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STUDENT AND FAMILY HANDBOOK

SCHOOL YEAR 2025 - 2026

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General Information

1.1. Mission Statement, Vision, & Board of Trustees

La Scuola d'Italia New York is a non-for-profit American institution recognized by the Italian Ministry of Education. La Scuola aims to develop curious, knowledgeable, and principled individuals who help to shape a more peaceful world through multicultural leadership and respect.

Vision

At La Scuola d'Italia New York, our vision is to cultivate a community that prospers on the foundation of five essential pillars:

- **Curiosity:** We envision a future where curiosity is celebrated as the catalyst for growth and innovation. Our students are encouraged to question, explore, and discover, fostering a lifelong passion for learning.
- **Knowledge:** We aspire to empower our students with a profound and individualized knowledge base. They will emerge as well-informed individuals, equipped to navigate an ever-changing world with confidence and competence.
- **Principled Individuals:** Our commitment to nurturing principled and respectful individuals forms the heart of our vision. We aim to instill strong ethical values, integrity, and a profound sense of respect for others, creating responsible citizens and leaders of tomorrow.
- **Multicultural Leadership:** We envision a community that celebrates inclusion and multiculturalism as sources of strength. Our students will be equipped with the skills to lead in a globalized world, bridging cultures and cultivating unity.
- **Unity through Respect:** We prioritize respect as the cornerstone of all our interactions. Through mutual understanding and appreciation, we create a community that succeeds in unity, collaboration, and cooperation, ultimately contributing to a more harmonious and peaceful world.

Board of Trustees

Chair: Lucia Carbone

Vice Chair: Francesca Verga

Secretary: Barbara Pivetta

Treasurer: Enrico Zanon

Members: Alfonso Cerullo, Maria Fiorini Ramirez, Valentino Gallo, Angelo Macrí, Jason Pedicone

Ex-officio: Min. Plen. Fabrizio Di Michele

1.2. Directory of Contacts

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- **Nilda Inghirami**
Director of Admissions – School Office
Email: ninghirami@lascuoladitalia.org

Division Heads:

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- **Francesca Vicchio**
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- **Cristiana Grassi**
Head of Middle Years
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- **Beatrice Innocenti**
Head of Diploma Years and IB DP Coordinator
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- **Chiara Giannini**
School Psychologist
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- **August Rock**
School Nurse
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Note: Teachers and Division Heads respond to emails within 24 hours, excluding holidays and weekends.

1.3. School Calendar (2025-2026)

School hours are Monday to Friday:

Preschool	8:25 am - 3:30 pm
Kindergarten	8:25 am - 3:30 pm
Grades 1 to 5	8:25 am - 3:30 pm
Grades 6 to 12	8:10 am - 3:15 pm

SEPTEMBER 2025

Monday, 1st	Labor Day. School Closed
Tuesday, 2nd	Faculty In-Service.
Wednesday, 3rd	Faculty In-Service. Matriculation Exams
Thursday, 4th	Preschool Orientation Parents and Students
Monday, 8th	First Day of School for Grades PreK to G12
Wednesday, 24th	Curriculum Night - G6 to G10
Monday, 29th	Curriculum Night - G1 to G5

OCTOBER 2025

Thursday 2rd	Curriculum Night - G11 and G12
Monday, 6th	Curriculum Night - PreK and Kindergarten
Monday, 13th	Italian Heritage Day/Indigenous Peoples' Day. No Classes
Thursday, 16th	Open House

NOVEMBER 2025

Tuesday, 4th	Open House
Friday, 14th	Mid-Term Reports - G1 to G12
Tuesday, 25th	PreK to G12. Parent-Teacher Conferences. No Classes.
Wednesday, 26th to Friday 28th	Thanksgiving Holiday. School Closed

DECEMBER 2025

Friday, 12th	Lessons and Carols
Friday, 19th	Winter Break Begins. Student Dismissal at 12:00 pm

JANUARY 2026

Monday, 5th	School Re-Opens
Monday, 19th	Martin Luther King (MLK) Day. School Closed
Friday, 23rd	PreK to G5 Student Evaluation Review. Student Dismissal at 12:00 pm
Wednesday, 28th	G6 to G12 Student Evaluation Review. Student Dismissal at 12:00 pm

