine International School operates in conformity with the Statute of the Foundation and is governed by a Board of Directors to which a parent representative is elected every two years. The Director of the school is appointed by the Board of Directors of The International School of Trieste and is responsible for the educational and disciplinary functions of the school.

The educational programs of The Udine International School must be approved by the Board of Directors of The International School of Trieste (IST) which is responsible for issuing diplomas. Diplomas issued by The Udine International School, through its founding partner The International School of Trieste, are legally recognised by Italian law (art. 10, comma 3, della Legge 29 gennaio 1986, n. 26).

The legal status of The Udine International School Foundation has been recognised by Decree of the President of the autonomous region Friuli-Venezia Giulia no. 0154/Pres., dated 11<sup>th</sup> May 2004. The Statute of The Udine International School is available to all parents on our web site and in the Secretariat.

In May 2017, the School became a member of the International Education Systems group network of international schools which has a commitment to promoting international education within the school and across the group.

## 1.3 MISSION AND VISION STATEMENT

### Mission Statement

At The Udine International School, our mission is to enable our students to develop international mindedness which will allow them to be compassionate and active local, national and global citizens.

We have a professional and dedicated faculty who use a variety of pedagogical approaches. We focus on each student as an individual, supporting their achievement in every aspect of learning and enabling them to reach the highest of academic standards. We develop their creativity and support their growing independence to have the courage to act on their beliefs.

As a community that includes students, families and staff, we hold respect as a vital quality in making our school a wonderful, safe and inspiring place to be. It is a place where different perspectives are cherished, where an ethos of integrity is valued, and where caring for each other is natural. Our multilingual environment fosters the belief that in our differences, we all have similarities and that striving to communicate allows us to achieve all our other aims.

### Vision Statement

The challenge for our community is to foster in our students an international perspective and a capacity for individual growth, with the ability to apply knowledge and adapt skills in our rapidly changing world.

### Core Objectives

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

- **Developing High Educational Standards**  
We work toward the constant improvement of both instructional programs and methodology, holding ourselves to the highest international benchmarks;
- **Nurturing an International Approach**  
We embrace diversity, integration and coexistence by working together toward understanding;
- **Fostering Character Development**  
We encourage one another to think critically, work collaboratively and independently while acting responsibly and with sincerity to fulfill our greatest potential and become life-long learners;
- **Encouraging Academic Curiosity**  
We challenge one another to actively engage the problems confronting us using the creativity and skills necessary for success in our world;
- **Building Community Ideals**  
We cultivate a tangible sense of civic and environmental responsibility rooted in communal spirit, meaningful dialogue and a strong sense of identity.

## 1.4 RECOGNITION

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

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

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

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

## 1.5 ACCREDITATIONS AND AFFILIATIONS

The Udine International School is accredited by:

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

and collaborates with:

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

## **2. IMPORTANT INFORMATION**

### **1 - ACCIDENTS**

Unfortunately, accidents and/or injuries do happen at school. If an accident or injury should occur, proper and prompt treatment will be administered to the child. If the accident is more than a slight one, an accident report will be filled out by the school and the parents of the child will be immediately informed. If need be, he/she will be taken to a local hospital.

All children are covered by an insurance policy for accidents which may occur at school, during field trips or during activities outside school grounds.

### **2 - ADMINISTRATION OF MEDICATION**

According to present regulations, pharmaceuticals can only be administered to children by their parents or specialized medical or nursing personnel. The school cannot therefore administer any form of pharmaceutical to students except to administer lifesaving medicines. Please do not leave any medication in your child's cubby, including cough medicine, sunscreen, cough drops, nasal spray etc.

### **3 - ADMISSION CRITERIA**

The Udine International School does not discriminate based on race, creed, color, gender, or national origin and seeks to accept all students who apply. Applications for admission are accepted throughout the year.

We welcome visits from prospective families and these can be arranged through the school Secretariat (+39 0432 541119).

The school does not have a Learning Support department and does not provide dedicated students support services, therefore specific needs will be discussed with the student's family in order to best evaluate if these needs can be met.

