



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



Leonardo da Vinci

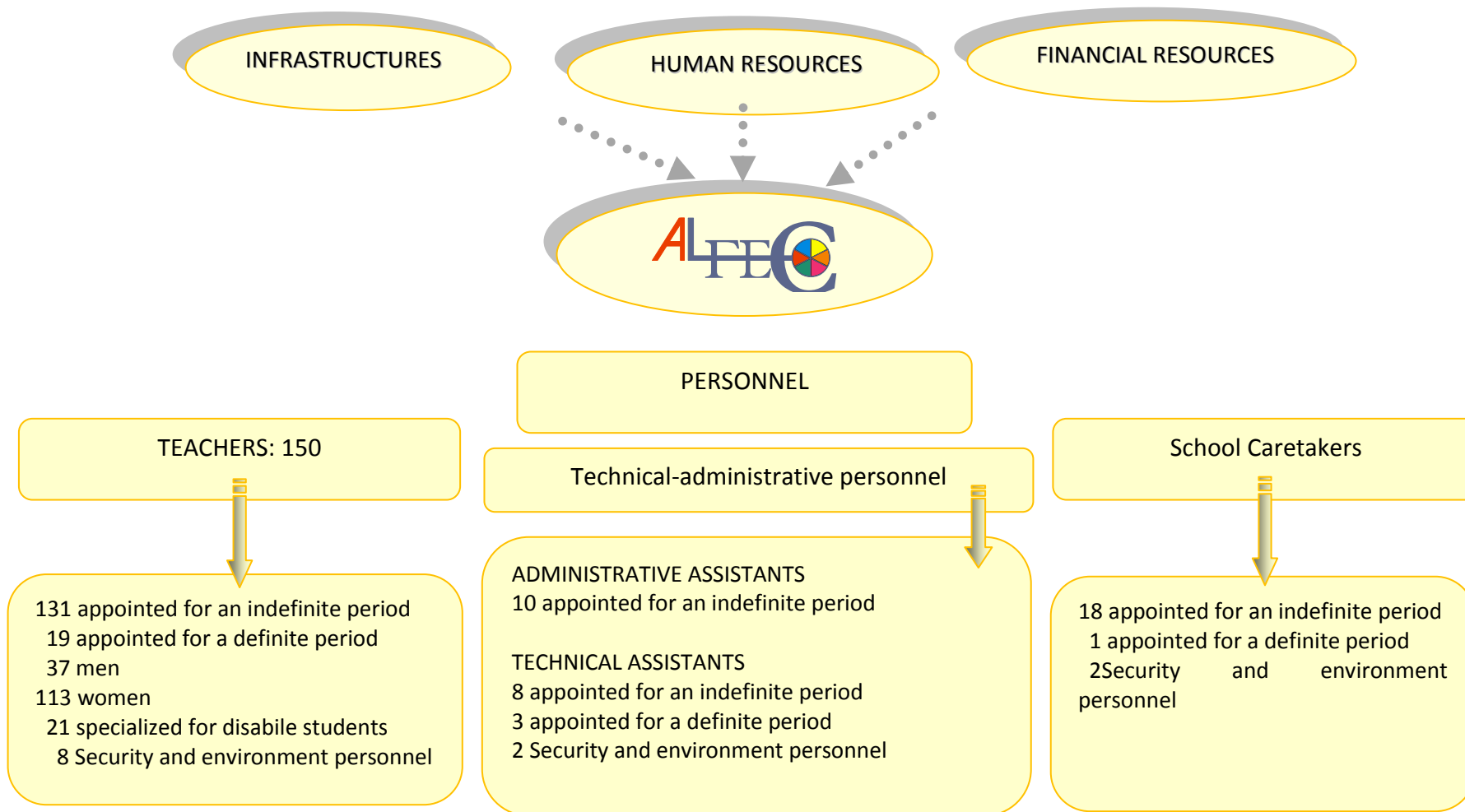


EMPOWER.MENT PROJECT

II ASSESSMENT REPORT
DIMENSION C



C DIMENSION - RESOURCES



C1 Human Resources

C1.1 Adequacy of the available teaching staff to the school needs

a) Procedures and criteria by which the needs for internal and external teaching staff are identified

The Regional Education Authority determines the number of permanent teachers taking into account the number of students for each class and for each study course. The Headmaster negotiates the number of permanent teaching with the Province School Authority (USP) after a careful evaluation determined by:

- Number of students per class
- Presence of more students with disabilities enrolled in the single class (see C1.2)
- Need for less crowded classes in the first year compared to following ones
- Possibility to create articulated classes

C1.2 Procedures	month
Communication of new entries in the first classes by Comprehensive Schools	February/March
Communication of the total number of new entries to USP by the school (students of the fifth classes excluded + students certified with 104 law (disabled))	April
Communication of the number of permanent teachers by USP	July
Publishing of the number of support teachers (for disabled students) by USP	August
Communication of the number of temporary teachers by USP	End August
Assignments of support teachers by USP	End August
Matching classes with disabled students/support teachers	1st September

External staff is almost absent as post-qualification courses were eliminated.

Currently external staff is called for remedial courses at the end of the year if school teachers are not available (These refresher courses are on a voluntary basis)

b) Availability and competence of teachers and adequacy to the school needs

SUBJECTS “A. Casagrande”	NUMBER OF TEACHERS	SUBJECTS “A. Casagrande”	NUMBER OF TEACHERS	SUBJECTS “A. Casagrande	NUMBER OF TEACHERS	SUBJECTS “F.Cesi”	NUMBER OF TEACHERS
ITALIAN/ HISTORY	11+ PART	ART HISTORY	1	FOOD PRINCIPLES	3+PART	ITALIAN/HISTORY	6
MATHS	6 + PART	GRAPHIC DESIGN	1	RECEPTION SERVICES	2	MATHS	5
ENGLISH	6 + PART	PROFESSIONAL DESIGN	1	COOKING LABS	6	ENGLISH	4
FRENCH	4	PHOTO TECHNOLOGY	PART	HALL LABS	4	FRENCH	PART
SPANISH	PART	PSYCHOLOGY	PART	CHEMISTRY	PART	SPANISH	PART
TECHNICAL SUBJECTS	6	P.E.	4	SUBJECTS “F.Cesi”	N.TEACHERS	TECHNICAL SUBJECTS	6
LAW SUBJECTS	7	RELIGION	2	ICT LAB	3	LAW	5
ICT	PART	FISICA	1	RELIGION	1	ICT	4
GEOGRAPHY	1	SCIENCE	2	P.E.	3		
WORD PROCESSING	2	OPERATING METHODOLOGIES	PART	PHYSICS/CHEMISTRY	1		