FEBRUARY 2026

Monday, 2nd	Report Cards Issued
Monday, 16th - Wednesday 18th	Presidents' Day. School Closed - Winter Break

MARCH 2026

Monday 16th-Tuesday 17th	March Break
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APRIL 2026

Wednesday 1st	Mid-Term Reports - G1 to G12
Thursday 2nd	Spring Break Begins. Student Dismissal at 12:00pm
Monday 13th	School Re-Opens
Monday 20th	PreK to G12. Parent -Teacher Conferences. No Classes

MAY 2026

TBD	IB Examinations G12
Monday, 25th	Memorial Day. School Closed
Friday, 29th	PreK to G5 Student Evaluation Review. Student Dismissal at 12:00 pm

JUNE 2026

Thursday, 4th	Kindergarten Graduation
Friday, 5th	G5 Graduation + G6 to G12 Student Evaluation Review. G5 to G12 Student Dismissal at 12:00 pm
Friday, 12h	Last Day of School. Student Dismissal at 12:00 pm. Report Cards Issued
Friday, 19th	Juneteenth Day. School Closed
TBD	Italian State Examinations + G8 and G12 Graduation Ceremonies
Monday, 15th to Friday 26th	Preschool & Primary School Summer Camp
Monday, 30th	Faculty Last Day

1.4. Building and School Hours

School Address

12E 96th Street, New York, NY, 10128

Physical Education class

FastBreak Sports Address

1629 1st Ave, New York, NY 10028

Pre-school and Kindergarten Recess

Robert Bendheim Playground

East 100th Street

Primary School Recess

Margaret L. Kempner Playground

5 Av &, E 96th St, New York, NY 10128

Preschool and Primary Division:

- Pre-K and Kindergarten Hours: 8:25 AM – 3:30 PM
Entry begins at 8:20AM.
- G1-G5 Hours: 8:25 AM - 3:30 PM
Entry begins at 8:10 AM.

Middle and High School:

- Middle and High School Hours: 8:10 AM – 3:15 PM
Entry begins at 8:00 AM.

1.5. Fire and Emergency Drills

Regular drills are conducted to ensure safety in line with the NYC and NYS requirements. Students must follow teachers' instructions and remain with their class groups.

The school has an emergency policy which explains the Fire Drill procedures.

1.6. Lost and Found

All lost and found items are collected and stored at the school's reception desk. You or your child are welcome to check for any missing belongings there during school hours.

Items Typically Found:

Common items we often find include:

- Jackets and sweaters
- Lunchboxes
- Water bottles
- Books and notebooks
- Personal accessories

Procedure for Claiming Items:

1. Visit the reception desk and describe the lost item.
2. Reception staff will assist you in locating the item among the collection.
3. Please ensure to have some form of identification or be prepared to identify specific features of the item to ensure rightful ownership.

Informing Admissions:

To facilitate efficient management, we encourage families to also inform the admissions office about any lost items. This will help us keep track and possibly identify items through reported descriptions.

We advise parents to label their children's belongings clearly with their name to make it easier to reunite items with their owners.

1.7. Policy Review

All school policies will be reviewed:

- Annually, before the start of each academic year
- Additionally as needed, in response to changes in legislation, school operations, or identified issues

Academics and Extracurricular Programs

2.1. Curriculum Overview

La Scuola d'Italia is committed to maintaining transparent and comprehensive communication regarding its educational programs. The annual curricula are carefully developed by the faculty and shared with families at the beginning of the school year. During Curriculum Night, an important event dedicated to the presentation of the educational program, teachers provide detailed information about learning objectives, teaching methodologies, and projects planned for the year.

Our curriculum spans from preschool to high school, fostering an environment that encourages global-mindedness and independent thought.

Preschool (PreK3 & PreK4) and Kindergarten

Program Highlights:

- **Focus:** Experiential learning to ignite curiosity and creativity.
- **Recognition:** Programmes recognized by the Italian Ministry of Education, NYSAIS and ISAAGNY.
- **Specials:** Visual Arts, Music, Musical Theater, Spanish, Mandarin and Physical Education.