Students will be admitted to **Nursery 3** if they turn three years of age by December 31st of the calendar year in which classes begin. Students will be admitted to the **Pre-Nursery** class if they turn two years of age during the calendar year in which classes begin.

Along with the enrolment documents to be completed, applications to the school must be accompanied by previous school reports and/or records, any appropriate medical records, and a valid identity document.

### **4 - ASSESSMENT**

In all Early Childhood classes, the children are informally assessed throughout the school year. In order to monitor the child's intellectual and physical development and capabilities, parent meetings can be organized to discuss each child's progress and development. Parent/School cooperation is highly recommended. All students receive Report Cards twice a year, in addition to observations through our online journal platform Tapestry.

## 5 - BIRTHDAYS

If parents would like to celebrate their child's birthday at school, ECC teachers will be happy to do so. In order to organize a small celebration for the children, we kindly ask parents to give teachers advanced notice. Parents are welcome to bring cupcakes, biscuits, popcorn (please do not bring cakes with cream or other bakery items that need to be cut up or refrigerated) and/or pizza and fruit juice (please no carbonated beverages) and are also kindly asked to provide paper plates and napkins. An Ingredient list and receipt in case of purchased products is also required.

## 6 - CHANNELS OF COMMUNICATION

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

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

2. Problems which cannot be resolved through a conference with the teacher or teachers concerned, or questions of a more general nature concerning the operation of the school and its programs, may be discussed with the Head of Department and, only if the issue cannot be resolved, with the Principal. Appointments may be arranged by telephoning the school office via email: [info.udine@iesmail.com](mailto:info.udine@iesmail.com) or telephone: 0432 541 119.

3. The UIS Foundation Board of Directors Parent Representative can be contacted solely for information and issues or problems concerning administration.

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

## 7 - CHARITIES

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

## 8 - CLASS PARENTS

At the beginning of the year, parents are asked if they would like to become a Class Parent. The main role of the Class Parent is to help communicate initiatives and events organized by the school to other parents in their child's class.

Responsibilities:

- to promote a sense of community and encourage volunteerism;
- to help organise social, sports and fundraising events to benefit our school community;
- to welcome and help new families become part of the school community;
- to encourage the school community to participate in school projects and events;

- to serve as a link in communicating feedback and information regarding activities to the school community.

## 9 - DROP OFF AND PICK-UP

Parents or guardians must be rigorously punctual in dropping off students at school in the morning and picking them up in the afternoon. For security and organizational reasons, parents or guardians must not enter the school buildings to accompany or pick up students, unless permission to do so is granted by teachers. For security purposes and in order to comply with our responsibility related to the custody of minors, under no circumstances can students leave the school building unless accompanied by parents or an authorised person. The list of persons authorised to pick up the student can be updated at any moment without number limitation. In cases where students will be picked up by persons not authorised, parents must personally inform the Secretariat the same morning or hand in a written note. Parents cannot inform the school by telephone.

When in the parking lot dropping off or picking up students, parents must always hold children by the hand and never lose sight of them. Once children have been picked up by parents or guardians, the latter will be totally responsible for their security. After school extended care is provided by the school for a fee from 16:00 to 18:00. If students are to be picked up before the end of the school day, parents must inform the Secretariat 24 hours before or, in exceptional circumstances, the same morning.

Arrival: N3, N4 and K children may arrive any time between 07:50-09:00. PN children can arrive between 08:00-09:00. Classes will begin promptly at 09:00 so please be punctual. Dismissal: Students will be dismissed at 15:50 and will be handed directly to the authorized pick-up. Students will only be released to authorized persons unless written notice is given in advance to the Secretariat. Please remind authorized persons who pick up your child to bring photo identification.