Only for vocational subjects teachers of the hotel course there is a high number of upper school graduates, but this is in line with the characteristics of the subject (practical), and with the “concourse class” that requires it. The 14 teachers of vocational subjects (kitchen, bar-hall and reception-room) of the hotel course are divided as follows:

- 3 university graduates/
- 11 with a diploma of " hotel technician "

Teachers supporting the school organization

ROLE	TYPE	N.
VICE-HEADMASTER	CHOSEN BY HEADMASTER	2
MANAGEMENT OF COMMUNICATION	INSTRUMENTAL FUNCTION	1
SUPPORT TO TEACHING	INSTRUMENTAL FUNCTION	2
RELATION WITH STUDENTS/FAMILIES	INSTRUMENTAL FUNCTION	2
COORDINATION SCHOOL-WORK ALTERNATION	INSTRUMENTAL FUNCTION	2
COORDINATION AREA STUDENTS WITH SPECIAL NEEDS	INSTRUMENTAL FUNCTION	1
COORDINATION E.O.P. (EDUCATIONAL OFFER PLAN)	INSTRUMENTAL FUNCTION	1
SCHOOL SELF EVALUATION	INSTRUMENTAL FUNCTION	1
RESPONSIBLE ACQUAVOGLIERA LABS	RESPONSIBILITY AREA	1
RESPONSIBLE BRANCH P.LE BOSCO	RESPONSIBILITY AREA	1
COORDINATION EUROPEAN PROJECTS	RESPONSIBILITY AREA	1
MONITORING AND COORDINATION OF REMEDIAL COURSES	RESPONSIBILITY AREA	1
MONITORING-COORDINATION-FOREIGN STUDENTS' INCLUSION	RESPONSIBILITY AREA	1
LIBRARY ORGANIZATION	RESPONSIBILITY AREA	1
E.C.D.L. COORDINATION	RESPONSIBILITY AREA	1
TEACHERS' EVALUATION COMMITTEE		6

During the first Teachers' Board, the Head Teacher introduces the vicar appointed by him. In the same Board are identified the Instrumental Functions, the Responsibility Areas and the commissions supporting the EOP are identified, that are considered necessary for the proper functioning of the educational activity. Since the school has 3 different locations, it is necessary to appoint teachers responsible for them. The teachers who want to be in charge of these functions:

- 1) present their curricula
- 2) are elected by the Teachers' Board, after examining their applications
- 3) they make a report on the activities they have carried out during the Teachers' Board in June

COMMISSIONS	NUMBER OF TEACHERS	COMMISSIONS	NUMBER OF TEACHERS
PEER TUTORING	28	EUROPEAN PROJECTS	6
EOP	D.S. STAFF AND INSTRUMENTAL FUNCTIONS	TRIPS	7
ENTRY GUIDANCE	18	POLLS	2
SCHOOL-WORK ALTERNATION	ALL THE III, IV, V CLASS TUTORS	FOREIGN STUDENTS' INCLUSION	2
DISABLED STUDENTS	6		

Also with regard to commissions, their number and the number of teachers that will compose them is carefully evaluated, taking into account all the activities in which the school plays an important role: the transition from comprehensive school, the job placement or the continuation of studies after completing the five years of higher education. Great attention is also paid to immigrant students and to students with special educational needs. Moreover, for many years, there has been a commission for "European projects", as the institute was among the first in the province of Terni to work in this area.

C.1.2. Available support teaching and administrative staff

Procedures and criteria with which the need for support to teaching and technical-administrative staff are identified

All the teaching staff with qualifications for teaching pupils with disabilities as well as all those operators that operate in various capacities in the Institute to ensure the right to education of these students may be considered "Support to teaching staff". Support teachers are university graduates (with the exception of one) and have multi-specializations in teaching to physical and mental disabled students. The characteristic of support teachers is strong continuity in the years, which represents an element of quality for the integration of pupils with special educational needs. Particular attention is given to the relationship with families and to the personnel of the Center of Neuropsychiatry for young children at ASL (Local Sanitary Unit).

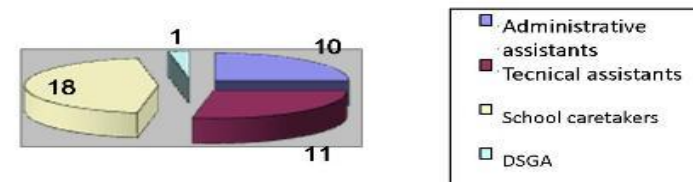
a) Availability and competence of personnel and adequacy to the school educational needs

SPECIALIST TEACHERS	N.		
Humanistic area	9	School operators	5
Scientific area	7	Disabled students	52
Technical area	5	Ratio students/specialized staff	2.36
Psycho-motor area	1	n.hours of support	396/settimana
		n.hours operators	82/settimana

Operators are professional teaching support allocated by the ASL with delegation from the disabled Municipality of residence according to the assessment of specific functional and integration difficulties. The specialist teachers are assigned by the Headmaster felpo by the Instrumental Function "Pupils with special educational needs" based on the following criteria:

- Continuity
- Area of specialization
- Presence of other students in difficulty
- Type of disability
- Previous experience and any other specific skills (LIS languages, use of Braille software, etc..)
- Course attended by the pupil and place in which the pupil attends

Given the high number of hours spent in the classroom during school time, the specialist teacher plays a significant role for the whole class group that refers to him for support during educational activities. Specialized teachers are also a precious replacement for absent curriculum teachers. It is actually possible to replace the absent teacher for a limited number of days (up to 7/10) with internal staff having availability of hours, or having declared his/her willingness to perform additional paid hours under Art .30 of the CCNL (National Contract). In recent years available hours are almost entirely disappeared for staff cuts, so co-presence hours of specialized staff have become valuable resources. The assignment of school operators takes into account the overall complexity of the difficulties in the integration of the pupil, such as little personal autonomy, adversarial/provocative attitude and relationship difficulties (cfr.B2.2.1).



Availability and competence of technical/administrative staff, and its adequacy to school needs

For technical and administrative staff, USP answers depend solely on the total number of students enrolled. This means the fact that the school is made by joining a professional institute and a technical institute, displaced in three different locations, is not taken into account. The tasks of the personnel are defined the CCNL (workers' contract), but are from time to time redefined by the DSGA according to the annually appointed units by USP.