Narrative:

Our preschool and kindergarten programs emphasize experiential learning, where young learners engage with the world around them in meaningful ways. This hands-on approach fosters an innate curiosity and encourages students to explore and understand diverse perspectives from an early age. We nurture their unique talents and inquisitive nature, laying the groundwork for lifelong learning and leadership in a multicultural context.

Primary Years (Grades 1-5)

Program Highlights:

- **Focus:** Foundational academics that build essential skills and knowledge.
- **Recognition:** Programmes recognized by the Italian Ministry of Education, NYSAIS and ISAAGNY.
- **Core Subjects:** English, Italian, Mathematics, Sciences, World History, Geography, Visual Arts, Music, and Physical Education.

Narrative:

During the primary years, we concentrate on establishing a strong academic foundation, preparing students with the essential skills and knowledge needed for future success. Our curriculum is designed to foster intellectual growth, with a focus on developing critical thinking and problem-solving abilities. Through a diverse range of subjects, we encourage students to explore their personal interests and cultural understanding, aligning with our mission to cultivate knowledgeable and principled individuals.

Middle Years (Grades 6-10)

Program Highlights:

- **Diploma:** Italian Middle School Diploma in Grade 8 (Licenza media).
- **Focus:** Academic rigor and inquiry-based learning guided by the International Baccalaureate framework.
- **Recognition:** Programs aligned with the Italian Ministry of Education, NYSAIS and ISAAGNY.
- **Narrative:**

The middle school years build on the solid foundations laid in earlier grades, immersing students in an academically rigorous environment that challenges them to inquire deeply into core subjects. Guided by the International Baccalaureate framework, students engage with complex concepts and diverse cultural perspectives, preparing to tackle global challenges. Elective options, such as Business, Finance, and Model United Nations, encourage leadership and practical application of knowledge, in line with our mission to promote multicultural respect and leadership.

Diploma Years (Grades 11-12)

Program Highlights:

- **Unique Double Diploma:** Italian Scientific High School Diploma and IB Diploma.
- **Focus:** Academic rigor and global preparedness to excel at top universities.
- **Recognition:** Fully recognized by the International Baccalaureate and Italian Ministry of Education, NYSAIS and ISAAGNY.
- **Narrative:**

In the final years of our program, La Scuola d'Italia offers the opportunity for students to earn both the Italian Scientific High School Diploma and the International Baccalaureate Diploma. This rigorous dual approach ensures that graduates are exceptionally prepared for higher education and beyond. Our curriculum fosters critical thinking, global awareness, and independent learning, empowering students to become future leaders ready to contribute positively to the world. Supported by dedicated college counseling, our students confidently transition to prestigious universities worldwide.

Study Abroad Program:

We offer an enriching exchange experience for Grades 10-12, welcoming students from around the globe to New York City, fostering a vibrant, culturally diverse community and emphasizing our commitment to global understanding and cooperation.

2.2. Assessment and Grading

At La Scuola d'Italia, we believe that effective assessment practices are essential to fostering student growth and academic success. Our approach to testing, assessment, and grading is comprehensive, reflecting our commitment to providing a well-rounded educational experience.

Formative and Summative Assessments

At *La Scuola d'Italia*, we use assessments to support and measure your child's learning.

- **Formative Assessments:** These are ongoing "check-ins" during lessons, like quizzes, class discussions, or drafts. They help teachers guide learning but don't count toward final grades.
- **Summative Assessments:** These are more formal evaluations at the end of a unit, like tests, projects, or portfolios. They summarize learning and contribute to final grades.

Our assessment strategy encompasses various methods to ensure a holistic evaluation of student performance. These methods include:

- **Projects:**
Students engage in individual and collaborative projects that encourage critical thinking, creativity, and application of knowledge. Projects allow learners to delve deeply into specific topics, demonstrating their understanding through research, analysis, and presentation. This hands-on approach fosters engagement and allows students to showcase their unique strengths.
- **Exams:**
Formal examinations are designed to evaluate students' grasp of core content and concepts across subjects. These assessments are aligned with the curriculum and vary in format, including multiple-choice questions, short answers, and essay prompts. Regular exams help track progress and identify areas for improvement, ensuring that students are prepared for advanced coursework.
- **Class Participation:**
Active participation in class discussions and activities is a key component of our assessment framework. Students are encouraged to share their thoughts, ask questions, and contribute to collaborative learning environments. This engagement not only enriches the learning experience but also serves as a metric for evaluating students' understanding and confidence in the subject matter.

