



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



Leonardo da Vinci



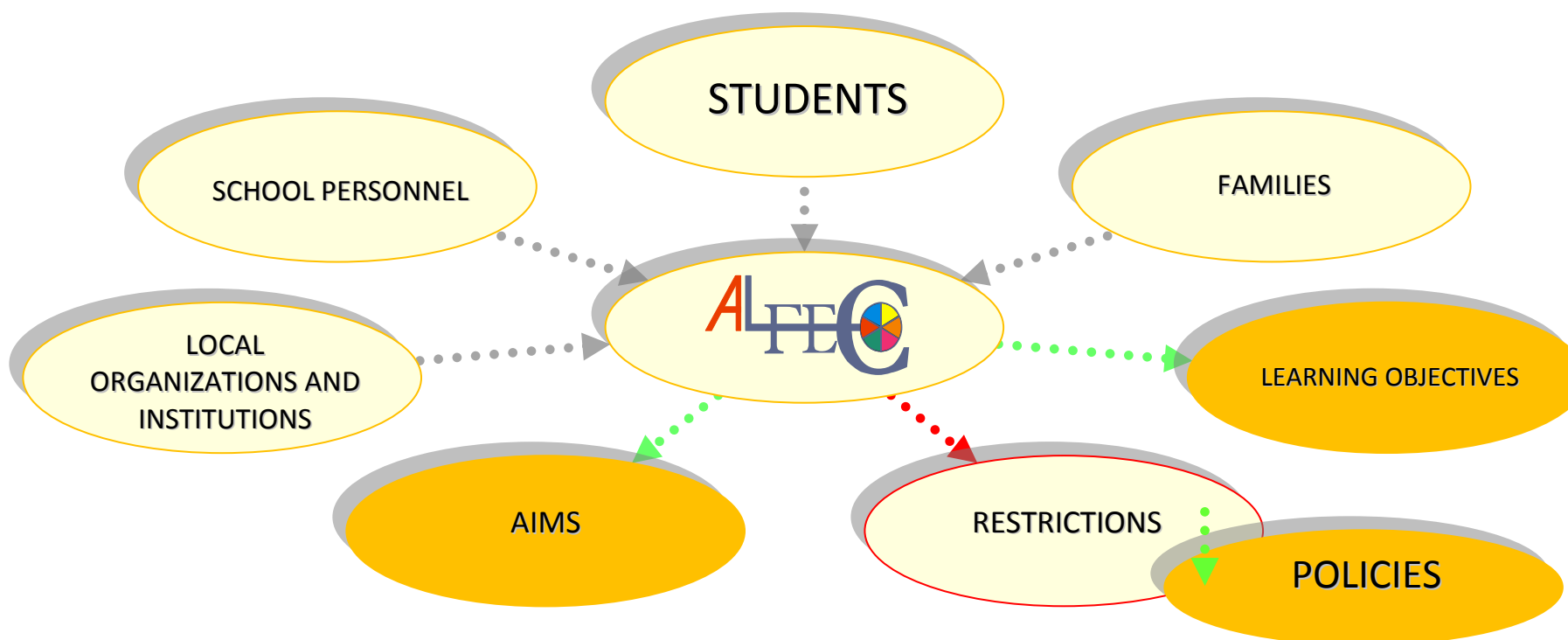
EMPOWER.MENT PROJECT

II ASSESSMENT REPORT
DIMENSION B



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B DIMENSION – REQUIREMENTS AND OBJECTIVES



B1. STAKEHOLDERS’ NEEDS

B1.1. a **Identified Stakeholders**

Higher Education School Casagrande Cesi has identified the stakeholders who, both at internal and territorial level, highlight needs that lead to re-modulate periodically the school policies in order to achieve the objectives and targets set out in section B2:

B1.1.a1 Territory: Local Government / Chamber of Commerce-Unioncamere; Trade Associations / Public and private enterprises / business legal, professional studies, , cultural and voluntary associations (Rotary / Caritas / Ass.S.Martino / social centers) ; Isfol-MIUR(Ministry of Education, University and Research/ USP(Province School department)/ USR(Region School Department) /; associations operating in the social environment (parents' associations / APAV / service cooperatives ...) / University

B1.1.a2 School

The teaching, technical, administrative staff of the School; students, especially students in any way at risk of exclusion / dispersal, in primis immigrants and disabled students, but also all students potentially/actually object of forms of ridicule, bullying and marginalization; families

B1.1.b **Presence of Line Committee** (mandatory requirement of Empower.ment)

The Steering Committee was established and structured on the basis of forms of collaboration, more or less formalized in protocols, with representatives of the entities referred to in paragraphs B1.1 .1 to .5, with particular reference to those working in fields relating the Peer Tutoring project.

B1.1.c **Terms and frequency of relationships between stakeholders**

The Teachers’ Board has identified the nature and frequency of relationships with the stakeholders on proposals by FS, work Committees for the projects, the teachers themselves, who can advance needs to be translated into ideas, initiatives or projects to propose to the Teachers’ Board

Stakeholders	Requirements detecting method	Frequency
B1.1.a1 Territory	Local Authorities-Conventions with ASL4 (Local Health Agency)	periodic
	Chamber of Commerce Unioncamere- Examination of databases and conference on the demands of the labor market (Excelsior)	annual
	Contacts with business, legal, professional studies, public and private organizations for visits, stages and regular meetings	periodic
	Contact cultural and voluntary associations (Rotary for Peer Tutoring Project / Caritas-Ass.S.Martino for International Adoptions / social centers for elderly people for Volunteering project/Peer Tutoring	periodic
	Contact USP / USR for Leonardo project	periodic
	Contact USP/USR various projects/competitions	periodic
	Isfol-Miur- Esamination of data on editing and new school courses	periodic
	Contacts with University (Polo Univ.Terni and various faculties) for exit guidance	annual

B1.1.a2 School Teachers ATA	Customer satisfaction questionnaires teachers/ATA	annual (may)
	School Board	periodic
	Teachers' Board	3/4 a year
	Subject Department meetings	2 yearly
	Class Councils	6 a year
Students	Customer satisfaction questionnaires students	annual (may)
	Direct educational interaction within curriculum	daily
	Extra-curricular direct educational interaction (remedial courses)	periodic (2-3courses a year)
	Extra-curricular direct educational interaction -Empowerment-Peer Tutoring	periodic
	Entry/in itinere/exit guidance	(sept-feb); mar/ap) (ap/may)
	Stages	annual
	Conferences/meetings/conventions	periodic
Families	Databank educational/professional outcomes of school-leavers	biennial
	Customer satisfaction questionnaires families	annual (may)
	Direct talks (reception of famiglie)	morning(fortnightly), afternoon (2 a year)
	Contact parents' associations	periodic

B1.1.d List of territory stakeholders' requirements

The policies are just shortly quoted, for complete description see B2:

The previously identified stakeholders' requirements and the mode of relation with them have been defined by a context analysis (E1.1.1.1), personal contacts with the involved local stakeholders at the end of stages; (E1.4b), a database on the educational-professional outcomes of school leavers (E1.4a); from which the following requirements have resulted:

REQUIREMENTS RESULTED FROM THE ANALYSIS OF TERRITORIAL CONTEXT	POLICIES
Promotion of the students values development and of correct behaviour aiming at the protection and respect of health and the environment	B2.2.a4 strategies for the inclusion of students at risk of exclusion- values promotion projects
containment of smoking	
improvement of eating habits	
increased use of means of transport alternative to the car	
incentive for recycling and proper waste management at a personal level	
modification of behavior indicating lack of respect for the common thing (vandalism)	
REQUIREMENTS RESULTED FROM THE ANALYSIS OF CUSTOMER SATISFACTION	POLICIES