## 10 - ENROLMENT AND RE-ENROLMENT PROCEDURES

### First Enrolment:

Parents wishing to enrol their children in The Udine International School ECC section should arrange for an appointment with the Director of Admissions through the school Secretariat for an initial visit. Please see the table below for the Grade allocation in relation to date of birth for the 2024-25 school year:

<i>Year of Birth</i>	<i>Grade</i>
2022	Pre-Nursery*
2021	Nursery Three
2020	Nursery Four
2019	Kindergarten

Any request for a student to be placed in a previous or subsequent Grade will only be considered in exceptional circumstances and will be at the discretion of the Principal.

If a class has reached maximum capacity, a waiting list will be created. As spaces become available, parents will be contacted.

Within fifteen days of requesting an Enrolment Pack, and in order to guarantee a place, the family of the new student must complete the online enrolment with electronic signature:

- the completed form signed by both parents;
- proof of identity of both parents and child/ren;
- supplementary documents (as outlined in the Enrolment Pack, dependent on student circumstances);
- proof of payment of the following
  - ANNUAL REGISTRATION FEE,
  - ANNUAL MAINTENANCE & DEVELOPMENT FEE,
  - IES INSTITUTIONAL SERVICE FEE (optional for ECC students),
  - NEW FAMILY MEMBERSHIP FEE and
  - ADVANCE OF THE ANNUAL TUITION FEE .(€500)

all of which are non refundable.

\* The New Family Membership Fee will not be requested should the family enroll a second child.

On signing the Enrolment Form, parents accept all school policies as well as the terms and conditions included in this PARENT HANDBOOK and published on the school website.

### **Re-enrolment:**

The re-enrollment of a student will be considered valid only after the completion of the online Enrollment Form, electronically signed by both parents.

The Enrolment Form must be accompanied by proof of payment At enrolment the following amounts are payable:

- REGISTRATION FEE,
- ANNUAL MAINTENANCE & DEVELOPMENT FEE,
- IES INSTITUTIONAL SERVICE FEE (optional for ECC students),
- ADVANCE OF OF THE ANNUAL TUITION FEE (€500)

all of which are non-refundable.

### **Refusal and Repeal of Enrolment**

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

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

## **11 - FESTIVITIES**

When festivities are celebrated at school (such as Carnival or Winter Holidays) parents will be notified about special activities that have been organized.

## 12 - HEALTH

If your child gets sick, it is often most appropriate to keep him/her home from school. A child who is sick will not be able to perform well in school and is likely to spread the illness to other children and staff.

Here are some guidelines:

- You should keep your child at home if he/she has had a fever, vomiting or diarrhea in the past 24 hours.
- It is a good idea to keep your child at home if he/ she has a bad cold, with a very runny nose or bad cough, especially if it has kept the child awake at night.
- Please also keep your child at home if they have a rash, or pinkeye and consult with a doctor.

If your child becomes ill at school and the teacher feels the child is too sick to benefit from school or is contagious to other children, you will be called to come and pick him/her up.

Lastly, and very importantly, we ask you to please inform your child's teacher or the school when your child is absent and if he/she has had a contagious illness. This is not only in the best interest of your child, but of staff and other children. You can inform us either in person, via email to the teacher/office, a phone call to the office or using Tapestry.

In the event of head lice, and in order to avoid any spreading, we ask that all students with hair that is longer than shoulder length, in both the ECC and Elementary school, to ensure that it is tied back.

### Guidelines in case of hot weather:

- If you wish for your child to wear a sun hat, please make sure it is clearly labeled with their name. Children are welcome to leave their hat in their cubbies at the end of the day if you so wish.
- No sunglasses are allowed on the playground (for safety reasons) unless they are prescription sunglasses.
- Please apply sunscreen on your child in the morning at your discretion. For safety reasons children will not be allowed to store sunscreen in their cubbies, in the classroom, or to apply it by themselves.

## 13 – LATE ARRIVAL, ABSENCES AND EARLY PICK-UP

When a child starts attending The Early Childhood Centre, it is very important that parents make every effort to assure consistent arrival and departure times in accordance with school hours. This provides the child with a sense of security. Punctuality is a must at The Udine International School and it is essential for the development of the child's sense of discipline and responsibility. If a child is late for school, the parents should notify the Secretariat and the teacher with the reason. Please note that the ECC building doors will close at 09:00 to ensure that children are in the class and ready for learning. If you arrive after 09:00, you will need to stop by the secretariat in the main building to be signed in and get a late pass before dropping off your child. The front door closes at 9, then the late arrival can enter every 15 minutes.

