



IIS  
PROFESSIONALE E TECNICO COMMERCIALE  
"A. CASAGRANDE"  
"F. CESI"  
TERNI



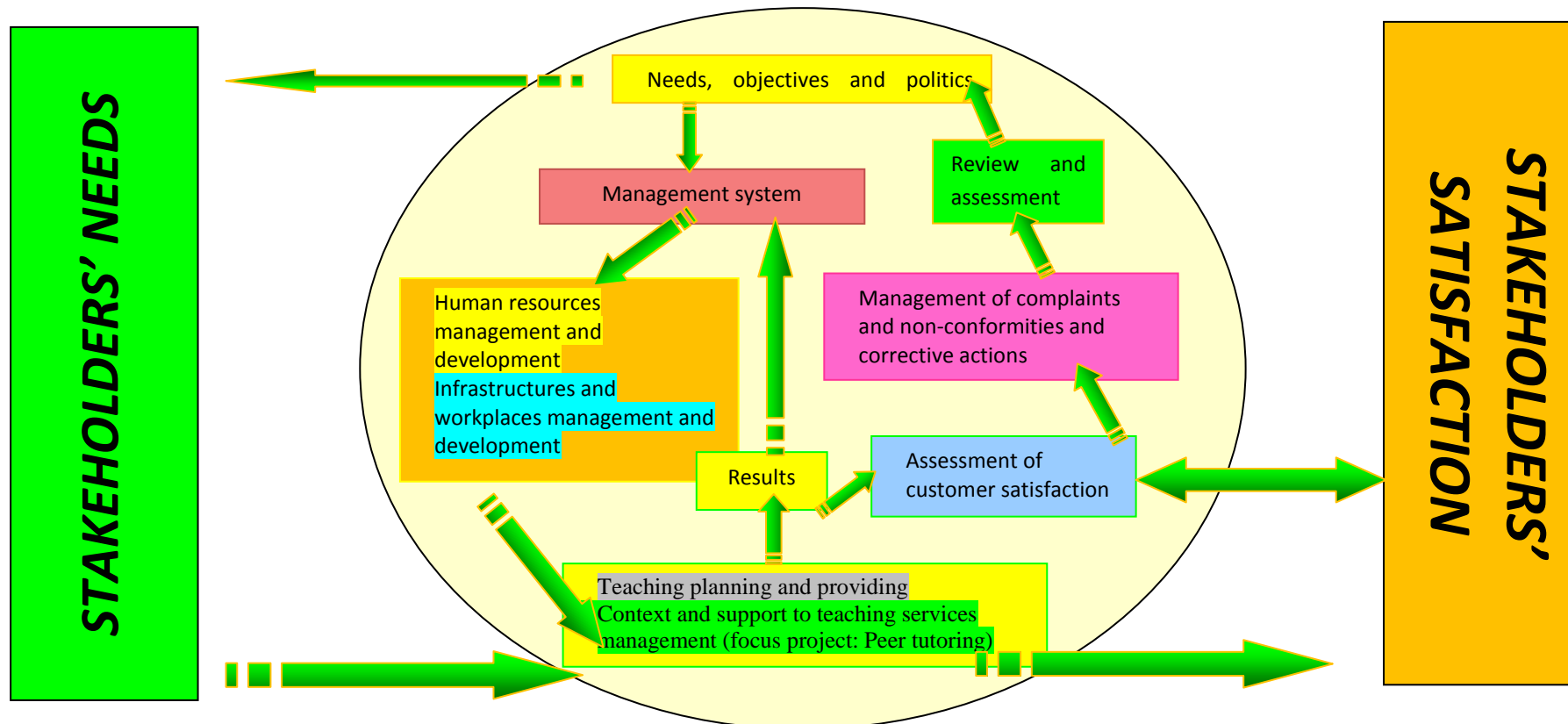
Leonardo da Vinci



# EMPOWER.MENT PROJECT

II ASSESSMENT REPORT  
DIMENSION A





Within its organization has identified the following processes, *interwoven as in the above chart*.

A - ORGANIZATIONAL SYSTEM	B - REQUIREMENTS AND OBJECTIVES	C - RESOURCE MANAGEMENT	D-TEACHING PLANNING AND PROVIDING	E - MONITORING, ANALYSIS AND IMPROVEMENT
A1 Management system	B1 Requirements	C1 Management and Human Resources Development	D1 Teaching	E1 R collection and processing of information and data
A2 Responsibility	B2 Teaching and learning objectives	C2 management and development of infrastructure and work environments	D2 Context Service Management (focus: peer tutoring)	E2 E2 Analysis and Improvement
A3 Review	B3 Policies			E3 Management of contingent difficulties