QUESTIONNAIRES AT THE END OF THE STAGES	
Correct school choices of secondary school at the end of lower secondary school/ of university at the end of upper secondary school	B2.2e2 Context services- Entry Guidance B2.2e5 Exit Guidance- Database educational-professional outcomes of school leavers to be updated B2.2a2.3 Integrated education to be further developed
Development of good basic education in the administrative- commercial, hotel and tourist-information technology-health and social services fields	B2.2a1 Planning/B2.2a2 extracurricular remedial courses managed by teachers/afternoon B2.2.a2.2 support remedial courses managed by students (Peer Tutoring) B2.2b1 Peer Tutoring B2.2 Stages /B2.2e3 Tutoring B2.2c4 Hardware updating B2.2c5 Use of Library B2.2c6 Fund raising
Development of good professional competence	B2.2a1 Planning /B2.2d Stages
Development of good ICTI competence	B2.2a1 Planning /B2.2e1 Study course development projects (ECDL) B2.2e4.2 Certifications in foreign languages
Development of compence in foreign languages	B2.2a1 Planning /B2.2e4.1-.2/ Partnerships and certifications in foreign languages
Development of transversal competences, such as Social Skills, Self-Efficacy, Coping, Decision Making	B2.2b1 Peer Tutoring B2.2d1 stage /B2.2e3 tutoring

School stakeholders' requirements

The previously identified stakeholders' requirements and the mode of relation with them have been defined by a school context analysis; annual customer satisfaction questionnaires for the various components; direct contacts and talks (E1.1.1/a/b/c1-2-3-4/E1.2a/b/c) from which the following requirements have resulted:

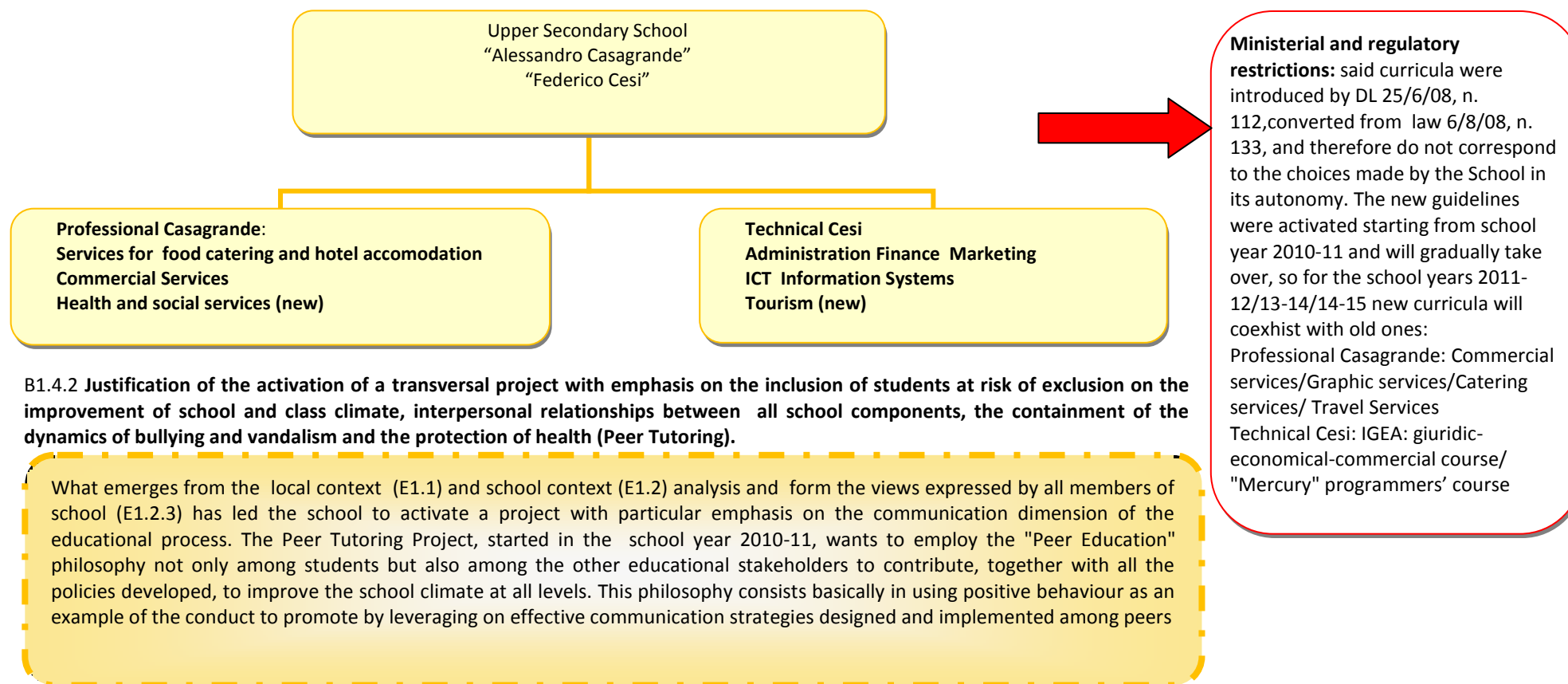
REQUIREMENTS RESULTED FROM THE ANALYSIS OF SCHOOL CONTEXT		POLICIES
Creation of a climate of harmony and coexistence among students to promote the integration of foreign, disabled or any reason at risk of exclusion students		B2.2a4 Projects for the promotion of values
Decrease in the rate of failures/ suspensions of judgment		B2.2.a1 Planning / B2.2a2..1 extracurricular remedial courses managed by teachers / B2.2.a2.2 support remedial courses managed by students (Peer Tutoring)/ B2.2.a3 strategies for the inclusion of students at risk of exclusion, particularly disabile students /B2.2.a4 strategies for the inclusion of students at risk of exclusion-projects of promotion of values /B2.2c.6 Fund raising/B2.2e1 school course development projects (ECDL)/ B2.2e3 Tutoring/ B2.2b.3 Training/B2.2b.4 Strengthening of the role of DSGA
REQUIREMENTS RESULTED FROM THE ANALYSIS OF CUSTOMER SATISFACTION QUESTIONNAIRES/DIRECT CONTACTS AND TALKS		POLICIES
Teachers	Better valorisation of teachers' job	B2.2b1 Peer Tutoring B2.2b.2 Time-bank B2.2b3 Training courses (policy to be developed) B2.2b6 description of roles and duties
	Greater sharing of objectives, educational strategies, evaluation criteria	B2.2a.1 Planning

	in the Class Councils and their application in the ordinary schedule	B2.2b6 description of roles and duties
	Circulation of information within the school	B2.2b.4 Strengthening of the role of DSGA/B2.2c.1 On line Service/ B2.2c.3 Enhancement of network B2.2b6 description of roles and duties
	More constructive relationships with families	Policy to be implemented
	Improved organization of remedial courses	B2.2c.6 Fund raising /B2.2b.3/Tutoring
	Improvement of environmental conditions (hygiene, order, etc.)	B2.2b.4 Strengthening of the role of DSGA/B2.2b.5 strategies of valorisation/better employment of ATA
ATA	Better valorisation of ATAs’ job	B2.2b.4 Strengthening of the role of DSGA/B2.2b.5 strategies of valorisation/better employment of ATA
	Agreement among ATA	B2.2b.5 strategies of valorisation/better employment of ATA/B2.2c.1 On Line service
Students	In relation to teachers	Need of teachers that make the subject interesting Greater fairness in performance evaluation Greater valorisation and respect of students Greater attention to students’ problems
		B2.2b.1 Peer Tutoring B2.2.a.1 Planning / B2.2b.1 Peer Tutoring B2.2b.1 Peer Tutoring B2.2b.1 Peer Tutoring
	In relation with students	Greater respect of rules Greater respect in relationships
		B2.2b.1 Peer Tutoring B2.2b.1 Peer Tutoring
	With reference to context services	Improvement of environmental conditions (hygiene, order, etc) Improved organization of remedial courses Improvement of ongoing/exit guidance activities Improvement in the management of ICT/scientific labs
		B2.2b.4 Strengthening of the role of DSGA/B2.2b.5 strategies of valorisation/better employment of ATA B2.2c.6 Fund raising /B2.2e3/ B2.2e2 Guidance B2.2b6 Description of roles and duties B2.2b5 strategies of valorisation/better employment of ATA/B2.2c2 Updating of hardware/B2.2c.3 enhancement of network/ B2.2c.6 fund raising B2.2b6 Description of roles and duties
		Improvement of library management B2.2c.5 strategies of valorisation/better employment of ATA
Families		Improved organization of remedial courses B2.2e3 Improvement of ongoing/exit guidance activities B2.2e2 Guidance Greater circulation of information school-family B2.2c.1 Online service/ B2.2b.4 Strengthening of the role of DSGA/ to be developed

B1.1.e Motivation of the activation of new curricula and of the introduction of a transversal project with emphasis on the inclusion of students at risk of exclusion, on the improvement of school/class climate, on the containment of dynamics of bullying and vandalism, the protection of health and development of environmentally friendly behavior (Peer Tutoring).