Absences: in case of an absence, please email the Secretariat and CC the classroom teacher. The child's absence must always be reported to the Secretariat by the parents.

Early Pick-Up: We encourage all students to attend class until the end of the day. Leaving early creates a disruption to the learning of your child and others'. Should you need, for exceptional circumstances, to pick-up your child early, please note that early dismissal is set for 12:30 to prevent disrupting quiet rest time or quiet activity time.

## **14 - MESSAGES**

Tapestry is an online journal in which the ECC staff can communicate student learning to the parents. The Head of the ECC or classroom teacher will share the guidelines for using this program at the beginning of each school year. Please note that messages regarding absences, late arrivals and early dismissals should not be posted in Tapestry.

## **15 - NEWSLETTER**

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

## **16 - OUTDOOR LEARNING**

The Udine International School is located on the grounds of the Istituto "Monsignor F. Tomadini" amidst green and spacious surroundings. The Early Childhood Centre is housed in a separate building with a specially equipped surrounding garden area for outdoor learning. We strongly believe that outdoor learning is an essential component of a balanced educational program in the ECC, and we consider our playground spaces as an extension to our classroom. We make every effort to give children the choice of learning outside every day, with rare exceptions due to weather conditions. As much as possible, P.E. sessions will also take place outside. To support and optimize outdoor learning, we ask parents to provide a full set of rain gear (pants, jacket, boots) to be stored at school at all times, as shared on the supply list and discussed at the start of the year.

## **17 - PARENT/TEACHER COMMUNICATION**

The staff will discuss the development of each child on a regular basis. All teachers have a weekly conference time which you can organise to meet with them. If parents have any specific questions or concerns, they should feel free to discuss them with their child's teacher, after having arranged an appointment. This procedure allows the teacher to give parents his/her complete attention and does not interfere with teaching obligations. At the beginning of the school year, individual intake meetings will be organised for you to meet directly with your child's class teacher. The Principal will also organise a general meeting in order to present a brief profile of the year's program and activities to parents. A report card will be issued via the online MySchool platform mid-year and at the end of the year. Each child will have their own online learning journal on Tapestry, which will allow teachers to track your child's learning and development and plan experiences to support their progress.

## 18 - PERSONAL BELONGINGS

Each child will have a labelled cubby where to store personal belongings, including a box with spare clothes. We ask that children do not keep any toys, food items, jewelry, and money in their cubbies.

## 19 - SCHOOL HOURS

### School Doors Open for Morning Supervision:

N3 / N4 / Kindergarten: 07:50

Pre-Nursery 08:00

Beginning of class 09:00

### Lunch Break:

Pre-Nursery 11:30

Nursery 3, 4 & Kindergarten 12:00

End of day 15:50\*

\*Afternoon supervision until 18:00 for a fee

## 20 - SCHOOL LUNCH

The school provides each student with a morning snack and a hot, nutritious and well-balanced school lunch served every day. A snack will also be served in the afternoon. Special attention is given to providing meals especially conceived and elaborated for school-aged children. The menu, prepared in our kitchen, is seasonal (Autumn/Winter and Spring/Summer menu) and follows the guidelines outlined by the local health authorities. These menus are available to all families in the Secretariat and are posted on our website. Parents are asked to inform the school if their child has special dietary or allergy restrictions (whether they be for health or religious reasons) which must be documented with a medical certificate, stating the medical condition which warrants the restriction. The certificate must be renewed every year.

You can access the menu [HERE](#).