## A1 MANAGEMENT SYSTEM

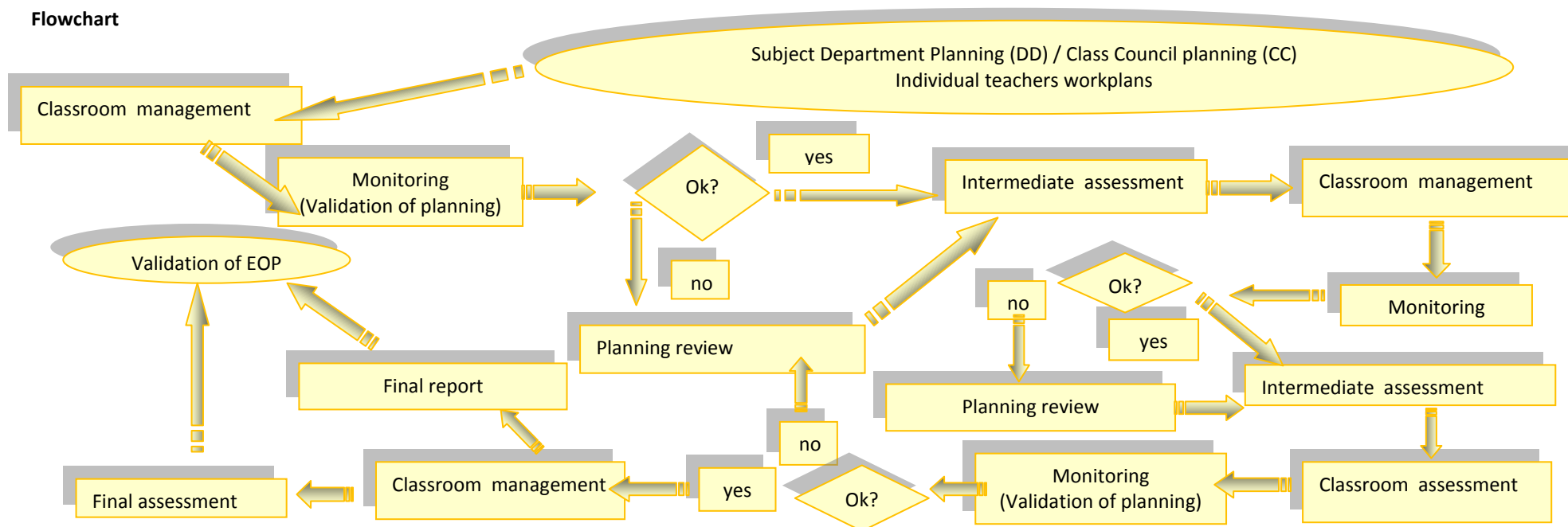
Each process is described according to the following structure:

Stage of the process and purpose	Output Process Manager	Input	Output and records	Way of implementation	Elements to verify and conditions of acceptability
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### Process “Teaching”

<b>Purpose</b> Ensure proper management and delivery of education services	<b>Process manager</b> The Teachers' Board has the responsibility to ensure the effectiveness and efficiency of the process	<b>Input/Output</b> The process uses mainly teaching standards, the EOP (Educational Offer Plan) and the results previously achieved by pupils. Generates the ordinary educational product. The service users are the students.	<b>Links with other processes</b> The process is composed mainly by the processes "Management and Resource Development" and "Design and dissemination of EOP" and is closely linked with other processes of "Implementation of the service.	<b>Elements to be verified and conditions of acceptability</b> Comparison with internal and / or national standards.
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### Flowchart



### Process specifications

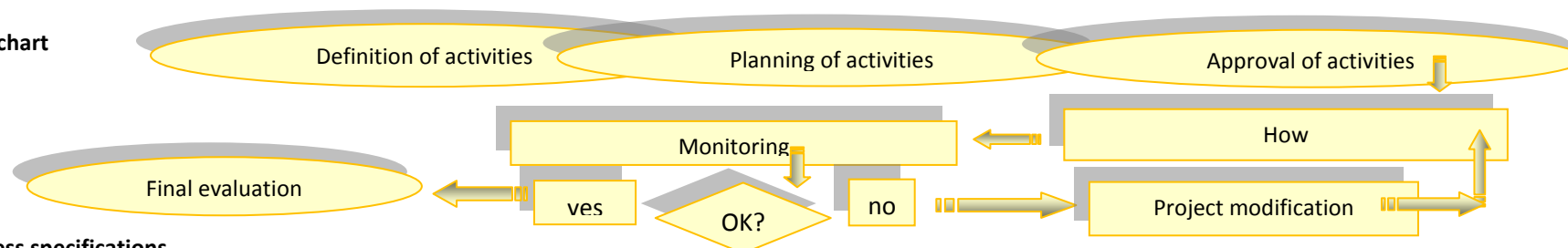
Phase	Respons.	Input	Output and reporting	How	Elements to be verified and conditions of acceptability
Drawing of teachers' workplans	DOC	- Class Council Resolution - DD planning - CC planning - CD planning	Workplan	Test Analysis and interpretation of tests Filling in forms	Human resources and materials used All teachers
Classroom management	DOC	Teacher's Workplan	- Lesson - Assessment	- Preparing material - Lesson - Assessment/evaluation	- Use resources planned in workplans - all teachers record lessons and evaluations
Monitoring (validation of planning)	DOC, along with CC/DD	Assessment results	Planning verification	Comparison expected/realised results	All CC/ DD teachers examine planning
Planning review	DOC	CC/DD Minutes	Planning review	Identify and analyze the causes of noncompliance Make any changes. Redefine planning	All teachers have to explain, document reasons and re-plan
Intermediate assessment	CC	Tests	Paper/online test School term report	Half-term school report Term school report delivery of reports to students by CC coordinator Collection of signed reports by CC coordinator	All teachers have to make tests and evaluate all students All students must have a sufficient number of tests according to subject planning All students must have the report within one week
Final assessment	CC	Tests / Assessment of transversal objectives	Billboard of evaluations and reports	CC meeting Publishing of results	All teachers must assess all students. All results must be published
Final report	DOC	Teacher's Workplan Assesment results Monitoring	Report	Final report form	All teachers shall submit the form soon after the end of the final term (not beyond scrutiny date)
Validation EOP	DS CD	Evaluation of all CC	DS Report CD minutes	School year's course is examined and the degree of implementation of EOP is verified	degree of implementation of EOP Collegiality of the evaluation