B1.4.1 Motivation of the activation of new curricula

IIS Cesi Casagrande was born of the union of Professional Institute A.Casagrande) with Technical Institute F.Cesi. The present structure of the school is as follows:



B2. GENERAL OBJECTIVES AND POLICIES OF CESI CASAGRANDE

Restrictions to the determination of objectives and policies of the School

Curricula, profiles and roles are set centrally by the MIUR (Ministry of Education, University and Research), but the school would have the opportunity to outline specialization courses according to the demands of the area because it can count on a percentage of modification of the curriculum increased by the reform to 30% for the second two-year course and to 35% for the final year of the Technical school; (to 35% and 40% of the Professional) (art. 5 Regulations 15/03/10), actually inapplicable because the number of teachers is rigidly fixed according to the pupils' number and has recently suffered cuts that put into question the proper functioning of the courses themselves. So there are specific limitations to the development and implementation of the School policies, that, after receiving the local stakeholders' requirements, can only leverage on the motivation of teachers / ATA to activate teaching strategies and contextual services.

B2.1 Overall objectives of the school. School courses, profiles, roles and related professional job opportunities

B2.1.1 Overall objectives of the school

B2.1.1.1 Guarantee all students equal opportunity in the delineation of their "life project", with the enhancement of everybody's interests and abilities, to develop knowledge, skills, competence consistent with the requirements of the local national and European market, enabling conscious university choices or a successful part in social and working life.

B2.1.1.2 Promotion of personal growth in the culture of legality and social integration, to develop relationships based on respect, solidarity, "feeling well at school", according to the rules that regulate the life of school and social community

B2.1.2 Consistency of school objectives with stakeholders' needs

These general objectives are consistent with the needs of the identified stakeholders (B1.1 and B1.3) on the basis of context analysis (E1.1/E1.2) and customer satisfaction questionnaires analysis (E1.2.3)

B2.1.3 School courses, profiles, roles and related professional job opportunities

School courses, profiles and roles are set centrally by MIUR and declined within each address (details Encl.1). The professional curriculum tends to form figures predominantly oriented to immediate inclusion in the labor market, while the technical, given also the school-leavers' choices in recent years (E1.5.1), is more oriented towards university, even if the share of graduates who enter the world of work is still substantial. Teaching is traditional, with strong integration (50%) of operating laboratories in the Professional, less in the Technical school (20%) in the various fields of specialization.

ALESSANDRO CASAGRANDE

SERVICES FOR FOOD CATERING AND HOTEL ACCOMODATION

Food and wine

School leavers can act in the valorisation, production, processing, preservation and presentation of food and wine products; can operate in the system in promoting local, national and international traditions, identifying new food and wine trends

Lounge and bar services

School leavers can carry out operational and management activities in connection with the administration and management, production, organization, delivery and sale of food and wine products and services; interpret the development of local product chains to adjust production and sales in relation to market demand and customers, enhancing local products

Tourist accomodation

The student will be able to intervene in the various fields of receipt, activities, to manage and organize services in relation to seasonal demand and to the customer needs, and promote tourism and hotel hospitality services through the planning of tourism products that enhance the area's resources.

COMMERCIAL SERVICES

The Diploma of Vocational Education in "Business Services" promote skills that allow school leavers to operatively support the companies in the management of both commercial and administrative processes in the promotion of sales. Such expertise also includes competence in promoting the company image through the use of different types of communication tools, including advertising

HEALTH AND SOCIAL SERVICES (NEW)

The Diploma of Vocational Education in "Health and social services", has the capacity to organize and implement interventions appropriate to the social and health needs of people and communities to promote health and bio-psycho-social wellness.

FEDERICO CESI

New study courses (School Reform in force since school year 2011-12)

ADMINISTRATION, FINANCE AND MARKETING SERVICES

ADMINISTRATION, FINANCE AND MARKETING

The "Management, Finance and Marketing" school leaver has general competence in the field of national and international macro economic phenomena, of civil and tax legislation, business systems and processes (organization, planning, programming, administration, finance and control), of marketing tools, of insurance-financial products and social economy. Integrates professional skills with language and computer competence to operate in the company's information system and contribute to the organizational and technological innovation and improvement of the enterprise in an international context.

BUSINESS INFORMATION SYSTEMS

The profile "business information systems" is characterized by the reference both to the field of information system management and to the evaluation, selection and adaptation of software applications. These activities are aimed at improving business efficiency by implementing new procedures, with particular regard to the storage system, the organization of communication network and information security.

TOURISM (New)

The **Tourism** graduate has specific expertise in the field of tourism enterprising and general competence in the field of macro-economic national and international phenomena, of civil and tax legislation of business systems. Is involved in the integrated and sustainable exploitation of cultural, arts, crafts, food and wine, landscape and environment heritage. Integrates specific professional expertise with language and computer skills to operate in the company's information system and contribute to the organizational improvement and innovation of tourism enterprise, in the context of international tourism.

B2.2a Policies regarding students, particularly disadvantaged ones

B2.2a1 Reach overall/specific learning objectives

Develop educational and teaching guidelines and bring them in subject departments, then in Class Councils, as far as individual teacher programming of, who is primarily responsible for implementing the decisions made by the corporate bodies and make their application uniform (not measurable) by means of

- ✓ common documents and forms
- ✓ common profit measurement grids
- ✓ focus on team-work in Subject Departments
- ✓ attempts at promoting team-work in Class Councils

B2.2a2 Reduce the failure/judgement suspension rate and prevent dispersion, **need** emerged from the context analysis. The school is activating strategies for the reduction of this rate of at least 5% by means of

B2.2a2.1 remedial extracurricular course managed by teachers

B2.2a2.2 support to afternoon study managed by students (Peer Tutoring)

B2.2a2.3 integrated education

B2.2a2.4 support to curricular study during religion classes **policy to be developed**

B2.2a2.5 Control of absence/delays online

B2.2a3 Strengthen strategies for the inclusion of students at risk of exclusion, in particular

B2.2a3.1 disabled, high percentage if compared to regional and national data (see D1.1c.1)

B2.2a3.2 foreigners, whose percentage is also higher than the national average (see E1.1.1.2). The school policy is to

B2.2a3.2.1 activate Italian language courses for newly arrived migrant pupils/upgrading courses for foreign students recently immigrated

B2.2a3.2.2 create moments of socialization activities with common ethnic (festivals, band, song, dance, work together, etc..)

B2.2a3.2.3 create forms of tutoring (Peer Tutoring Project)

B2.2a4 Strengthen policies relating the inclusion of students at risk of exclusion; the improvement of the school/class climate; the containment of bullying and vandalism dynamics; the protection of health and the development of eco-friendly behavior through by promoting projects focused on the promotion of values (Peer Tutoring, Education to law, Citizenship and the Constitution, Eco Schools' Net, anti-smoking campaign, Road safety education, laboratory and instrumental voice, meeting counter with psychologists of ASL 4, Education to solidarity, Sports. Promote other projects (development of transversal skills social skills / self-efficacy / coping- our kids lack social and communication skills, which should be also transferred to the respective families, and do not believe in their ability to deal with and solve problems; Education to proper nutrition, energy saving strategies and eco-compatible micro-behavior) and monitor the effectiveness of these policies through customer satisfaction surveys. In addition to projects, the School promotes the maturation of the sense of responsibility of students caught in transgressive actions by means of the instrument of "probation", with the activation of pathways in social activities in the field where where the student has produced the offending conduct (helping ATA to clean, sort objects, volunteer in associations, etc.