## 21 - SCHOOL POLICY ON RELIGION

As outlined in the Admission Criteria, The Udine International School accepts students of all races and creeds. The school policy regarding religion within the school grounds is the following: a) While each individual's religious convictions must be respected, no individual may engage in any form of religious proselytism on the school campus involving members of the school community; b) The school building may not be used by any member or group of the school community for purposes of a religious nature;

c) The school will respect its host country's legally stipulated holidays even if such holidays are of a religious nature.

## 22 - SCHOOL SUPPLIES

Parents will be responsible for providing some consumables. The list of supplies needed will be compiled and given to parents at the beginning of the school year. Teachers may ask you during the school year to contribute small items that support the teaching and learning program.

You can consult this year's supply list [HERE](#).

## **23 - SCHOOL TRIPS AND EVENTS**

The Nurseries and Kindergarten participate in several school trips and events during the school year. Trips and events are a very important part of the school curriculum and the school highly recommends that students participate. A permission form authorizing the student's participation in all trips will be provided at the start of the year and must be signed by parents. The school will provide parents with detailed information concerning the trip prior to the departure date. All children are covered by an insurance policy for accidents which occur at school, during school trips and during activities outside school grounds. A detailed policy governing school trips will be given to all parents when enrolling their children. Parents will be asked to sign the document for acceptance. It is also published on our web site.

## **24 - SECRETARIAT**

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

## **25 - STUDENT UNIFORMS**

The Udine International School requires that students wear a UIS uniform to be ordered via the supplier's website at parents' expense. An official document with instruction is issued at the time of enrollment, and all coordination must be made with the supplier directly. We also ask parents to have children wear shoes with that they can put on and take off without support (such as with Velcro fastening)

You are kindly asked to write your child's name on all personal items, including rain gear and indoor shoes, as well as all parts of the uniform. Please use a permanent marker to write the name on the label.

You can consult our Uniform Policy [HERE](#).

## **27 - TRAFFIC AND PARKING**

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

## 28 - TUITION AND FEES

### Terms and Conditions

The Board of Directors of **The Udine International School** reserves the right to set tuition fees and conditions. The annual school tuition includes daily lunch, and all relevant resources, including but not limited to use of textbooks which remain the property of the school, the information technology network and WI-FI as well as one-day field trips.

Tuition fees are annual. Reduction or refund of school tuition due to student absence will not be granted.

Families can choose to pay the remaining sum of the the annual tuition fee in a lump sum by 30<sup>th</sup> **September with a 3% discount**, in four installments as follows, or in monthly payments with a supplement fee.

- 30<sup>th</sup> September: 25%
- 30<sup>th</sup> November: 25%
- 28<sup>th</sup> February: 25%
- 30<sup>th</sup> April: 25%

Enrolment and re-enrolment will be valid only upon presentation of proof of payment of the above amounts and should be paid via bank transfer before handing in the Enrolment Form.

A letter will be sent out in January each year to let parents know of the completion date for re-enrolment. Those who re-enrol after the deadline will be subject to the payment of double the annual registration fee.

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

Parents withdrawing their children from **UIS** before the beginning of the school year or at any time during the school year, must give at least three months written notice to the school. Should the notice not be provided, a penalty equalling one third of the annual school fee will be applied. Report cards will not be issued to parents with outstanding financial obligations to the school until such obligations are met.

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

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

## 29 - IMAGE CONSENT AND USE

We frequently capture photos and videos of children participating in various activities for educational purposes, school events, and promotional materials. At the beginning of each academic year, we will seek your consent for their use on social media platforms, newsletters, other school-related publications, and the Tapestry learning journal.

We kindly ask that you respect the privacy of other children and staff by refraining from sharing

images of individuals other than your own child on any social media platforms, including but not limited to Instagram and Facebook. During school events, please be mindful to photograph only your child and avoid capturing others.

### **30 - TAPESTRY**

Tapestry is an online learning journal used in our Early Childhood Centre (ECC) to document and celebrate your child's learning and development. This platform allows teachers to share photos, videos, and observations of your child's progress. Parents can also contribute by adding their own observations and milestones from home. At the beginning of the year, you will receive login details and an authorization form.