Legenda:	DOC=teachers	DD= Subject Departments	CC=Class Councils	CD=Teachers' Board	DS=Headmaster	DSGA=Administrative manager
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### Process “Context services management”

<b>Scope</b> Ensure planning and implementation of services complementary to ordinary teaching in relation to users’ needs.	<b>Process manager</b> Teachers in charge of individual projects are responsible for ensuring the effectiveness and efficiency of the process	<b>Input/Output</b> Input: needs analysis Output: implementation of complementary services	<b>Link with other processes</b> Said process is mainly connected with the process "Design and dissemination of EOP", which defines the School commitments	<b>Elements to be verified and conditions of acceptability</b> Implementation times, percentage of members, percentage of achievement of objectives
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### Flowchart



### Process specifications

Phase	Respons	Input	Output and reporting	How	Elements to be verified and conditions of acceptability
Definition of activities	EOP commission	User needs (B Dim.)	Hypothesis of extracurricular activities	Questionnaires results Surveys	Adherence to Mission projects
Planning of activities	GdL	Hypothesis of extracurricular activities	Project form	<ul style="list-style-type: none"> <li>Adhesion recognition</li> <li>Definition of needs /resource finding</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of human/material resources</li> <li>Coherence with School Mission</li> </ul>
Approval	CD	Project forms	EOP	EOP resolution	Respect of school budget
Methods of implementation	RP	Project form EOP	Product/service	<ul style="list-style-type: none"> <li>Meeting adherents</li> <li>Project development</li> <li>Final product</li> </ul>	90% respect of form/budget phases and times
Monitoring	FS/AR	Objectives Project forms	Report	<ul style="list-style-type: none"> <li>Verification of customer satisfaction</li> <li>Verification of objectives</li> <li>If not reached, project modification</li> </ul>	One questionnaire a user type
Modification of project	RP	Report on achievement of objectives	Ri-planning of not feasible part	Commission meeting	Coherence with highlighted objectives and problems
Final evaluation	CD	RP report	Approval resolution	<ul style="list-style-type: none"> <li>RP reports</li> <li>CD votation</li> </ul>	Respect of evaluation criteria based on the indicators set out in project form and final report

EOP=Educational Offer Plan	GdL=Working group	RP=Project responsible	FS/AR =Staff in charge of specific areas	DOC= teachers	DD= Subject departments	CC=Class councils	CD=Teachers’ Board	DIRS=Headmaster	DSGA=Administrative manager
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## Design and development

Design and development Input	Design and development output	Review
The information and requirements on which to base the design of the service, including those that may be imposed by laws and regulations, are identified in the needs analysis or in previous projects. The representative shall ensure that requirements are complete, before starting the design process, otherwise shall complete them.	<p>The service projects result in the EOP; it is however possible that for smaller projects ad hoc documents are drawn out. In any case, the project documents contain at least:</p> <ul style="list-style-type: none"> <li>• the purpose and objectives of the project</li> <li>• a reference to geographically located users</li> <li>• the service specifications, requirements and procedures with the identification of the individual areas of educational action</li> <li>• timing and costs</li> <li>• adequate information about the supply of goods and services and about service implementation</li> <li>• the organization necessary for designing and supplying the service and the acceptance and monitoring criteria.</li> </ul>	Formal and documented reviews are made of the design results

## Services production and implementation

Services production and implementation	Validation of services production and implementation	Identification and traceability
<p><b>control</b> The process consists of several phases. The way both activities and services and their effectiveness and efficiency are managed and controlled results in the compliance with the program and the various moments of verification/ validation of the service</p>	<p>When validating the following will be taken into account:</p> <ul style="list-style-type: none"> <li>• respect of the school planning and of the teachers' workplan</li> <li>• effectiveness and efficiency of the educational action proved by means of suitable intermediate and final assessment</li> <li>• principles and guidelines contained in the EOP and conformity with the school objectives</li> </ul> <p>Any changes to the educational processes needed to achieve the annual goals and to meet the users' needs will lead to a revalidation of the processes involved. Appropriate records of these activities shall be kept by the functions concerned.</p>	Identification and traceability of services is ensured through the comparison between school planning and class/ personal records of teachers/ progress of ongoing projects.