B2.2b Policies regarding teaching and support personnel

B2.2b1 using motivational Peer Education strategies among adults, in the relationship teachers/teachers, teachers/ATA and ATA / ATA (within the Peer Tutoring Project, which emerges within the project Empower.ment)

- B2.2b2 Promotion of the employment of internal staff to support educational activities (Project time-bank)
- B2.2b3 Promotion of educational skills through training courses for teachers and ATA
- B2.2b4 Promotion of the role of the Director of Administrative Services (DSGA)
- B2.2b5 Development of strategies for the valorisation / improved employment of ATA personnel
- B2.2b6 Implementation of a description of roles and duties that details the duties associated with coordination tasks (FS-Coordinators of Commissions, etc.)

B2.2c **policies relating to infrastructure and financial resources**

- ❖ B2.2c1 Strengthen online communication service for better flow of information. The service has been optimized in 2011-12 with:
 - the computerization of evaluations recording, available online via the Web from home by families
 - the computerization of department/class council/individual programs
 - with the creation of an interactive site containing all information about the school
 - with the creation of communication blogs on specific areas and projects (Tutors' blog/Law Blog/ Casagrande-Cesi's Blog /Food & wine blog)

B2.2c2 Update multimedia computer labs

B2.2c3 Enhance intranet/wireless School **network**

B2.2c4 Update photographic, audio recording and video equipment; kitchen machinery/reception, gym and sports equipment, music labs /recording-direction lab, computer and language labs with the introduction of LIMs (currently 15)

B2.2c5 Promote the use of the library as a meeting and training place

B2.2c6 Raise funding additional to the Schol Fund (fund raising)

B2.2d **Policies focused on the link with the world of work**

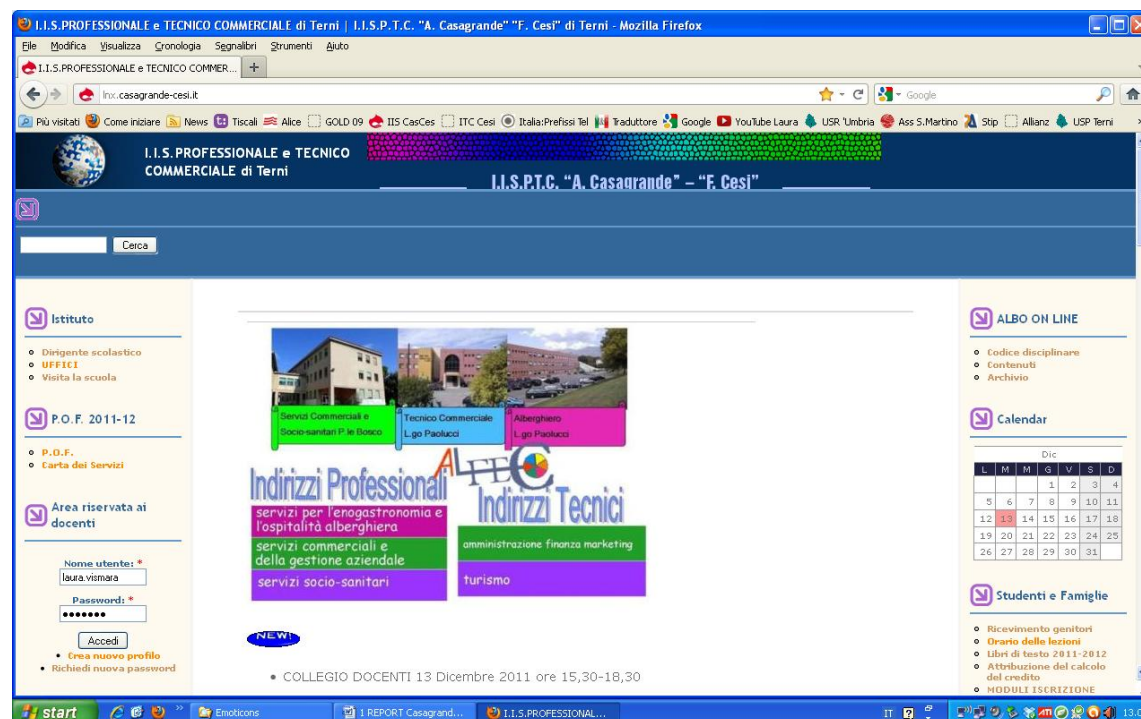
B2.2d.1 increased attention and resources devoted to workshops (to enhance)

B2.2e **policies relating to context services**

B2.2e1 For the study courses development strategies the following projects are implemented: ECDL E-Citizen, vectorial drawing and editing

B2.2e2 For the first school year guidance, context services have been implemented for the guidance and reception of incoming "1st year freshmen" positively assessed by the questionnaires and the increase of attractiveness of the school. On the contrary, it is necessary to enhance in-itinere guidance services for students during the second (technical) or third class (Professional) for the post-two/three-year period choice and final guidance, judged as unsatisfactory by questionnaires

B2.2e3 Improve ongoing mentoring and the organization of refresher courses held by teachers, who gathered critics from all components/Peer tutoring in the afternoon as support for studies



B2.2e4 Strengthen the international dimension of the school through

B2.2e4.1 International Partnerships (Leonardo Project with Austria / Romania / Vibo Valentia)

B2.2e4.2 E-twinning

B2.2e4.3 English / French International Certifications (PET). Since 2011-12 were reintroduced in school because they had been neglected in previous years)

B2.2e5 Placement of graduates. Enhance final guidance actions for school-leavers for the choice of career paths / university for students of the fifth class

B2.2e6 Make a data base of post-graduate educational /professional outcomes at least every two years to provide feedback as to the positivity of the school educational action

B2.2d Learning objectives; methods used by the School to ensure that objectives and policies are known to all stakeholders

B2.2da The learning objectives are set by the Ministry and shown within the educational objectives. In the three specified sites, ie Subject Councils, Class Councils, Individual Planning; learning objectives are then adjusted to the reality of the single subjects and classes. A review is being made on the basis of the quoted reform that establishes, for the two-year course, common learning objectives already declined in "learning outcomes" (know how to do), knowledge (know), skills (know how to be) divided by Technical/Professional Study Course (Encl.2) For the three-year courses, such common learning objectives are not yet made at central level, so every school provides unevenly to set their own learning goals, declining them or not into knowledge and skills (or abilities) Therefore, correspondence between objectives and policies is assured(Encl.3)

B2.2db Comparison with the learning objectives of other study courses of the same type

Il Study Course has compared its learning objectives with those of other educational institutions in the course of research surveys to verify the status of the experiments performed at national level. The introduction of the reform, however, has cleared the various experiments reducing them to specific national courses launched in 2011-12, providing the learning objectives set out in paragraph B2.1.3 (newly introduced curricula) and B3.1.