### **31 - TECHNOLOGY USE**

Children will have access to technology that supports and enhances their learning in various ways. For example, they may view online stories to reinforce literacy skills, use iPads to research topics related to their current projects, or take photos to document their learning journey and reflect on their experiences.

### **32 - STAFF INFORMATION**

Each class is led by a teacher and supported by a teaching assistant. Additionally, an extra teacher may be present to assist as needed. A first-aid trained staff member is always available to ensure the safety and well-being of all children.

A list of staff members can be found [HERE](#).

### **33 - SLEEP ROUTINE**

Each child is provided with an individual cot for rest time. Pre-Nursery and Nursery 3 children are encouraged to nap daily, while Nursery 4 children may do so if needed. Kindergarten children do not have a designated nap time.

We foster a calm environment that encourages rest, but children are never forced to sleep. If a child does not fall asleep after some time, they may engage in a quiet activity. If your child will be sleeping, please provide bedding at the beginning of each week; it will be sent home on Fridays for washing.

### **34 - EMERGENCY PROCEDURES**

Every classroom is equipped with a detailed evacuation map indicating emergency routes and collection points. Teachers will ensure that children become familiar with these procedures. Fire drills are conducted twice during the school year to reinforce safety protocols.

### **35 - POSITIVE BEHAVIOR MANAGEMENT**

Our Positive Behavior Management approach promotes respectful, responsible, and kind behaviors. We achieve this by setting clear expectations, providing consistent guidance, and using positive reinforcement to help children develop essential social and emotional skills.

### **36 - DROP-OFF AND PICK-UP PROCEDURES**

Morning drop-off takes place at the designated entrance for each class. A teaching assistant will

welcome your child and guide them to store their belongings before beginning the day's activities. Parents are asked to remain at the door and enter only when invited by a teacher.

Dismissal occurs at 15:50 through the designated classroom door. If your child needs to be picked up early (at 12:30), they may be collected from the Nursery 4 door. Please ensure all doors are securely closed when leaving the premises.

### **37 - ENGLISH AS A SECOND LANGUAGE (ESL)**

English is the primary language of instruction. Our early language learning approach fosters a supportive, language-rich environment where children acquire English through meaningful and engaging experiences. Teachers use various strategies, such as visual aids, gestures, and simplified language, to support non-English-speaking students. Peer interactions also play a vital role in promoting collaborative learning.

### **38 - VISITORS' CHECK-IN/CHECK-OUT**

All visitors must register at the secretary's office in the main building and obtain a visitor's pass before entering the Early Childhood Centre. The pass must be returned upon departure.

### **39 - LOST AND FOUND**

Please ensure that all personal belongings are clearly labeled. Unclaimed items will be stored in a dedicated lost and found box in the foyer. Items remaining at the end of each term will be donated to charity.

### **40 - TOILET TRAINING**

In Pre-Nursery, we recognize that children are at different stages of toilet training, and we offer gentle support and encouragement throughout this process. Our staff works closely with parents to facilitate a smooth transition from nappies or pull-ups to independent toileting.

By the time children enter Nursery 3, they are expected to be fully toilet trained to ensure a confident and seamless progression in their learning and development.

### **41 - MYSCHOOL PLATFORM**

Upon enrollment, parents will receive access to MySchool, an online platform essential for school-home communication and record-keeping. This platform is used for sharing report cards and other key information. As children transition to Elementary School, MySchool will become an even more integral tool for communication.

### **42 - SCHOOL CALENDAR**

For important dates and events, please refer to our school calendar. [HERE](#)

### **3. PROGRAM OF STUDIES**

#### **A. INTRODUCTION**

Located in a recently constructed building within the “Monsignor F. Tomadini campus”, The Early Childhood Centre comprises four sections:

PRE-NURSERY (2 to 3-year-olds)

NURSERY 3 (3 to 4-year-olds)

NURSERY 4 (4 to 5-year-olds)

KINDERGARTEN (5 to 6-year-olds)

The early childhood years are among the most formative for a child’s education and therefore ideal for easy and enjoyable English language acquisition. Children who attend the Early Childhood Centre acquire a solid and secure background in their Personal, Social and Emotional Development, Communication and Language, and Physical Development. As they move their way up, greater focus is given to Literacy, Mathematics, Expressive Arts and Designs, and Understanding (of) the World. The skills and abilities acquired throughout the Early Childhood years will continue growing as the children transition into our Elementary and Middle School programs. In ECC, the curriculum is carried out entirely in English; admission to the ECC does not require previous knowledge of the English Language.