## Storage of documents

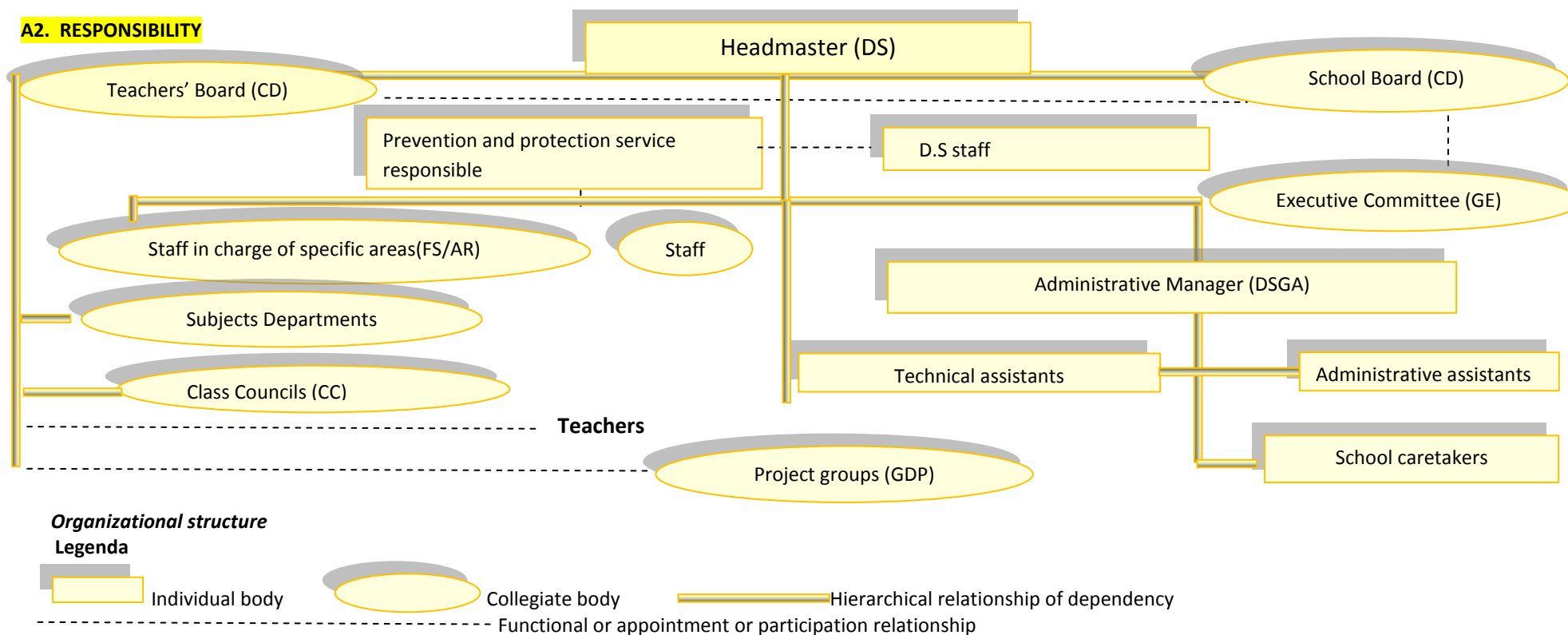
<p>In carrying out its services, Casagrande Cesi manages documents to certify the activities. the Secretariat is in charge of the process is, under the responsibility of the DSGA. This process involves responsibilities and procedures to:</p> <ul style="list-style-type: none"> <li>• ensure the proper conduct of the activities of handling, storage and delivery of school documents, in order to guarantee no loss or deterioration.</li> </ul> <p>*identify and monitor specific areas for the disposal of documents the school can discard after</p> <p>*the period required under current rules.</p> <p>undertake a regular assessment, if necessary, in order to detect deterioration.</p> <p>*ensure effective management of local archives</p> <p>*provide all necessary documents needed in time, even after finishing the course.</p>	<p><b>Control of monitoring and measuring devices</b> The training process is monitored through questionnaires relating to: users' needs, users' satisfaction, interviews with families, students testing, final checks by staff. These questionnaires, from year to year, have been reviewed by staff, based on the responses of the users involved and are therefore recalibrated on the actual needs that may arise for effective and efficient service control delivered through meaningful data. Therefore, if a set of tools does not provide meaningful data, the individual responsible for the activities will ensure the amendment of the questionnaires, tests, interviews, mode of verification, etc.. The records thereof are maintained by D.S.</p>
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## Internal communication

D.S. ensures adequate communication processes within the school. To this end, the School has implemented a system of online communication, as to ensure adequate transfer of information between the functions concerned. The means of communication to transmit information are activated and selected depending on the type of message to convey and the
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objectives of the communication; mainly consist of: internal meetings at various levels as a means of feedback-participation and written communications of various types (internal communications, announcements on notice boards, circulars, service orders, e-mailing, SMS, school website.) verbal communication/forms

## A2. RESPONSIBILITY



## Description of roles

The main activities, responsibilities and authorities assigned for each role, and organizational units identified within the school, and with reference to the processes managed within the quality management system, are described here.