C1.3 How does the school ensure staff's training?

a) Actions for the educational and assessment training of teachers

Under current regulations it is no longer mandatory to upgrade teachers' training, which is performed only on a voluntary basis. All refresher courses for teachers offered by various organizations, associations, etc.. are made known as follows: All communications in this regard are disclosed by the DS and his staff through:

- publication on the school website
- In paper form in the bulletin board of each school branch

DS, as a rule, tends to accept all requests from the staff, even if some meetings take place during school hours. It must be said that, individually, especially the most committed and motivated teachers, participate annually in one or more training courses, since they feel they need to improve their teaching as well as the classroom climate. It is just this minority of teachers who actually determine the quality leap of the school with a major effort to disseminate the acquired skills. Since this is still an important element of the quality of teaching, at the first departmental meeting teachers may put forward proposals for training. Different needs may emerge:

- sectorial, when involving teachers of practical subjects or laboratory
- general, when the need of a methodological and educational training is felt

For the school year 10-11, at the first meeting of the Teachers' Board, priority has been given to the new reform, with the need to know the regulations concerning the reorganization of professional and technical schools (art.64 Legislative Decree 06/25/08) with the new study courses and the new cultural, educational and professional profiles. The committee "support to teaching, forms and documentation of activities", together with the instrumental function "EOP" has therefore acted accordingly:

- collecting the training needs identified during the Teachers' Board meeting and Departmental meetings, specifying the objectives they wanted to reach and identifying the expert teacher who has lectured
- submitting the Headmaster the articulation of the course that was made at no cost for the school

Beyond this general theme that has involved all the instrumental functions and staff as well as departmental heads, individual groups of teachers participated in the courses listed below:

- Classroom Animator
- HCCP only for hotel teachers
- Training in first aid
- Training for security personnel
- Training on the proper use of cleaning products and tools
- Use of information technology
- HACCP Course for technicians who work in the hotel course

All training initiatives are designed to increase productivity and improve safety and health of workers.

For the school year 2011-12.

- ✓ Knowledge and usage of LIMs (for all teachers teaching in first classes)
- ✓ Class tutoring strategies
- ✓ "well-being at school": peer education practised
- ✓ Techniques and strategies for teaching children with SLD (specific learning disorders)
- ✓ Citizenship and Constitution (Education Ministry/House of Deputies)

c) Actions for the training of technical-administrative personnel

Training for ATA staff represents the way personnel is led to perform their job in the presence of increasing organizational, administrative, accounting and management complexity related to the activity of the schools, as provided for in the national collective agreement of 29/11/07.

For the school year 2010-11 priority has therefore been given to a number of initiatives:

- ✓ Training for the allocation of the second economic position
- ✓ Training in first aid
- ✓ Training for security personnel
- ✓ Training on the proper use of cleaning products and tools
- ✓ Use of information technology
- ✓ HACCP course for technicians who work at the hotel address

All training initiatives undertaken are designed to increase productivity and improve the safety and health of workers

For the school year 2011-12 the training courses have been

- ✓ Training for the allocation of the second economic position
- ✓ Training in first aid
- ✓ Training for security personnel
- ✓ Training on the proper use of cleaning products and tools

b) Actions to raise awareness, motivation and involvement of staff, to achieve the school objectives

The quality of work in the school, the risk of losing the most qualified staff, the difficulty in attracting the best human capital are key factors that affect the efficiency and effectiveness of all actions and, consequently, the quality of the service provided to students and families. This is the reason why, in recent years, series of "system" actions were implemented:

- Involvement of staff who have acquired skills through training and refresh, to carry out ancillary activities
- Care for relationships with organizations, associations, private companies who can give funds, finding of partners willing to work with the school
- granting of refresher training to staff who request
- Maintenance of internal communication through the creation of the school website for the circulation and advertising of all events and initiatives made during the year
- incentive payments (accessory wages) for the staff in charge with specific appointments as instrumental function, area of responsibility or participation in committees, projects financed by the Institute fund and projects funded at provincial, regional, national or European level
- Discussion, at the final Teachers' Board, on the year-end results following the school evaluation, particularly with regard to pupils and parents.
- Creation of the "time bank" that allows teachers to have permits, in return for the commitment of the hours recovery during the year to replace absent teachers. This activity was organized within the organizational flexibility of the school
- Participation in several events held in the area (especially for the hotel and reception course)
- Involvement in the creation of events that take place within the Institute (welcome party, Christmas, proms, etc..)
- Participation in local and national competitions outside
- Organization of events such as conferences and debates, the presence and with the participation of personalities from the world of work and culture
- Participation in external projects concerning health (fight to smoking, fight against drugs, well being at school, etc.)
- Participation in European projects and projects (ex art.9 CCNL) concerning disadvantaged students, new immigrants and foreign students at risk of abandoning

C2 Infrastructures



C2.1 Adequacy of current infrastructures to the school needs

a. Procedures and criteria by which the need for infrastructure is identified

The way DS is acquainted with the need of new facilities goes through

- direct knowledge
- request by interested personnel

These need may proceed from:

- teachers (Departmental meetings)
- students and families
- technical-practical teachers operating with machines within labs
- technical-practical teachers of the hotel course working in kitchen and hall-bar labs
- specialised teachers who have specific requests for disabled students
- teachers of the new courses
- technical personnel working in labs