B2.2dc Methods used by the school to ensure that general, educational objectives, and policies of the school are understood by the school staff and other stakeholders

The school ensures the spreading of objectives, profiles, roles, job opportunities and policies through:

- a) the school site
- b) entry, ongoing, final guidance activities
- c) conferences, training days with the local stakeholders
- d) articles and broadcasts on local media
- e) documentation on national ANSAS site (National Agency for the Development of School Autonomy)

B3 OBJECTIVES AND POLICIES FOR ENVIRONMENTAL PROTECTION

B3.1/2 The school has in recent years been deeply reflecting about the impact that the implementation of its processes involves as regards environmental issues (see.E1.1.1.1 Project Eco-schools' Net) and has implemented policies to protect the environment. These policies are not yet fully organized, in the absence of a quantitative / qualitative assessment and therefore of the formalization of clear objectives. Below, a list of activities that generate impact (in order of significance) and type of impact on the environment, with the policies implemented by the School. It should be noted that for all the substances indicated below for which differentiated collection is mentioned, the impact is reduced to a minimum, since these substances are recycled/disposed of in accordance with the local ASM, that picks them up at set times

Activity	Impact: low/medium/high	Objectives	Policy implemented	Policy to be implemented
33.1a Average electricity consumption	medium	Reduce electricity consumption	Switching off of main switch breaker at the end of daily activities (at 15)	Systematic switching off of lights when not in use
33.1b Toners/ cartridges	medium	Disposal of toners/cartridges	Contract with ESO (Ecological Services Outsourcing) who collects and retrieves toners and disposes of laser and inkjet cartridges and exhausted ribbons	
33.1c Consumption of paper	medium (650.000 sheets/a)	Reduce consumption of paper	Use of recycled low cost photocopying paper (€ 2.20)) Use of back paper sheets for photocopy Separate collection/recycling of paper (ASM)	Eco-sustainable white paper from companies committed to replant trees (€ 2.0)
33.1d Consumption of water	low	Reduce water consumption	None (many taps /toilet drains loose water)	Control of taps/toilet drains
33.1e Consumption of plastic	low	Reduce plastic consumption	Separate collection of drink cans from automatic beverage machines withdrawal by ASM	Reduce consumption
33.1f Consumption of hardware	low	Disposal of hardware	Withdrawal by ASM	
33.1g Consumption of metal	low	Reduce consumption of cans	Separate collection of metal cans from beverage machines/withdrawal by ASM Separate collection of metal capso (Agreement with Umbria Tappi for withdrawal)	Reduce consumption
33.1h Consumption of glass	low	Disposal of glass containers	Transport of glass to municipal/ASM collection	Systematization of transport
33.1i Consumption of chemicals	low	Reduce consumption of chemicals Use ecological products	ASM disposal of chemicals	Use of ecological products (expensive)
33.1j Consumption of foodstuff	low	Separate collection of foodstuff	KM 0 Strategy (production and consumption of local low impact products) Separate collection of foodstuff waste, withdrawal by ASM Olii esausti (Consorzio BIEFFE, AN)	

ASM (Azienda servizi municipalizzati)

The school also implements a number of projects aiming at promoting in students awareness and behaviors for the protection of the environment.

“Electronic school of consumption”: Km0”	“Let’s clean up the world” Puliamo il mondo 11-12 Systematic cleaning of the yard /	Campaign against smoking Lilt, Traffic Police and ASM: alcohol and drug prevention Vite sfumate	Eco Schools’ Net Eco schools’	Lessons for environmental education	Nutrition education lessons	Sustainable transport and
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<u>KM 0</u> with Coldiretti	green areas / walls of the school	<u>Description of experience</u>	<u>Net</u>	(science)	(principles)	development
<u>Forgetmenot</u> - Operation clean schools 2012	The <u>Feast of the tree</u> promoted by Legambiente: maintenance of green areas and planting of trees	<u>Objective aluminum</u> -Movie Experience (promoting separate collection and recycling aluminum packaging-sponsored by CiAI / Giffoni Film Festival	Fair Trade	Water: a resource that should be protected	The way we eat and the way we should eat	“Poor” cooking

B3.1c Regulations concerning environmental policies in schools

According to what indicated in art. 184 of Legislative Decree 152/06, the waste can be divided into municipal and industrial, hazardous and non hazardous, non-reusable, to dispose of necessarily and reusable, to dispose of or recover for production cycles, as appropriate.

Article 182 of Legislative Decree 152/06 clarifies that the disposal of waste is considered as the residual solution, if there are no technically viable and economically sustainable alternatives that provide for recovery. All wastes are identified by a 6-digit code. The list of codes (called ERC 2002 and annexed to Part IV of Legislative Decree 152/06) is divided into 20 classes, depending on the production cycle that has given rise to the waste. This list includes the waste produced as part of the office activities, whose main types are:

- Toners, cartridges for laser printers, cartridges for inkjet printers, exhausted ribbons for impact printers etc. (classified as special waste, hazardous and non hazardous, depending on their characteristics)
- faulty cathode ray tubes (neon), energy saving lamps (always classified as hazardous waste)
- Waste from electrical and electronic equipment or WEEE (computers, printers, copiers, phone systems, monitors, video, etc..) (Special waste, hazardous and non hazardous.
- Filters from air conditioning units and fan coils (I always classified as hazardous waste)
- Batteries and accumulators (batteries, alkaline batteries, cell phones, etc..) (Special waste, non-hazardous and hazardous)
- Paper and paper files (non-hazardous special waste)

Under current regulations, the waste types listed above are not like urban ones, and therefore cannot be allocated in common landfills, but must be managed separately by operators specifically authorized by the competent authorities, be they transport or disposal companies, within max. one year. Ignoring the rules entails severe penalties. Offenses relating the environment can be ascertained by numerous entities, such as Carabinieri, Finance Police, Police, Local Health Inspectors or A.S.L. (Unit / Local Health Services) and A.R.P.A. Regional (Regional Agency for the Environment), etc.. Since 2010, moreover, SISTRI (control system Traceability of waste) is active, which states that the register for loading and unloading waste, waste identification form and MUD will be replaced by electronic devices, which allow the computer management of the documentation

The Regulation 852/04, instead, regulates procedures governing the disposal of food waste generated by the laboratories located in Acquavoglia, which has ensured the supply of containers for sorted waste, which are then transported to municipal collection points, and then disposed of. Used oil is collected by a certified company

B4. OBJECTIVES AND POLICIES RELATING TO THE PROTECTION OF HEALTH AND SAFETY

DS draws the RISK ASSESSMENT DOCUMENT (Legislative Decree No. 81/2008 AND AFTER), for each branch, in collaboration with the Responsible for the Prevention and Protection Service after consulting the Workers' representative for Safety and the personnel involved in specific tasks. The document includes:

identification and references of the school	general characteristics of the school	compulsory documentation and	documentation required for risk
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	premises	specifications	assessment
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B4.1 Has the school identified the implications for health and safety (risks) that the implementation of processes (tasks and environments) involves?

a1- List of the activities involving risks for health safety and environments in which they are performed (b19) the WG has identified the following risk factors for schools in general:

Organizational and management issues	<ol style="list-style-type: none"> 1. organization of work 2. tasks, functions and responsibilities 3. analysis planning and control 4. information - training 5. participation 6. rules and work procedure 7. personal protective equipment 8. emergency and first aid 9. monitoring health / vaccinations 10. work contracts 	Health and safety of workers and students	<ol style="list-style-type: none"> 1. electrical system 2. fire/emergency routes and exits 3. acoustic noise and comfort 4. physical work load 5. microclimate 6. lighting 7. furniture 8. equipment 	risks related to activities in specific environments	<ol style="list-style-type: none"> 1. regular classrooms 2. special classrooms / labs 3. auditorium 4. office (management and administration) 5. library 6. sports activities (gym and outdoor) 7. outdoor 8. changing rooms and services 9. architectural barriers
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a2 - Identification of risk factors (potential hazard sources)

This phase is performed through a brief but detailed description of all activities that occur in each type of work environment. The evaluation will assess the risks that are reasonably foreseeable. The identification of risk factors is guided by available knowledge of legal regulations and technical standards, by data derived from experience and by information collected by those who in various ways contribute to carry out same assessment: manager of Prevention and Protection Service and other people that can be usefully consulted in the matter (teachers, ATA, laboratory RESPONSIBLES, etc.). This procedure allows to identify dangers not only based on principles generally known, but also on the existence of risk factors peculiar to the conditions in which the work takes place.

a3 - Identification of exposed workers

In relation to the dangers highlighted in the assessment, workers are identified who are exposed to risk factors, individually or as a homogeneous group.

b) Quantification of the identified risks (b20)

In compliance with the methodology laid down by law, the risk assessment is carried out and implemented and checklists are drawn for the entire school building. The risk assessment is made by the School by means of:

analysis of information sources and safety documentation existing	Identification of risk factors and exposed workers	inspections with filling in of checklists to detect and quantify risks, to define measures to improve safety conditions and hygiene at work with implementation of program based on clear priorities
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a program of implementation matching greater frequency with those measures with greater risks. The quantification of risk (estimate of exposure and severity of effects) comes from the ability to define risk as the product of probability (P) of occurrence per severity of expected damage (D): $R = P \times D$. The definition of probability scale refers mainly to the existence of a more or less directly identified correlation between the deficiencies and the probability of occurrence of the undesired event, taking into account

the frequency and duration of operations/processes involving risks to the health and safety of workers: such assessment may be measured indirectly through the level of surprise that the event would cause, according to an interesting interpretive practice in use in Anglo-Saxon countries.