**Headmaster (D.S)** arranges for unitary management of the school and finalizes it to the objective of educational processes quality, it is the legal representative and is responsible for managing the financial and material resources and results of the service. He organizes the school activities according to criteria of educational effectiveness and efficiency and is in charge of labor relations.

**Viceheadmaster** chosen by the D.S, collaborates with the Management under specific duties delegation of conferred by DIRS appointment.

The **Staff** is composed of D.S, who presides over it, DSGA, staff and assistants in charge of specific duties (FS). Has EOP monitoring and management duties.

The **Instrumental functions (FS/AR)** are teachers identified by the CD in compliance with EOP; they perform functions of support to the school organization. For instrumental functions a list has been created within this project of objectives that each figure should reach at the end of his/her appointment. This "task description" allows to make the performance of each Instrumental function "measurable". The wg is studying definition of objectives in charge of the remaining staff.

**Responsible for prevention and protection service (RSPP)** is responsible for preparing the risk assessment and evacuation plans, and for evaluating any emergency or discrepancy in the field of security. He/she is member, along with two teachers, a representative of the ATA staff and the representative of the workers' safety, of SPP chaired by D.S.

**School Board (CI)** represents all educational components. It is charged with the planning and programming activities of the school (mission), adopts EOP, approves the annual plan and the final balance. It supplies criteria for negotiating activity

The **Executive Committee (GE)** is the body that prepares the work of the School Board and implements its resolutions; it is composed of the D.S and DSGA, both members of law, and one representative from each member of the school board elected by same Board.

The **Teachers' Board (CD)** is formed by all the teachers who serve, in any capacity, in the school. He is charged with planning, programming, coordinating and evaluating teaching and educational activities consistent with the Mission. It draws the EOP and adopts textbooks.

**Class Councils (CC)** are made from D.S, who presides over them, all the class teachers, two representative student and two parents. It is in charge of the educational curricular and extra-curricular planning, of controlling the behavior of students and of evaluating students (only the teaching component)

**Project Responsibles (RP)** are teachers identified by CD with the responsibility to plan, coordinate, monitor, report on the project entrusted to them as part of activities provided by EOP

**Subject departments (DD)** are group of teachers of the same or similar subjects; they define the curriculum, the methodological, teaching and assessment choices to be implemented; they submit proposals for purchasing materials, for use of laboratories and the adoption of textbooks.

**Teacher (DOC)** has disciplinary, pedagogical, methodological, educational, organizational and relational competence, which he/she carries out in collegiate and individual activities. He/she participates in training and in-service training activities. The contents of the professional service are defined in the context of the overall objectives of the national education system and in compliance with the guidelines outlined in the school EOP.





### FS Management of Communication

- ❖ Management and updating of web site structure and systems used as needed to ensure accessibility
- ❖ Updating and filling in of contents, organization of web pages in accordance with the RPP and the instrumental functions
- ❖ Saving of data from SQL DATABASE, management of roles with the appropriate organizations (user permissions) and of the mailing list service
- ❖ Checking of used technologies status, costs, benefits achieved
- ❖ Retrieval of information flows in-outside school together with the instrumental figures
- ❖ Organization of blogs, instructions to teachers for contents updating and interactive/ pupil friendly use

### FS Support to teaching, forms and documentation of activities

- ❖ Updating of forms and collaboration in the updating of Rule Book and EOP
- ❖ Documentation of activities and projects, together with "Management Communication" function on school site, media and social networks
- ❖ Survey of professional and educational needs of the area and the school;
- ❖ Welcome and support of New Teachers
- ❖ Monitoring of the professional-educational outcomes of school leavers ("Data-Bank");
- ❖ Collaboration with DS, FS and DS staff to evaluate the effectiveness of the educational action

### FS Incoming informative/formative, ongoing, final guidance; relations with families

- ❖ Implementation of informative/formative guidance actions for intermediate lower students entering the school and families (brochures, letter to the student, direct visits in schools, open days, training courses at schools)
- ❖ Development of informative/educational guidance actions through relationships with universities and with private and public entities of the area
- ❖ Guidance ongoing actions at the end of the biennium for the Technical/ at the end of the three-year course for the Professional school
- ❖ Collaboration with D.S., F.S. and DS staff to evaluate the effectiveness of the educational action

### FS School-Work alternation

- ❖ Coordination for the implementation of vocational courses together with agencies and institutions outside the school, local authorities, associations, companies, professional training centers, Training Agencies;
- ❖ Organization of school-work training workshops
- ❖ Survey of external training needs
- ❖ Collaboration with D.S., F.S. and DS staff to evaluate the effectiveness of the educational action

### FS Coordination area students with special needs

- ❖ Organization of team meetings for the support of disabled students
- ❖ Participation in team meetings and coordination of activities
- ❖ Collaboration with D.S., F.S. and DS staff to evaluate the effectiveness of the educational action