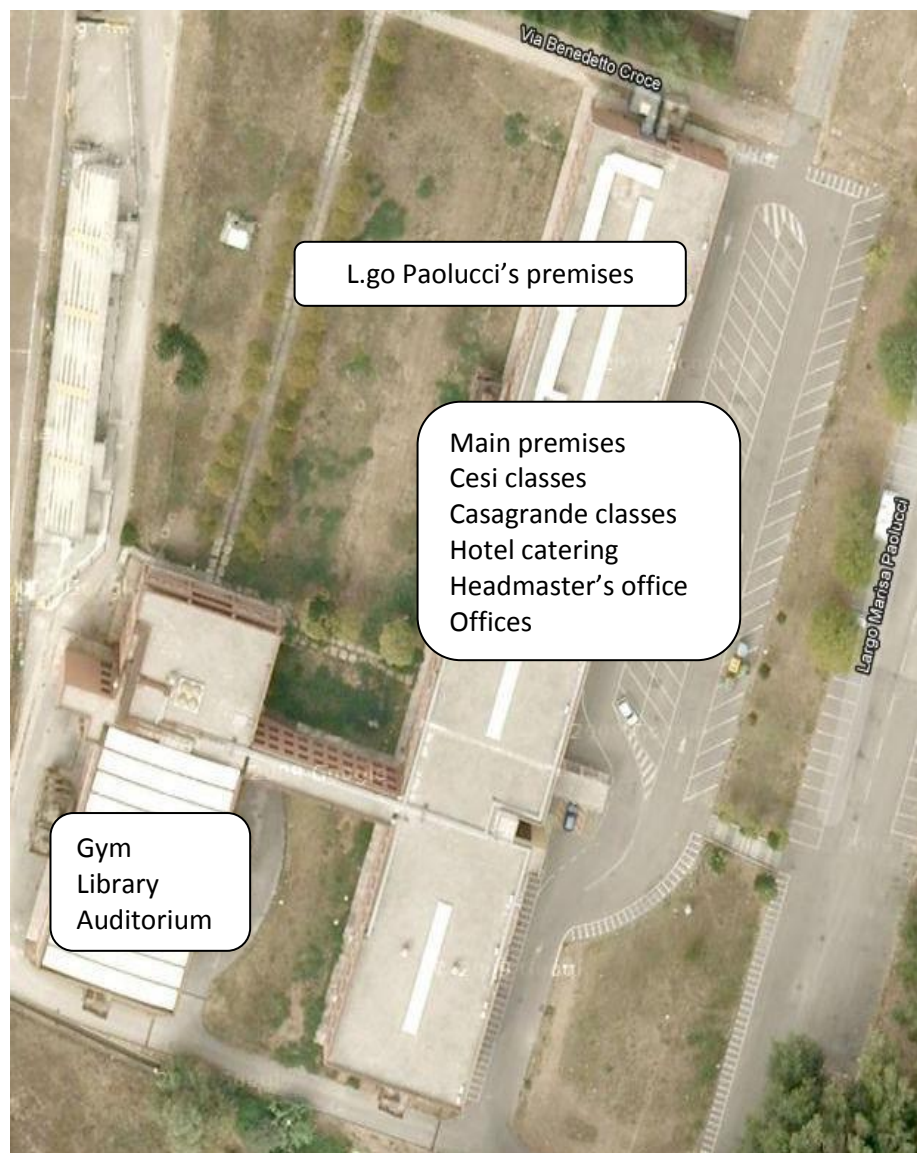
After taking into account the requests made in the School Council, DS together with DSGA illustrates the Council components the criteria according to which he is going to meet such requirements taking into account the financial resources of the school and the provincial administration of Terni.

b. Availability of building infrastructures and their suitability to the school needs of the Institute

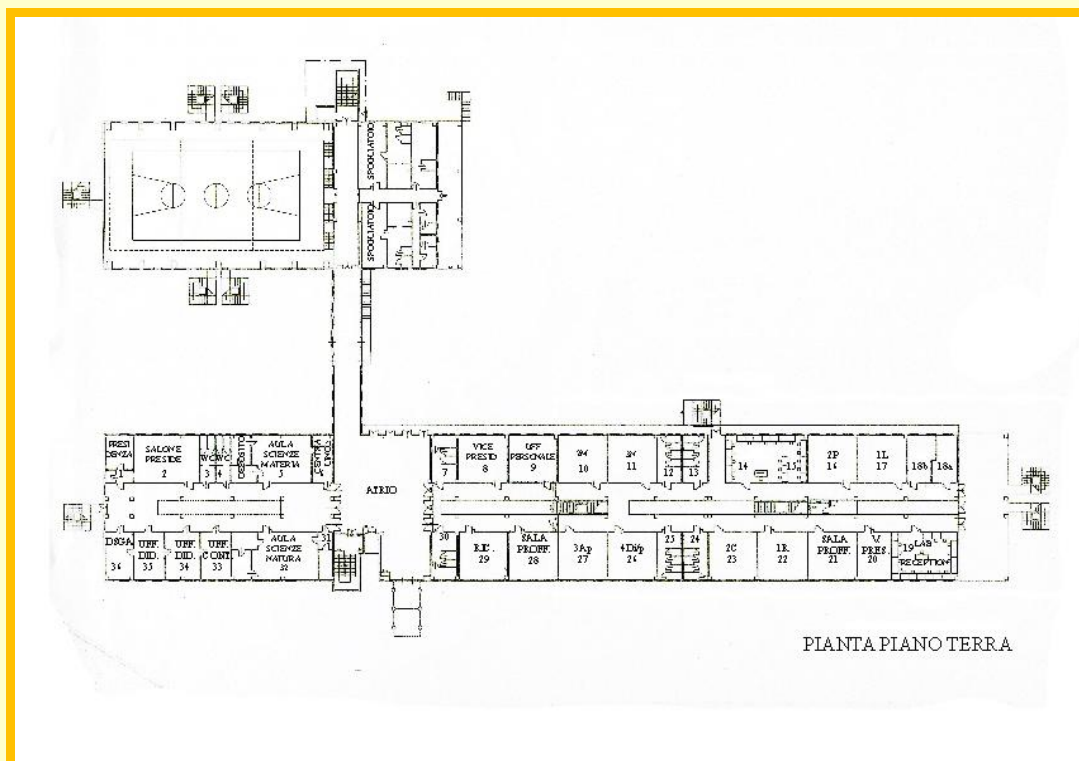
The ownership and responsibility of the building infrastructures is in the sole responsibility of the provincial administration. The school management acts as a medium for communications regarding the status of maintenance of these infrastructure. Since there has been a merger of two institutions (the Technical School "F. Cesi" and the Professional school "A. Casagrande") the premises are two:

- Bosco, with 11 classes of the professional school
- I.go Paolucci with 22 classes of the professional school and 20 of the technical/commercial