The definition of the severity scale of the damage refers mainly to the reversibility or otherwise of the damage: the risk of accident with fatal consequences, although unlikely, must be seen as a priority in the planning of preventive measures. NB: the greatest damage that can be associated with the risk in question must be considered: for this purpose the company statistic data showing a low number of incidents of this kind cannot be used: this figure does not authorize to adopt less restrictive security measures. Defined the probability (P) and the severity of the damage (D), the risk (R) is calculated with the formula $R = D \times P$ and can be shown in a matrix representation, having in abscissa the severity of the damage and in the ordinates the probability of its occurrence.

Value	Probability level	Definitions / Criteria	Value	Level of damage severity	Definizioni/Criteria
3	highly probable	There is direct correlation between detected deficiency and occurrence of assumed damage for workers. Damages have already occurred for the same deficiency detected in the same company or similar companies. The occurrence of the damage resulting from detected deficiency would not produce surprise.	3	severe	Injury or episode of acute exposure with effects of total disability or even fatal. Chronic exposure with effects partially or totally debilitating and irreversible.
2	probable	The detected deficiency may cause damage, even if not in automatic and direct way A few episodes are known in which the deficiency was followed by damage. The occurrence of the hypothesized damage would cause surprise.	2	average	Average accident or episode of acute exposure with reversible disability. Chronic exposure with reversible effects.
1	unlikely	The detected deficiency can cause damage only in unfortunate circumstances Only very few episodes or none are known that have already occurred. The occurrence of the hypothesized damage would cause great surprise	1	low	Injury or episode of acute exposure with disabilities rapidly reversible. Chronic exposure with quickly reversible effects.

In this **matrix** the major risks are represented in the top right boxes, the lesser ones in the lower right corner, with all the series of intermediate positions. Such a

P	3	3	6	9	
	2	2	4	6	
	1	1	2	3	
		1	2	3	D

representation is an important starting point for priorities setting and time schedule of prevention and protection interventions to implement. The numerical and chromatic evaluation of the level of risk permits to identify the priority of the operations to be performed, eg.:

Identification, planning and implementation of prevention/protection measures needed

$R \geq 6$	Immediate corrective actions
$3 \leq R \leq 4$	corrective actions to plan urgently
$1 \leq R \leq 2$	corrective actions/improvements to plan in the short/medium run

The identification of the prevention and protection measures respects what indicated in art. 3 D. Decree 626/94 (General measures of protection) and in particular refers to the hierarchical principles of prevention of risks set out herein:

avoid the risks	use as few harmful agents as possible	Replace the dangerous with non-dangerous or less	combat risks at source	implement collective protection measures rather than individual ones
	minimize the number of workers who are or may be at risk	get updated to technical progress	try and guarantee improvement in the protection level	integrate prevention/protection measures with technical and organizational ones

The implementation plan therefore provides for: timetable for implementing the interventions, verification of their actual implementation, verification of their effectiveness, periodic review on any changes occurring in the operations carried out or work organization that may impair or impede the validity of actions (a register of checks with their procedures has been set up). A checklist of specific objectives is, therefore, drawn out. Each level is evaluated using the parameters outlined above, and such assessment shall be recorded using a periodically revised checklist according to the following table

n.	object of assessment	adoptable measures/ notes	auditor's remarks	D	P	R (D x P)	Date
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c) legal requirements and other requirements relating to voluntary safety and health (b17)

In the verification of safety and health at work the WG has complied with the following provisions

DOCUMENT	CONTENT
Ministerial Decree 18/12/75	Reports health-hygiene and safety characteristics equipment used in learning activities must have
Latest Technical Standards concerning school buildings	
MD26/8/92 Standards on fire prevention for school buildings D.M. 26/8/92	Lists criteria for fire safety in school buildings and premises to of all types and levels..
D.P.R. 22/11/67 n. 1518. Standards for school health services	Contains provisions relating to school health services
Circ. Health Min. 10/7/86 n.45 Materials containing asbestos in school buildings	Contains an action plan and technical measures for the identification and elimination of the risk inherent to the use of materials containing asbestos in school buildings and public and private hospitals
D.P.R. 26/5/59 n 689 Certificate of fire prevention (C.P.I.) or transitory nulla-osta(N.O.P.)	Companies working under the control of fire brigades
D.M. 16/2/82	Activities subject to inspections for fire prevention
L.7/12/84 n.818	Transitory provisions for monitoring activities subject to periodic inspections of fire prevention in existence on 25/12/84
L. 5/3/90 n. 46 Declaration of conformity of electrical equipment	
L. 30/4/62 n.283 and its rules D.P.R. 26.3.80 n.327	Health Care Authorization
D.P.R. 19.3.56 n.303	Contains general rules of work hygiene
D.P.R. 27.4.55 n.547	Contains rules for the prevention of work accidents
D.Lgs. 626/94 Implementation of EEC directives concerning improvement of safety and health of workers at work	Organization and Improvement of hygiene and safety in the workplace.
D.P.R. 203/88 D.P.R. 25/7/91 Emissions into the atmosphere	

L. 319/76-L. 650/76-Discharges	Law concerning the protection of water against pollution
D.P.R. 915/82 and subsequent resolutions of the Interdepartmental Committee relating to technical standards for its application. Waste	Classification of solid waste into three main categories: urban, special and hazardous-toxic. Temporary storage and disposal
D.Lgs. 493/96 Safety signage	Implementation of Directive 92/58/EEC concerning minimum requirements for safety signs and / or health in the workplace.
D.Lgs.277/91 (Chapter IV) Noise	Implementation of EEC directives n.80/1107, n.82/65, N.83/477, 86/188, e n.88/642 relating to protection of workers against risks arising from exposure to noise
D.M. 236/89 Accessibility of facilities by persons with disabilities	Technical requirements necessary to ensure accessibility, adaptability and visitability of private buildings and subsidized public housing, in order to overcome architectural barriers
L. 1083/71 Gas distribution systems. Regulations UNI CIG 7129/92	UNI CIG regulations set eligibility requirements of equipment intended to use gas fuel.
D.M. 25/8/89 Gyms for sports activities	Safety standards for sports facilities
D.lgs 9/4/2008 n°81 and s.m.	Law on Health and Safety at Work

B4.2 Has the school set objectives (and related targets) and related policies aimed at significantly reducing safety and health risks which arise during the conduct of its job?

a) Objectives and guidelines (policies) in the management of safety and health (b21) The objective of risk assessment is to give the employer the information needed to take the measures that are really necessary to protect the safety and health of workers. The information contained in the main laws and regulations related to various risk factors, are as many goals for improving the health and safety of workers and students. The intervention of operational risk assessment should lead to:

divide tasks in relation to the environments where they are carried out	identify risk factors (potential hazard)	identifying exposed workers	quantify risks (estimate of exposure and severity of effects)	prioritize the action needed	identify, plan and implement the necessary preventive measures
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Specific objectives and policies pursued (ASSESSMENT DOCUMENT 2011/12 (D.LGS n°81/2008 and following)