### FS EOP

- ❖ EOP updating
- ❖ Co-ordination of activities, monitoring and evaluation of the Plan;
- ❖ Updating of customer satisfaction questionnaires, recording, processing and graphical presentation of summary results for all components
- ❖ Teachers' Training Plan;
- ❖ Study and application of school reform guidelines
- ❖ Collaboration with D.S., F.S. and DS staff to evaluate the effectiveness of the educational action

## ADMINISTRATION - TECHNICAL - AUXILIARY (ATA)PERSONNEL

The Administrative, technical and auxiliary staff performs administrative, accounting, management, instrumental, operational and surveillance functions related to the school, activity cooperating with Headmaster and teaching staff. These functions are undertaken on the basis of the principles of school autonomy by law implementing regulations and consequent new management skills rearranged in each school, on the basis of the general principle of unity of administrative, general services and the needs of management and organization of technical services, in coordination with the DSGA. ATA profiles and correspondence between the areas are identified in the table below

### PART I - ADMINISTRATIVE SERVICES

DSGA performs work of considerable complexity and external significance. Oversees, with operational autonomy, the general administrative and accounting services and takes care of the organization thereof performing coordination, promotion of activities and verification of results, compared with assigned tasks and the instructions given to ATA staff, who report directly to him. Organizes independently ATA activities within Headmaster's guidelines. Entrusts ATA personnel, within EOP activities, with organizational assignments and performances exceeding duty timetable when necessary. He has operational autonomy and direct responsibility in educational activities, in preparing and formalizing administrative and accounting documents; he/she is delegated, issuing officer and consignee of goods and furniture. He/she can study and develop plans and programs requiring specific skills with self-determination and implementation of training processes. Can be entrusted with tutoring and staff training/inspection duties within schools

### PART I - ADMINISTRATIVE SERVICES

The Administrative Assistant performs work requesting specific professional preparation and ability to execute procedures with the use of IC tools, even for cataloging. He has direct responsibility for keeping the archive and the Protocol. He/she carries out specific activities with operational autonomy and direct responsibility.

#### TEACHING AREA

**Management of Students** - Registration of pupils- textbooks adoption- Relations with families - State Examinations- Travels and guided outdoor events- - School sports center – Disciplinary penalties –Release of certificates- Statistics and surveys - Student Charts **Collegiate bodies** -School elections- Teachers' Board - Executive Committee – School Board Proceedings- -Class Councils- Students' assemblies **Projects**,certification of **Stage-courses**-Refresher courses

#### PERSONNEL AREA

**MANAGEMENT OF PERSONNEL FILES AND OTHER** - Absences (Measures, Surveys, Assenze.net) - Holidays, Unions permits - Union Assemblies / strikes - Union Relations / RSU **ANNUAL WORKFORCE** – Stable workforce – Variable workforce- Allocation of teachers to classes **RECRUITMENT** – School and Province staff lists (teachers/ATA/Experts)– Employment contracts - Annual substitutions, temporary and short substitutions- Contracts with external personnel- **CAREER** - Reconstruction of careers / economic framework **MOBILITY** – School staff lists-Transfers and passages- Temporary Assignments **END OF SERVICE** - Retirement-Pensions / Retirement bonus **STATE POSITIONS** - Outplacement, Returns, Commands **INPDAP INSURANCE** - Supplementary pension, ESPERO Fund, Ransom for pension purposes career re-conjunction **DISCIPLINE** - Disciplinary proceedings

#### PROTOCOL

- Protocol Recording - Archive **CORRESPONDENCE** – Management of correspondence- phonograms -Management telegrams receipts and other- **INTERNAL COMMUNICATION** - Internal Communication Management (by the individual offices) **SCHOOL ALBO** - Management of albo-POF projects- SECURITY Security annual plan- Risk Assessment Document - Ordinary and Extraordinary interventions maintenance- School Insurance-No Smoking **PRIVACY** - Appointments of people in charge

### ACCOUNTING AND WAGES

**ANNUAL PLAN** – Drawing out and variation of annual plan / Accounting Records **FINAL BALANCE** - Documentation and accounting of projects- activities / Drafting of the final balance **POST ACCOUNT** - Registration / - Issuing of cheques for withdrawals **BANK ACCOUNT** - Cash Conventions / Daily and monthly statements **REVENUES** Issuing of reversal collection **OUTPUTS** - Purchase Orders / Issuing of money orders / financial reporting **NEGOTIATION ACTIVITY** - Purchases (Suppliers' Albo - Request for estimates, DURC, Financial traceability (CIG, Communications account movements.) - Contracts and agreements - Network of Schools **WAGES** - Salaries /Fringe Fees **FISCAL MANAGEMENT / CONTRACT FULFILMENTS** - CUD and Income CERTIFICATION/ UNIEMENS Mod. **OTHER ACCOUNTING FULFILMENTS** – Payment of holidays-Unemployment Compensation Mod.DS22) – performance registry **ASSET MANAGEMENT** - Inventories /**AUDITORS**

### PART II - TECHNICAL SERVICES

The Technical Assistant performs the following specific activities with operational autonomy and direct responsibility: technical management of laboratories, workshops and manufacturing departments, ensuring their efficiency, functionality and security. Technical support to educational activities. Driving motor vehicles and their maintenance. Performs external services related to their work. **Assignment to locations:** 01. AR02 – IC Area: HEADQUARTERS L. PAOLUCCI / P.BOSCO branch/02. AR20 - Area Hospitality - Kitchen Laboratory HEADQUARTERS L.PAOLUCCI ACQUAVOGLIERA 03. AR21 - Area Hospitality - Reception