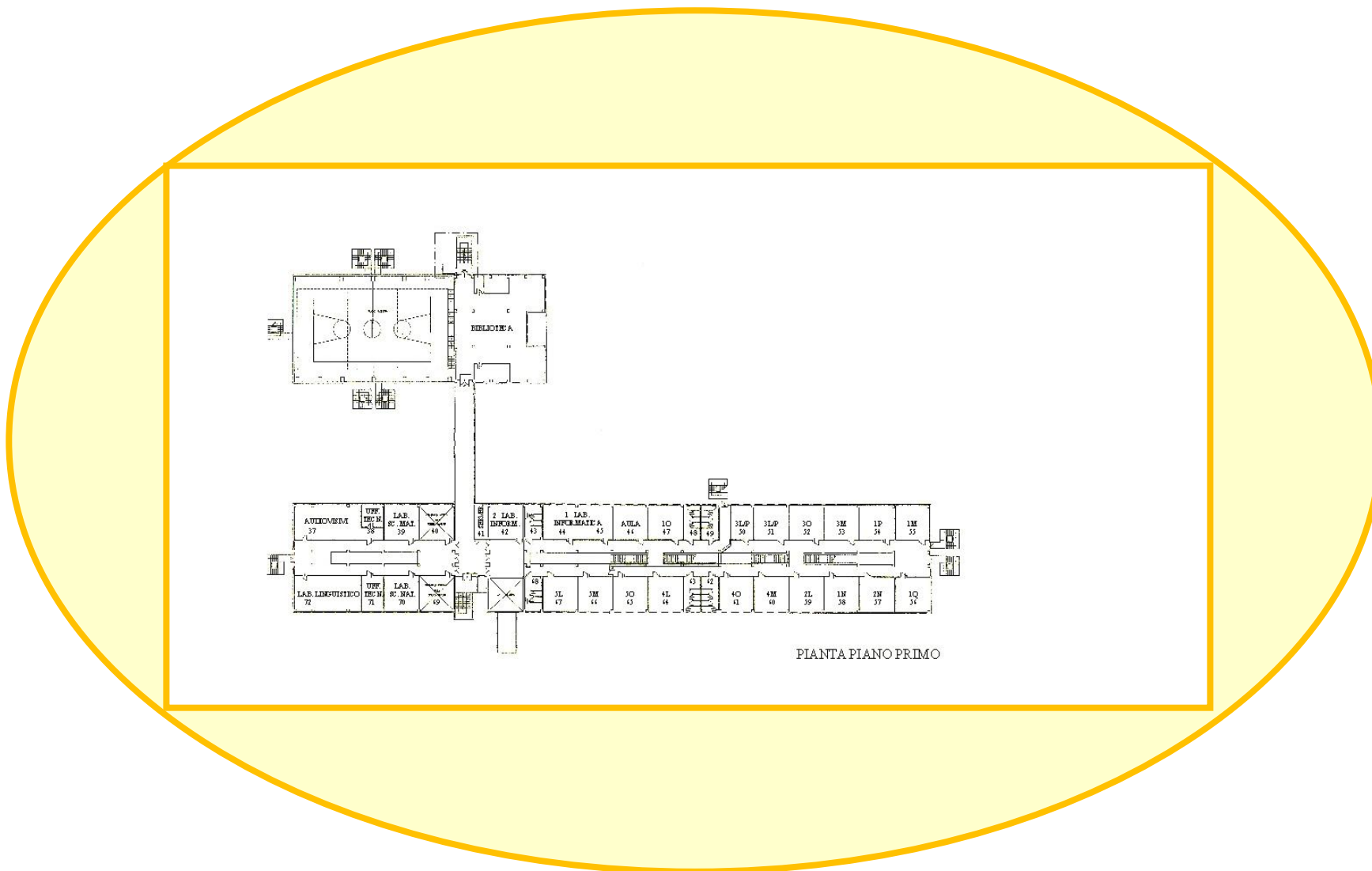
A small number of teachers is thus compelled to move between two locations and this has created major problems in building the organization of teachers and classes timetable.



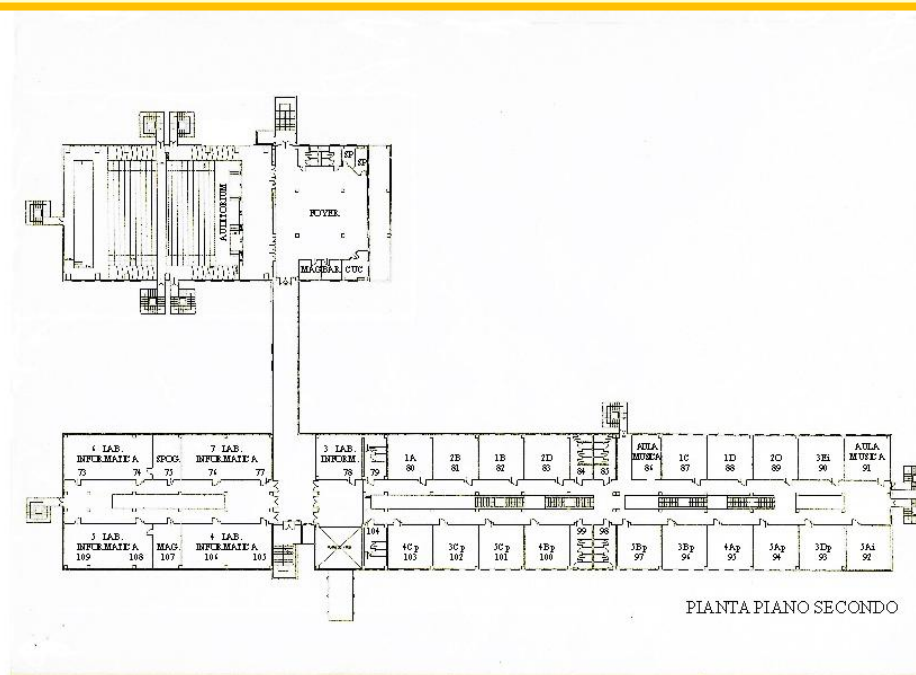
Largo Paolucci main premises: basement



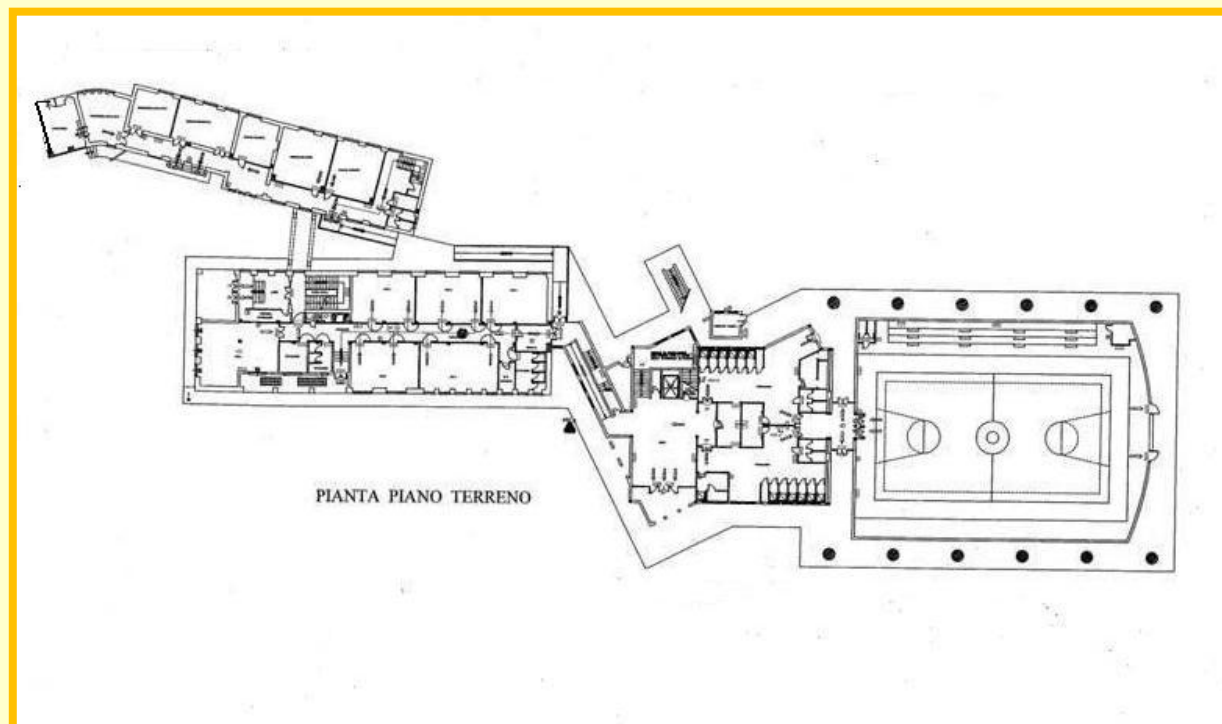
Largo Paolucci main premises: first floor