ORGANIZATION OF WORK There is a detailed list of the number, status and professional profile of workers (teachers, ATA) and students who use labs. The allocation of work tasks is made respecting professional profiles, involving local stakeholders and ensuring updating on the introduction of new machinery, equipment and work procedures. All staff are aware of the organization (roles and functions). Regular consultation is provided for between the representative for the workers' safety and the workers through meetings	TASKS, FUNCTIONS AND RESPONSIBILITIES Tasks, functions and responsibilities are clearly allocated and distributed according to competence. A Prevention and Protection Service has been implemented pursuant to Legislative Decree 81/08. and a Responsible thereof has been appointed, as well as a doctor	ANALYSIS PLANNING AND CONTROL The Risk Assessment Document and the prevention program has been drawn out, with the objectives to be achieved, the necessary resources, the priorities of measures, implementation and evaluation times	INFORMATION - TRAINING All workers receive sufficient and appropriate information and training specifically focused on the risks related to assigned duties. A training program has been defined for the achievement of concrete objectives for the prevention of risks	PARTICIPATION The work is done according to procedures clear and known to the workers, the formulation of which the same were called to help. The Headmaster intends to carry out at least annually the regular meeting for the prevention and protection against risks There is active collaboration between the Employer, competent doctor, prevention and protection service, safety representative and owner of the building(Province of Terni)
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RULES AND WORK PROCEDURES

There are manuals and work procedures for safety and hygiene of workers and students in laboratories. During the cleaning process the risks from manual handling of objects (cuts, crushing), slips, falls, contact and exposure to chemicals (cleaners, sanitizers, disinfectants) should be kept to a minimum for all staff

PERSONAL PROTECTIVE EQUIPMENT

The PPE comply with the standards, are adequate for the risks involved and the conditions existing in the workplace, take account of ergonomic or health requirements of workers, are sufficient in number; their functionality and efficiency is periodically checked, and if necessary they are replaced. When they have been chosen the concerned workers have been involved

EMERGENCY AND FIRST AID

There is an emergency plan that includes a fire and evacuation plan, whose content is targeted at the needs of the school, known to workers and simulated periodically (at least twice during the school year). The school population has been informed and trained on how to self-protect, evacuate, behave in case of emergency. There are smooth accesses for the emergency vehicles of the Fire Department. There is an Emergency Service

HEALTH / VACCINATIONS MONITORING

Just in case there are special risks for which there is preventive or routine health surveillance workers are subjected to specific health protocol of control appointed by the competent doctor

WORK CONTRACTS

If contract work is assigned by the school, the client supplies contractors with, and vice versa, information relating to specific risks in the work environment in which they operate, and the procedures they must follow, in the presence of any dangerous plant and equipment for the health and safety of workers and students

ELECTRICAL SYSTEM

The electrical system inside the premises complies with standards, all relevant safety documentation is present and undergoes regular maintenance. There is no risk of direct contact with exposed live parts, plants are normally accessible and plugs and sockets in compliance with CEI regulations are provided for. In case of extraordinary maintenance or extensions / alterations of the electrical plant material by the installation company has issued a declaration of conformity.

FIRE / EMERGENCY ROUTES AND EXITS

The structures, systems, protection and extinguishing means, escape routes and emergency, in general conform to what is stated in Decree 81/08. And DM 08.26.92 (Standards for fire prevention in school buildings - OJ n. 218, 9/16/92), **except: REI doors do not conform to law due to lack of counterframe ensuring its hold and because of a "deemed flammable foam" used for installation of the same. the central unit and fire alarm plates are broken. There The wall built in the basement should have been made in REI , not plasterboard, as part of a compartment and is separated from the supporting structure (such risk elements, however, have been made known to the owner, who assures "rapid" action).**

ACOUSTIC NOISE AND COMFORT

Noise evaluation exists (or self-certification) and the intervals provided by the assessment have been respected (art.40 of the D.Lgs. 277/91). There are no rooms or spaces where the reverberation is particularly troublesome or noisy sources commonly considered to be harmful or particularly bothersome exist.

PHYSICAL WORK LOAD (LOAD HANDLING MANUAL)

The organization of work allows all staff to intersperse periods of standing and seated work. There are no loads (tools, things) heavy to lift, even occasionally, weighing over 30 kg for men, 20 kg for women but every technical, organizational, procedural, medical surveillance, information and learning opportunities to eliminate or even reduce health risks measure has been adopted. No weights are moved between 3-30 kg. (Males) and 3-20 kg. (Females), other than occasionally (> 1 lift / hour) but all the measures mentioned above have been taken.

MICROCLIMATE

Conditioning

The workers are not exposed to drafts which cause discomfort and there are complaints about lack of air. In case of out of service plant in the offices it is possible to open the windows. There is a preventive air conditioning maintenance program which includes periodic cleaning (removal of dirt, replacing of filters collection of condensate). The spoiled filters and the recovered material are given to person authorized to transport and dispose of it.

Heating

The rooms are provided with functioning and properly adjusted heating system. The monitoring of the proper installation of heating systems is done through testing, whose certification is kept. The temperature of the rooms used for teaching in winter or summer does not give rise to complaints even if in some classrooms high temperature in spring and summer exist due to the absence of blinds, since these are frequently broken. The temperature in rest areas, toilets, gyms and emergency room is comfortable. The cold and warm air drafts are appropriately controlled. Vertical and horizontal external locks are such as to prevent infiltration of water/rain. The introduction of external air flows is guaranteed, in order to maintain the level of purity of the air required by law, by means of suitable systems, with coefficient of function change of use destination of premises..

LIGHTING

All rooms have a level of lighting adequate and close integration of daylight with artificial light has been made in workplaces; natural light is sufficient to safeguard the health, safety and welfare of workers. In all work places protection from glare, whether direct, indirect or shaded areas are guaranteed. Going through premises, corridors and stairs have good levels of lighting. Workplaces are equipped with emergency lighting of adequate intensity. **However, the lamps in the classrooms are no longer in compliance with standards, in some cases even loose, so immediate intervention to remedy the situation by removing the source of risk is needed ; explicit request has been made to the owner; besides, emergency lights are not working.**

FURNITURE

The overall decor is intended as shape and size suitable for different age groups of students and type of school. Students' tables and chairs respect the laws and codes of practice (UNI), are rectangular and sized to fit, can be matched to provide group activities variously articulated. Blackboards, tables and teachers' chairs respect law provisions and good technical standards (UNI). The work surfaces are of suitable material with rounded edges and spacious. (DM 18.12.1975) **The cabinets placed in the classrooms, however, must be anchored to the wall to prevent overturning and in some cases even replaced as they are in an advanced state of decay and may be dangerous for the safety of pupils or those who use them.** The transparent or translucent surfaces of the doors and gates are made of safety material to avoid braking and injuring of workers in case of breakage. The classrooms windows comply with standards since involved in a recent security intervention. Instead, action is being implemented to adjust the existing fixtures to the changed weight of the installed glass

EQUIPMENT

Ladders Manual ladders are used only occasionally and are used properly (to reach heights or for very short operations and not for extended periods of work). No worker is on a ladder when it is moved. Simple portable ladders (by hand) are strong enough as a whole and in individual elements and have dimensions appropriate for the type of use. They are equipped with anti-skid devices at the two lower ends, hooks or withholding supports in the upper extremities. Ladders with inserted elements Rules for the use of manual ladders are correct and in particular, if there is danger of confusion, is expected to ensure that a person's foot is blocked. Stepladders do not exceed 5 m and are equipped with chain or other device which prevents the opening beyond the safety limit. (Art. 18 to 21 DPR 547/55). Machines purchased after 21/09/96 are equipped with CE marking of conformity as provided for by Presidential Decree 459/96, instructions are available with the machine itself. Protections The moving parts of machines (copiers) involved in the work are fully insulated as to the design, construction and/or location. There are fixed guards that prevent access to moving parts except for maintenance, replacement, etc.. and, in case of opening, remain attached to the machinery; they eliminate the risk of projecting objects, if this exists, are associated with mechanisms that control the stopping and starting up of the machine in security. Commands The starting and shutdown units of engines and machinery are clearly visible and identifiable. There are one or more emergency stop devices readily accessible (we exclude the machines where such devices do not reduce the risk. Controls also (except stops) are protected, in order to prevent accidental starting. Maintenance There are equipment and devices with the machine or its dangerous parts that ensure the safe execution of repairs, maintenance or cleaning. Training Information The operator has been formed and trained in the operation of the machine. There is an Instruction Manual which specifies how to perform safely separate operations on the machine: development, operation, maintenance, cleaning etc.. **Risks related to activities in specific environments** The atrium and spaces for additional activities are appropriately designed, such as office, administration, and physical education spaces to match the size standards set by legislation (DM 18.12.75, as amended).