### PART III - GENERAL SERVICES

The School caretaker executes, under specific instructions and responsibilities related to the proper execution of their work, activities characterized by well-defined procedures that require no specialist preparation. He/she is entrusted with overall services with front office duties and surveillance functions towards pupils, in the periods immediately before and after teaching activities and during breaks; is entrusted with the cleaning of premises, school spaces and furnishings; has supervision of students, including regular assistance during meals in school cafeterias, custody and general monitoring on school premises, in collaboration with teachers. Gives help to students with disabilities in accessing from outside school areas, inside and outside them, in using sanitation and in their personal hygiene. Assignment of personnel to the plexus and locations: PAOLUCCI HEADQUARTERS / BOSCO BRANCH /ACQUAVOGLIERA LABS

### A3. REVIEW

The Management, with the participation of the staff and other individual and collegial functions, reviews the Management System at least every 12 months, in the last Teachers' Board meeting, to ensure its continuing suitability and effectiveness to policy and quality objectives. This review is the final part of a complex process, since it includes actions taken by the School Boards (Class Councils, Teachers' Board, Subject departments, etc..) aimed at assessing the effectiveness and efficiency of the services provided and of the resources used.

As external review is concerned, as from current school year, each school and each Headmaster shall supply documentation to allow external assessment of the effectiveness and efficacy of school policies and of the Headmaster's work.

### Review Input

The Input elements taken into consideration in assessing the adequacy and effectiveness of the system are mainly:

- outcome of the meetings of the collegial bodies involved, with particular reference to the assessment of the adequacy and effectiveness of the educational action ( by means of customer satisfaction questionnaires/interviews with families/performance of students), in relation to the services provided during school year;
- assessment reports and complaints by Users
- data from monitoring indicators of the processes and elements of the services provided

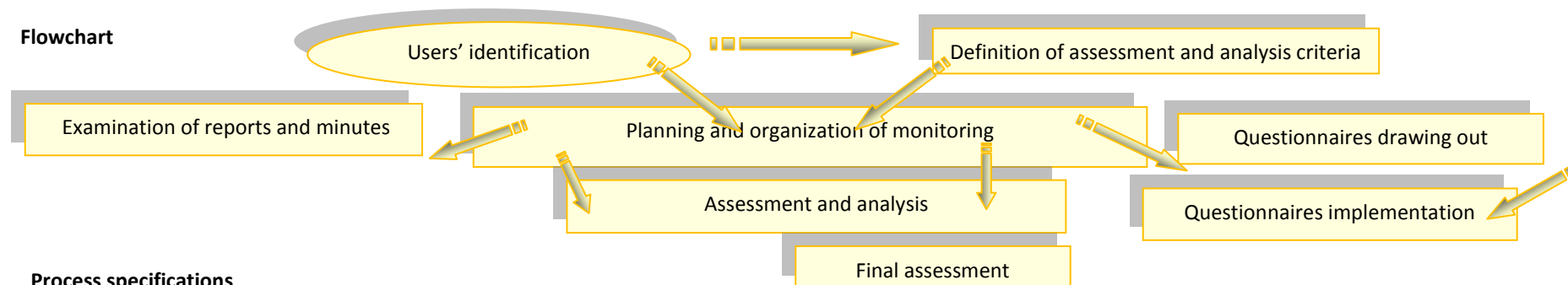
### Review output

The system review contains the assessments and decisions made by the management regarding the quality of services, processes, organization and resources; in particular, decisions about management system review actions to improve performance. The outcome of the review, formalized through meeting minutes, may lead to decisions to revise the policy and the definition of new quality targets quality.

### Process "Verification of users' satisfaction"

Purpose	Responsibility	Links with other processes	Input / Output	Indicators
Ensure that the assessment users provide about the quality of School services is periodically made	DS has the responsibility of the effectiveness and efficiency of the process	The process is closely connected with the process "Design and dissemination of EOP which defines the commitment of the School, and the process "Quality Management", which uses, in particular, the results of this process to set and implement improvement actions	Input: users' needs, types and characteristics of services, objectives and standards of service quality. Output: the results of the verification of users' satisfaction	Satisfaction rate and percentage of compliance with national standards