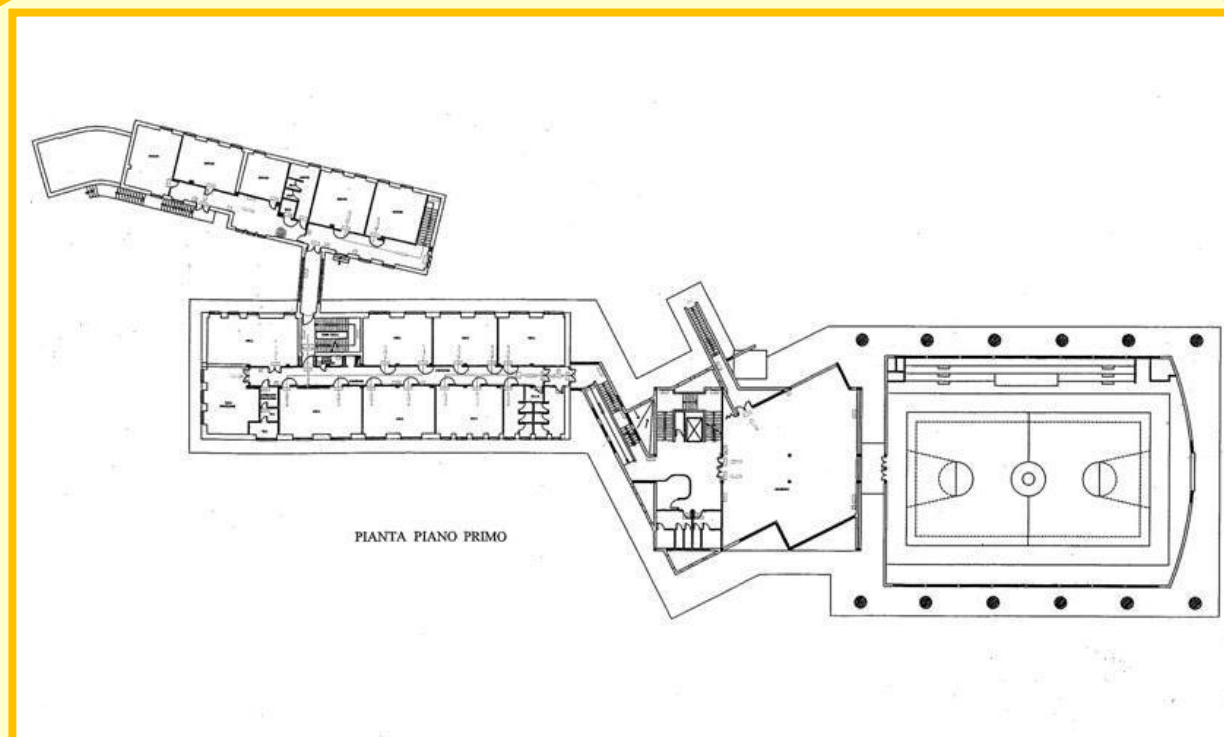
Largo Paolucci main premises: second floor



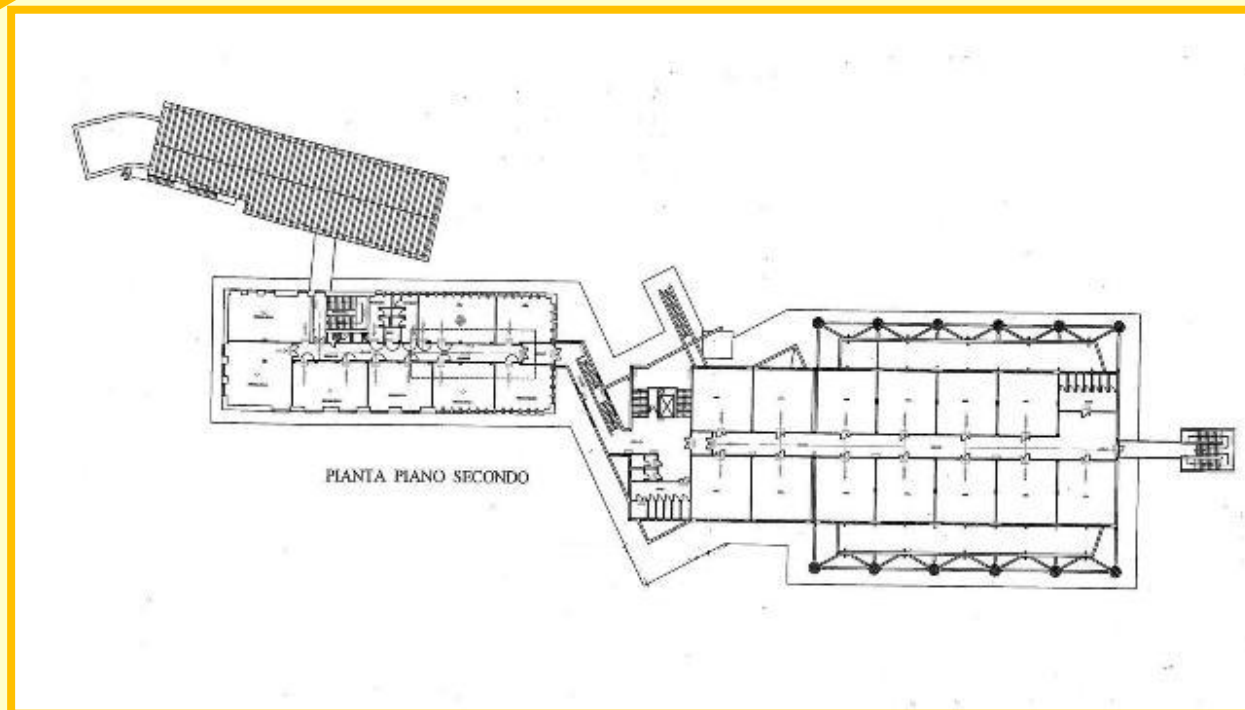
Piazzale Bosco branch: basement



Piazzale Bosco branch: first floor



Piazzale Bosco branch: second floor





The coking labs are placed elsewhere in the outskirts of the town, which has created and still creates some discomfort. The insistence to have the cooking labs near the school complex has not had effects yet, due to the lack of funds from the province administration. This involves the transport of students from the station to the labs with a dedicated bus at the beginning and end of lessons.