#### **B. OUR PROGRAM**

Our goal is to create an atmosphere of mutual trust and understanding, as well as to be attentive and sensitive to the needs of every child. We want each child to enjoy and benefit from his/her years at our school. A positive and supportive environment helps each child develop a sense of self esteem and the social skills needed to function in a group setting. Each section has a teacher and a teaching assistant, as well as an additional teacher who supports learning as needed in the different classrooms. All staff contribute to create a nurturing and enabling learning environment, making the most of our large and bright classrooms and spacious outdoor area.

In line with our school mission, we plan for a program which fosters independence, integrity and individual growth. Through exploration, discovery and hands-on learning, the children learn to take risks within boundaries. Whilst boundaries are consistent throughout the ECC, learning expectations progress as the children grow and develop.

The Udine International School curriculum provides individual and distinct programs in the four ECC classes. Within each class, programs are differentiated according to the age and the stage of development of the students. Teachers use collaborative planning to assure continuity and alignment between programs.

#### **I. PRE-NURSERY (2 to 3-year-olds)**

The Pre-Nursery program focuses on the well-being of the child in their first school experience. Teachers create an environment that fosters a sense of belonging, independence, social engagement, and adaptability to different situations. There is a strong emphasis on Communication and Language through stories, songs, nursery rhymes and fingerplays, and on Physical development, with a balance

of fine and gross motor skills. As the year goes on, each child grows in their awareness of themselves and their classmates, their classroom, and of school life with its routines. Focus in the curriculum is given to hands-on activities and exploration that the children are introduced to basic mathematical concepts, such as counting, colours, shape and size.

## **II. NURSERY 3 (3 to 4-year-olds)**

The program concentrates on the development of the child's physical, social, cognitive, and verbal skills. It focuses on the gradual acquisition of independence with a 'help me to help myself' attitude. Our warm and inclusive classroom environment supports the children's emotional and social development which is fostered through learning to take turns, share, and play as part of a group, as well as identifying and expressing feelings. The children are taught the importance of looking after themselves, their peers and their classroom. Different projects throughout the year help the children become caring individuals as they begin to look after living things, such as small animals and plants. Communication and Language development progresses throughout the year with activities such as listening and responding to sounds and stories, understanding and following directions, and the growing ability to communicate in English. Children are given daily opportunities for 'hands-on' experiences both in the outdoor and indoor environments to develop their motor skills. Great emphasis is given to Pre-Literacy activities to encourage early language and literacy development through mark-making opportunities, sound recognition and discrimination games, and building their interest in books. Sorting objects, counting and recognition of numbers, shapes and size are only some of the mathematical concepts introduced in Nursery 3. Expressive Arts and Design involves providing children with an opportunity to express themselves, their ideas and their creativity through a variety of activities such as art, making music, playing different musical instruments and role-play.

## **III. NURSERY 4 (4 to 5-year-olds)**

In Nursery 4 play becomes more planned, intentional, refined and collaborative. Social skills are nurtured by teachers who, for example, support students in learning strategies to negotiate resources, ask for help, and solve problems. Students become responsible not only for themselves but for the classroom community, helping each other with play and learning. Expressive Arts in Nursery 4 begins to see the combination of tools and materials from all areas of the classroom so that students can create props for their role play in addition to continuing to develop fine motor skills. Gross motor skills are often incorporated into music and movement activities, introduced in circle time and then reinforced through indoor and outdoor learning.