### Flowchart



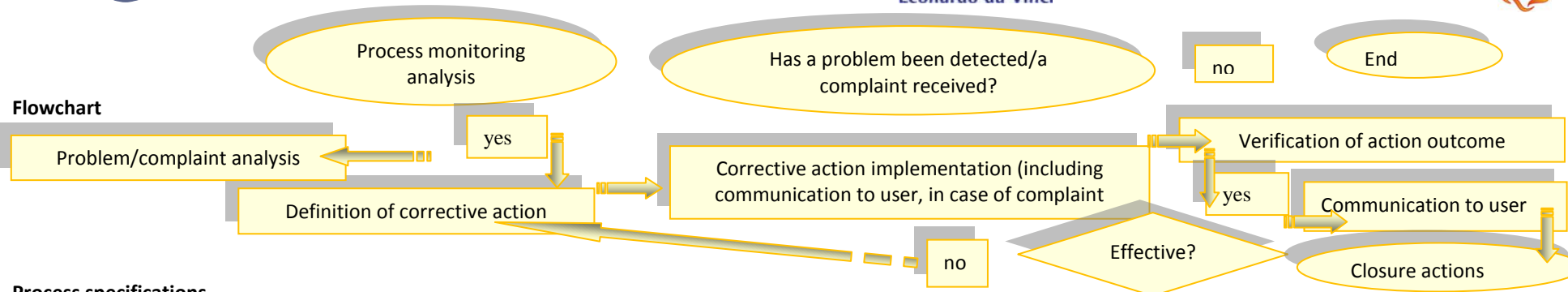
### Process specifications

Phase	Responsibility	Input	Output/record	How	Elements to be verified and conditions of acceptability
User identification	staff	laws	list	Staff meeting identifying internal and external users to monitor with reference to school mission	Identification of users directly or indirectly using school services

Planning and organization/ monitoring	staff	laws	Ministerial circular /Inner decisions on previous activities	Ministerium sends sheets and questionnaires for special projects. Analysis of filled in questionnaires	
Verification and analysis criteria	staff	Laws and school objectives	list of criteria	Staff sets evaluation criteria: a) implementation of project b) adherence to planning c) respect of budget limits d) number of users involved (students, teachers, ATA, experts) e) comparing of statistical data	Correspondence between school and regional/ national data
Reports and minutes	FS/RP and company representatives	Laws Project meetings	Reports and minutes	RP and FS draw minutes for each ongoing meeting and at the end of the project draw out a report The compagnie involved in the project send a report on the activities and a judgment on each student involved	Each meeting is recorded All RP and FS draw out reports on the activity carried out/All enterprises shall be asked for a report
Drawing of questionnaires	GdL	Criteria	Questionnaire	Staff meets and draws questions in compliance with criteria	Questions shall be coherent with criteria
Filling in of questionnaires	FS	Revised questionnaires	Distribution	Questionnaires shall be given to: students/families/teachers/ATA/expert involved in projects	All questionnaires shall be distributed
Evaluation and analysis	GdL	Filled in questionnaires /fixed criteria	Statistical analysis and interpretation of data	Collected data are grouped Data are graphically represented Data are interpreted according to fixed criteria	All collected questionnaires shall be analysed
Final verification	Teachers' Board	Analysis of questionnaires and reports	resolution	D.S illustrates data and reports/Teachers' Board takes resolution after discussing them	Coherence of results to objectives. At least 80% of projects must be implemented. Data must be within school standards and coherent with National standards

### ***Process “Management of contingent complaints and difficulties”***

<b>Scope</b> Ensure actions aiming at eliminating or correcting the consequences of the complaints received and / or non-conformities detected and at preventing recurrence of non-compliance (corrective actions) or at preventing occurrence of non-compliance (preventive actions)	<b>Responsible for the process</b> The staff has the responsibility to ensure the effectiveness and efficiency of the process	<b>Links with other processes</b> The process is powered by the monitoring process carried out by same process responsables.	<b>Input / Output</b> Input: monitoring records relating to individual processes and complaints received Output: the process generates the results of actions taken to solve the problems involved and to improve the management system.	<b>Indicators</b> Statistics on complaints and nonconformities; statistics on corrective and preventive actions.
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### Process specifications

Phase	Responsible	Input	Output/recirs	How	Elements to verify and conditions of acceptability
Analysis of the monitoring process/ service	DS staff CI	CI Documentation of school processes	Communication to staff of the situation	Filling in documentation Formal notice sent to working group	Clarity in presentation of facts and indication of reference documents
Analysis of problem/ complaint	staff FS	Formal communication to area responsible	Recording of problem	Assesses the severity of the problem and its systematicity	Exhaustiveness of the problem analysis
Definition of action	staff	Non conformity recording	Corrective action recording	CF filling in recording of corrective action	Clear identification of problem's causes
Implementation of action	Responsible	Corrective action recording	Documentation of school processes/quality records	The responsible implements the action decided by staff while analysing the problem	Respect for methods and timing of implementation
Checking the outcome of action	staff	Documentation of school processes	Remarks formalized by staff	formal meetings with staff responsible and inspection of records	Effectiveness of action taken
Communication to users	staff	Complaint	Notification	Staff sends to user news about the problem analysis and possible solution	Timeliness in communication All Members concerned shall be advised
Closing Acts	staff	Non conformino service	Registration of nonconformity	staff records successful solution of the problem	Respect for closing times expected Resources used

## SW analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Identification and definition of roles and procedures</li> <li>Strong motivation of DSGA, DS and staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Immovability of personnel</li> <li>✓ Need for further amalgamation of the two schools' staff</li> <li>✓ Difficulty of control in procedures implementation</li> <li>✓ Lack of sharing of procedures by teachers</li> </ul>