All locations are equipped with a large car and motorcycle parking place. The Bosco branch, consisting of two wings made at different times, since the expansion of the courses, is equipped with an auditorium for 100 seats

- a library
- an efficient gym, used in extracurricular hours, by various sports groups in the area. The gym is equipped with 2 dressing rooms, bathrooms and showers.



The main premises in I.go Paolucci have:

- an auditorium with 380 seats
- A library
- a gym, which is however insufficient to meet the needs of the two schools. For this reason, every other month, groups of our students practise physical education at the sports hall, a few meters away from the school building. Also this gym is used in the afternoon by various sports groups in the area. In both cases, the permit is granted by the Province of Terni, after meeting the school requirements.

The premises in I.go Paolucci, now become headquarters of the school since 2010-11 now host all the offices, the presidency, the DSGA office. The two sites have had an opinion of conformity to fire prevention.



Availability of laboratories and their equipment and their suitability to the school needs

The Institute, though located in three different locations, has sufficient available laboratories for the proper functioning of the teaching activity. The facilities are according to the law from the point of view of safety; in compliance with law 626 a person, in charge of prevention and protection, along with two teachers, a representative of the ATA staff and a representative of safety workers are members of the SPP chaired by the Headmaster.

The laboratories in the Institute are as follows:

<p>3 cooking and lounge-bar labs (approximately 600sq.m.) manufactured in a rented facility, which was not originally created for this function. Over the years they have been expanded and equipped with the equipment listed below. This is to simulate a real catering enterprise and to provide the students of 2 and 3 classes with a modern teaching-operational laboratory. The 3 cooking labs are equipped with:</p> <ul style="list-style-type: none"> • No.3 ovens with advanced technology: with convection steam regeneration program; • No.1 negative blast -18 • fridges for the cold chain management • Multiple Fire Machines • The dining room of about 100 square meters can accommodate up to 120 guests • 2 teaching-bars with a professional coffee machine. • 2 changing rooms for students (men and women) • 1 dressing room for teachers • 1 warehouse for storing goods 	<p>1 lounge-cooking lab for 1st class students was set up at the closed space close to the auditorium of the main premises of L.go Paolucci consisting of a kitchen, a bar and a warehouse, which has:</p> <ul style="list-style-type: none"> • N2 induction plates • N1 fan oven • N1 blast chiller • N1 dishwasher • N1 ice machine • N1 professional coffee machine (on loan for use by SEGAFREDO company that supplies coffee to the lab) • N1 column refrigerator 	<ul style="list-style-type: none"> ➤ 1 language lab with 30 workstations ➤ 1 science lab ➤ 1 physics/chemistry lab <p>the science labs are equipped with 42 workstations each + 1 complete workstation for the teacher for experiments plus a column with TV and video projector. The 3 workshops listed above are located at the main premises of L.go Paolucci</p>
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c. Availability of computer labs and related equipment (hardware and software) and their suitability to the school needs

At the branch of p.le Bosco

XP computer lab	PC	Processor	Ram	Optical unit	Printer	Computer lab XANA	PC	Processor	Ram	Optical unit	Printer
	21	P4 intel3,2GHz 80gb	512 Mb	Dvd	inkjet hp 5500 scanner hp 4550c		23	Dual-core x2200MHz hd160Gb	2 Gb	Master Dvd	GestetnerMP2500 Plotter hp 3100A1
IC lab PEGASO networking	PC	Processor	Ram	Optical unit	Printer	Lab. Students with special needs	PC	Processor	Ram	Optical unit	Printer
	28	P4 intel3,2GHz 80gb	512 Mb	Dvd	Laser hp P1505 inkjet hp 6540		4	P4 intel3,2GHz 40gb	512 Mb	Dvd	Inkjet hp 5550 Scanner hp 6300c
Teachers' room	PC	Processor	Ram	Optical unit	Printer	ECDL office	PC	Processor	Ram	Optical unit	Printer

	2	P4 ntel3,2GHz 40gb	512 Mb	Dvd			1	P4 ntel3,2GHz 40gb	512 Mb	Dvd	inkjet hp6452
DS office	PC	Processor	Ram	Optical unit	Printer	Vice-headmaster's office	PC	Processor	Ram	Optical unit	Printer
	1 1	P4 ntel3,2GHz 40gb Notebook acer hd 80	512 Mb	Dvd	inkjet hp 890 GestetnerMP2851		2	P4 ntel3,2GHz 40gb	512 Mb	Dvd	GestetnerMP2851
Staff room	PC N	Processor	Ram	Optical unit	Printer	tutor office	PC N	Processor	Ram	Optical unit	Printer
	1	P4 ntel3,2GHz 40gb	512 Mb	Dvd	inkjet hp1120 GestetnerMP2851		1	P4 ntel3,2GHz 40gb	512 Mb	Dvd	inkjet hp1120
Auditorium	table projector										
	PC speaker system										
	3 columns equipped with portable TV - VCR - DVD player										
At the main premises in I.go Paolucci:											
IC 1° lab	PC	Processor	Ram	Optical unit	Printer	IC 2° lab	PC	Processor	Ram	Optical unit	Printer
	25	Pentium dul core	1,00G	Mast dvd	Laser hap1020		7	P4 3,2GHz	512		Laser hp1120
IC 4th lab (ex Morganti ecdl)	PC	Processor	Ram	Optical unit	Printer	IC 5 lab	PC	Processor	Ram	Optical unit	Printer
	3	Sempron 3100+ 1,80GHz	512	Dvd rom			4	P4 3,2GHz	512	Dvd rom	
	9	Celeron 801 MHz	512	Dvd rom			10	Dula-core E2002,50Ghz	869	Mast dvd	
	1	Dula-core E2002,50Ghz	869	Mast dvd			1	1800+	512	Dvd	HP LASER 1100
	1	Intel P4 3,00GHZ(server)	512	Mast dvd	Brither MCF 9180 laser						
IC 6 lab	PC N	Processor	Ram	Optical unit	Printer	IC 7 lab	PC	Processor	Ram	Optical unit	Printer
	19	P4 2,60 GHz	512	Dvd	Hp laser 1005		22	P4 3,2GHz	512	Dvd rom	Laser hp1120
	9	P4 2,80 GHz	780	Dvd							

wintel lab	PC	Processor	Ram	Optical unit	Printer	Teachers’ room 1	PC	Processor	Ram	Optical unit	Printer
	20	P4 3,2GHz	512	Dvd rom	Hp deskjet 120		2	P4 3,2GHz	512	Dvd rom	Laser hp1120