In Nursery 4 there is a higher academic focus with more structured learning in the areas of Phonics, Reading, Writing, and Maths. Phonics sessions take place, focusing on blending and segmenting sounds. Students begin making the connection between sounds and letters, starting with the letters in their name. In reading, students continue developing comprehension and vocabulary through shared reading lessons, beginning to make connections, predictions and inferences. Through shared early literacy development activities, students grow as storytellers, first narrating stories about themselves orally, then representing them with pictures, and by the end of the year, adding words to their stories. All the activities related to phonics, reading and writing support the development of oral and written language, so students can become competent to initiate and respond to a conversation in English, answering and asking questions. In Maths there is a focus on patterns and lines (number and shape patterns), a continued development of number sense investigating quantities to 20, and initial exploration into shapes and measurement. Maths is hands on and reinforced through

daily activities and play. Understanding the World topics are incorporated in reading and writing activities and enhanced through role play, visits, guest speakers and exploration.

#### **IV. KINDERGARTEN (5 to 6-year-olds)**

The program is based on the principle that a five-year-old child is enthusiastic, curious and ready for a learning experience within a school setting. It incorporates an appropriate balance of work and play-based learning experiences. The curriculum aims at further developing the students' Personal, Social and Emotional skills, as well as their academic skills. The children work on resolving conflicts, expressing their emotions, being respectful and responsible individuals as their friendship-making skills grow. Daily opportunities are provided for the children's development of oral language,

listening skills, ability to follow instructions, and comprehension as they listen to a wide variety of stories. Through indoor and outdoor learning experiences, children are provided with the tools to develop their skills in a variety of subjects which comprises: Literacy, Mathematics, Science/Social Studies, Expressive Arts and Design. Focus is given to children's handwriting and the ability to apply their Phonics knowledge to read. The development of mathematical concepts involves logical thinking, object classification, patterns, recognition and use of numbers for problem-solving. Science and Social studies are introduced and carried out throughout the year by investigating, exploring the environment, and enhancing their observational skills as they learn about the world in which we live. Expressive Arts and Design is an integral part of the curriculum that assists children in learning how to use their creativity and imagination in role-play, music and story making as they use different tools and techniques.

#### **[A note about why mother tongue is so important](#)**

Professor Jim Cummins from the University of Toronto has written about the importance of mother tongue. *Why is it so important that parents speak their own mother tongue to their children?*

According to Cummins, research has clearly shown that mother tongue has a very important role in children's overall development. When children develop their skills in two or even three languages, they get a deeper understanding of how to use different languages effectively. In fact, extensive research supports the notion that a child who only knows one language doesn't know it well enough. The situation is different with children who speak more languages. They are often more flexible in their thinking as they can process information in different languages.

#### **Strong mother tongue helps foreign language learning**

The stronger the children's mother tongue, the easier it is for them to learn new languages. Children who have a solid foundation in their mother tongue, develop better literacy skills also in other languages that they learn. When parents and other important adults have time to discuss and read in the child's mother tongue and thus help expand the child's vocabulary, the child will be better prepared when kindergarten or school starts and can easily learn new languages. Children's knowledge and skills transfer over languages. Skills learned in the mother tongue will transfer to the other languages learned in school, as long as all languages are supported.

Therefore, it is very important that parents speak their mother tongue at home. Feelings, which are

important for the child's development, are also passed on through the mother tongue. Parents can support their children's second and foreign language learning by using their mother tongue diversely, reading and telling stories. It's important for the children that parents have a positive attitude towards new languages. If children notice that their parents are supportive of learning new languages, children themselves will then be more motivated to learn. The best way for parents to support their children's linguistic development is to spend time with their children. Storytelling, discussions, reading books and offering support and encouragement in their mother tongue will aid children on their journey to become multilinguals.

Cummins, J. (2001). Bilingual Children's Mother Tongue: Why is it important for education?

The full Article is available here:

[https://www.lavplu.eu/central/bibliografie/cummins\\_eng.pdf](https://www.lavplu.eu/central/bibliografie/cummins_eng.pdf)