REGULAR CLASSROOMS

The classrooms for educational activities comply with law for size. The height of the hall is not less than 3m in the case of flat ceiling and 2.70 cm in case of sloping ceiling. The size and layout of the windows is such as to ensure sufficient lighting and natural ventilation. They are not normally located in basements. The arrangement of desks in the classroom does not hinder escape in case of emergency, except in those cases (as reported by the Manager) in which, **to comply with ministerial directives, the number of pupils per class is greater than the overcrowding.capacity of the classroom** The flooring is made with non-skid easy to clean material. The doors are sized as indicated in art. 33 of D.Lgs. 626/94. Within the classroom equipment that can create dangerous conditions for students or teachers or may prevent the use of space in all its parts are not placed. Inside the cabinets no flammable materials are kept nor other materials at chemical, biological risk. The classroom is equipped with all facilities and equipment necessary for its normal use (electric, air conditioning or lighting). The electrical system has a sufficient number of lighting points, sockets, switches to make the use of electrical equipment easier. If teachers perform scientific experiments in class not equipped as "laboratories" these experiences are safely carried out in accordance with appropriate procedures in order to minimize possible risks to teachers and students, using non-hazardous materials

SPECIAL CLASSROOMS / LABS

The floor is appropriate to use (for strength, non-slip characteristics, etc..), it is smooth, uniform, clean and free of slippery substances. **The doors** permit rapid exit of people (teachers, assistants and students) , can be opened from the inside, are free from obstruction and of adequate opening width and sufficient in number. In **Science laboratories** students attend only the experiments carried out by the teacher or technical assistant. Teaching is carried out through the use of testing equipment. Based on the substances used for the experiments, the staff must use IPE (individual protection equipment), which must be put at the end of the lesson, in closed cabinets by the teacher assisted by TA, along with the substances used. **Cooking labs** are two: there is a bakery, two cooking plates, a sink and plans for work. The other is a warehouse with tables for "cold" cooking. All the walls are lined with washable tiles. The plates are powered as well as the oven: there is no gas fueling , electrical systems have been made on behalf of The Owner and certified. The equipment was supplied and certified by Zanussi. Drinking and cooking water for laboratory activities is supplied from the city aqueduct. There is an organization for differentiated collection of waste in suitable containers, as for processing waste. There are toilets and changing rooms pertaining to activity, on the same floor.

HALL / AUDITORIUM

There is an auditorium for large group learning activities, shows, meetings. **The auditorium only partly provides for the safety conditions established by current standards for fire prevention and evacuation** (therefore permission by Fire Command was not released). The auditorium is equipped with at least one series of toilet services, one of which is accessible and well equipped for disabled people.

OFFICE (MANAGEMENT AND ADMINISTRATION)

The premises for the Secretariat provide contact with the public through counters that are in accordance to size, materials etc.. Next to the offices there is a well equipped archive, with furniture in compliance with regulations. The teachers' rooms are equipped to hold teachers' lockers and to allow the School Council meetings. There are toilets for the presidency and for teachers. The distribution of tasks involving the use of display screen equipment tries as much as possible to avoid repetitive and monotonous tasks. There are people who work for more than 4 consecutive hours daily at VDT (as defined by law). The employer shall ensure adequate information and training to employees concerning the way of using video terminals, risks and measures to avoid them. (Art. 50 to 59 Leg. 626/94 and Annex 7. The appointment of a qualified doctor to perform periodic inspections is still being performed.

SPORTS ACTIVITIES (GYM AND OUTDOOR)

There is a gym, an area for teachers consisting of one or more rooms, equipped with sanitation and a shower. The service area for students is made up of dressing rooms, toilets and showers. The students' access to the gym is via a ladder. There is an area intended for storage of tools and materials necessary for maintenance. The game space is suitably equipped and the floor is such as to minimize the damage caused by falls. The light sources are adequate to permit the installation of the equipment without compromising the expected indices of lighting and are adequately protected against impact. The windows are tall, impact resistant or provided with adequate protection. (Ministerial Decree, as amended 18.12.75). **There is a space outside the establishment that does not allow, however, any sport activities, as it is a lawn, often overgrown with grass and rubbish of various kind.**

LIBRARY

There is a library which complies with any Fire Department requirements, in particular for the necessary number of the extinguishing means. Bookshelves are arranged so as to be easily accessible by the students and to limit the use of portable ladders.

OUTDOOR

The property is surrounded by an outside area of which a part is used for parking and the other for walking paths (with no access to cars and motorcycles). **The secure usability of the latter, however, is compromised by the presence of a bumpy and degraded surface (as above).**

CHANGING ROOMS AND SERVICES

In rooms for toilets, toilets for the number of students 2 per class is, besides some additional toilets to serve the areas away from the classrooms. The room containing the toilets is directly lit and ventilated, if it is not lit and ventilated directly efficient ventilation systems were installed, replacing direct ventilation. Toilets are separated by sex, are boxes whose partition walls are no less high than 2.10 m, no more than 2.30 m, with doors opening to the outside and equipped with locks inside, however, that can be opened from the outside in case of emergency. At least one restroom (properly equipped) for each floor is accessible to wheelchairs

ARCHITECTURAL BARRIERS

External and internal features. In the external access to the school building all slopes are conveniently overcome by ramps. Sidewalks are kept free of obstacles (cars, motorcycles, bicycles, garbage bags, etc..), The usability of sidewalks is not reduced by the presence of poles, signals, there are properly marked parking areas for vehicles. Inside the school hindrances to the use of wheelchairs are overcome by means of ramps. The building is equipped by a lift whose characteristics and dimensions comply with what indicated by DM 14.6.89 n. 236. At least one restroom on each floor is accessible to wheelchairs (180 x 180 and properly equipped). The materials of which doors and edges are made are resistant to impact and usage, especially within a height of 0.40 cm from the floor. The doors made of transparent materials are equipped with devices which ensure immediate perception. The opening of doors is effected by a slight pressure and is accompanied by equipment for closing delay. In paths having characteristics of continuity, the floors are made with non-slip materials, of homogeneous surface (DM 14.6.89 No. 236).

b) methods used by the School to ensure that policies are understood by school staff and other stakeholders (b8)

The School will ensure that the objectives be achieved by consulting the registration provided for staff training (conducted within the Institute, both by external training agencies) and students (information and training for all classes at the beginning of 'years both in general and for the special classrooms) are also made at least two evacuation tests whose results are being evaluated by the group of professionals in charge.

The Security Council periodically (every three months) views a CHECKLIST in particular shall ensure that it is regularly updated and that the maximum implementation dates are met.

SW ANALYSIS

DIM	STRENGTHS	WEAKNESSES
B	<ul style="list-style-type: none"> • Emphasis on the development of correct behavior aiming at the protection and respect for health and the environment (decrease of smoking, improvement in eating habits, encouragement to the development of environmentally friendly behavior)(Peer Tutoring) • Emphasis on creating a climate of inclusion for foreign/ disabled / students at risk of exclusion (Peer Tutoring) • Promotion of the development of values in students • Integration of disabled students • Integration of foreign students • Evolution of personal relationship teachers/teachers-students/students personnel/personnel after school-matching 	<ul style="list-style-type: none"> ✓ Need for the development of transversal skills required by the Companies (Social skills, Self-Efficacy, Coping, Decision Making) ✓ Lack of respect for rules by students