Other IC equipment:

Teachers’ room 2	PC	Processor	Ram	Optical unit	Printer
	2	P4 3,2GHz	512	Dvd rom	Laser hp1120

All pc have windows xp pro and are networked to a domain where you access via username and password managed by an administrator and supplied with a server in the two main premises. Periodic backup is made both of the server contents and for the school site. Besides, everyone has access to a shared folder (called X) housed in the central server where pupils and teachers can save their files

Other IC equipment:

5 laptop PCs	4 videoprojectors	N 15 LIM with PC and projector for the first classes and some other classes	New server	New server wireless coverage for both premises (gift of CARIT foundation) for Moodle e-learning platform	Moodle e-learning platform
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d.Availability of libraries and related facilities and their adequacy to the school needs

There are 2 libraries: one is located at the p.le Bosco branch and worked as such when the school was separated from the Technical school. Currently the structure in question no longer responds to the users’ needs and there is no availability of personnel for its good functioning. Another thing is the library located at the headquarters of l.go Paolucci. After a history of more than ten years made of continuous input of texts and a use as a real laboratory in the area with the active participation of people who have brought prestige and visibility, after 2005, it experienced a period of utter decadence. Since 2010-11 the situation is reversed:

- a new opening has been done by dedicating a plaque to Walter Minestrini (name of a previous secretary of the school)
- 4 teachers have worked together to recover both loan and consultation services
- it has become a reference point for students with special educational needs who have attended it continuously
- 2 retired teachers have devoted, on a voluntary basis, their passion to make it a place of research
- several meetings with writers have been held, coordinated by the teacher who has always dedicated herself to the library
- 2 positions have been included with:

PC	Processor	Ram	Optical unit	Printer
2	P4 3,2GHz	512	Dvd rom	Laser hp1120

At present about 13,000 texts may be consulted:

Encyclopedias / Italian, French, Hispanic, Russian, American and German Literature texts /IC Texts / technical texts (legal, administrative) / Teaching Texts / philosophy and humanities texts / A good percentage of ancient texts (1600 - 700) / Opening days: MONDAY-WEDNESDAY-THURSDAY-FRIDAY.

In 2011-12: 1 more PC Point has been introduced / Open daily in the morning and at least once in the afternoon / Link the computer to the catalog in p.le Bosco / Make a dialogue project with Bibliomediateca of Terni.

e.Availability of secretarial services and their suitability to the school needs

Competences were divided into 4 areas that characterize the front office services, to cover the needs of the school. (Dim A)

C3 Financial resources

a. Procedures and criteria by which the requirements for financial resources are identified

The rules regulating financial and accounting matters in schools are set by the Inter-Ministerial Decree n. 44/2001 "Regulation on the general instructions for the administrative and accounting management of educational institutions". In the light of the provisions of this decree the financial activities of schools take place on the basis of a document, the annual program, which is the financial translation of the EOP (Educational Offer Plan). In preparing the annual program, once a year at the beginning of the solar year, several components of the school are involved with different responsibilities and duties as outlined below:

The Headmaster DS	is responsible for the management; prepares the Annual Plan, and writes the accompanying report
DSGA	is responsible for maintaining the accounts, records, for tax compliance; carries out technical survey of the instruments used in the preparation of the annual plan; establishes and maintains project funding datasheets
Executive Board	proposes the annual plan to the School Council
Board of Auditors	expresses its opinion (not compulsory) on the counting regularity of the annual plan within 5 days before the meeting of the School Council
School Council	approves the Annual Plan

Annual plan

The structure of the Annual Plan is made synthetically by:

- Aggregate Revenue by origin;
- Outputs grouped into projects and activities

Changes to the annual plan

The need to change the annual plan may occur during the financial year in order to:

- make changes to the allocation of funds on projects within the limit of 10% of the initial allocation, using the reserve fund. In this case the DS may order the withdrawal from the reserve fund with his own provision, subject to the ratification of the School Council for the following change within the annual program, within 30 days;
- make changes for new or increased finalized revenues. In this case income and expenditure changes within the annual plan, resulting in new or increased finalized revenues, may be arranged with DS provision, to be transmitted for information to the School Council;
- make changes to the allocation of funds on projects and activities of more than 10% or even make changes for new or increased unfinalized revenues. In this case, the School Council approves the necessary changes by motivated resolution; both DS and DSGA are requested the preparation of model F (modification of the annual plan) by DS and the model G (project illustrating sheet) by DSGA.



ECONOMIC MANAGEMENT OF COOKING AND LOUNGE-BAR LABS

The labs management makes no separate management but is part of the budget management of the school itself. With state funding overall and management expenses are financed while expenses directly due to activities linked to practice and training carried out in labs (eg. for the purchase of food and accessories or for rental of table linens) are funded with contributions of families and students. For the investment costs also contributions from other local authorities or foundations are employed. In the school year 2010-11 spending on food items needed for training was of about € 30,000/year to which should be added a cost of around € .6.000,00 for renting and washing tablecloths. A separate entry is represented by the rental of the premises on which the main laboratories of the school lie. In this case it is the responsibility of the local authority (the Province of Terni), which provides for the direct funding to the school for an amount equal to the costs of the rent. Sometimes the school enters into contractual arrangements with several local organizations (government agencies or entities engaged in social activities) in which the students' training activities become an opportunity to provide catering services in circumstances such as refresher and training courses for the citizens. In this case, the utility that results is twofold since on the one hand students are compared with the outside world and on the other the spending is covered entirely by the contribution of the institutions.

SW ANALYSIS

DIM	STRENGTH POINTS	WEAKNESS POINTS
C	<ul style="list-style-type: none"> ✚ Fund raising DS/staff ✚ ICT infrastructures- software/hardware ✚ "heroic" availability of some personnel for the integration of disabled students 	<ul style="list-style-type: none"> ✓ Fund raising limited to DS/staff ✓ Issuing times of State resources/funds ✓ Limits to school afternoon opening ✓ Difficulties in using coking labs due to distance ✓ Deficiencies in some front office services ✓ Lack of agreement among personnel (slowly improving) ✓ Rigidity in the performance of duties by personnel