Regular Feedback

To support student learning, we provide consistent and constructive feedback throughout the academic year. Our feedback practices include:

- **Ongoing Communication:**

Teachers maintain an open line of communication with students regarding their performance. Regular check-ins, both informal and formal, allow educators to address any concerns and provide guidance tailored to individual learning needs.

- **Timely Assessment Results:**

After assessments, students receive prompt feedback that highlights strengths and areas for growth within a week from the assessment. Detailed comments accompany grades to clarify expectations and suggest strategies for improvement. This timely information empowers students to take ownership of their learning and make informed decisions about their study habits.

- **Parent-Teacher Conferences:**

We encourage collaboration between home and school through biannual parent-teacher conferences. These meetings provide a platform for discussing student progress, sharing assessment results, and setting academic goals. Parents are vital partners in the educational process, and we value their insights and involvement.

Grading System

Our grading system reflects students' overall performance and growth. The key elements of our grading policy include:

- **Standards-Based Grading:**

We utilize a standards-based grading approach that focuses on mastery of specific learning objectives. Grades are based on students' ability to demonstrate knowledge and skills outlined in the curriculum. This system ensures transparency and allows for more meaningful evaluations of student progress.

- **Levels of achievement:**

In the preschool the grading system to evaluate students' progress, is number 1 to 4, paired with the terms: "Beginning," "Developing," "Meeting Expectations," and "Exceeding." This system helps track a child's learning and progress toward their goals. It shows how they are growing, from starting new skills to building confidence and mastering them. Teachers use this scale to share with families what their children excel in and where they might need more support.

The grading system in primary school is designed to assess students' progress using a rubric based on descriptive evaluation levels, ranging from Insufficient to Excellent. Each level reflects the degree of autonomy, continuity, and mastery with which a student demonstrates specific learning objectives, in accordance with the national educational standards set by the Ministry of Education. This approach provides a clear and transparent framework for assessing students' understanding and skills. Teachers use the rubric to provide constructive feedback, helping students and parents understand strengths and areas for improvement, while fostering a growth mindset and supporting ongoing learning.

In the Middle Years and Diploma years the periodic and annual assessment of learning and behavior is conducted using a numeric grading system expressed on a scale of ten points. A score of 6 or higher

indicates that the expected learning levels for the respective year have been achieved. Conversely, a score below 6 signifies a partial or complete failure to reach the anticipated learning objectives. This precise grading mechanism provides a clear and objective measure of student progress, enabling educators and parents to identify areas of strength and those requiring additional support.

Furthermore, in the final evaluation of each of the last three years (G 10-11-12), students are assigned “credito scolastico” (academic credit), which is calculated from the average of final grades obtained in individual subjects and behavior, also taking into account other factors such as school attendance and extracurricular activities.

The following chart details the grading scales and the conversion into American grades following the guidelines of the US-Italy Grade Conversion released by the Fulbright Commission for Cultural exchange between Italy and the US.

Italian Voto (Grade on 10-pt scale)	Suggested US Letter Equivalency (Grades A-F)	Suggested US Percentile Equivalency (max 100)	Suggested US GPA Equivalency (4.00 scale)	Qualitative Assessment
10	A++/ Honors	99-100	4.50	Outstanding (extremely rarely awarded)
9	A+	97-98	4.30	Superior (rarely awarded)
8	A	90-96	4.00	Very Good (considered a top mark)
7	B	80-89	3.00-3.99	Good
6	C	70-79	2.00-2.99	Satisfactory / Average
5	D-F	60-69	1.00-1.99	Unsatisfactory/ Remedial lessons & exam required
4	F	50-59	0.50-0.99	Poor/ Failure/ Remedial lessons & exam required
1-3	F	0-49	0.0-0.49	Severe academic failure & lack of effort

Recognizing the diverse needs of all students, the school has implemented a personalized assessment approach for students with disabilities. In the IEP, specific behavioral assessment criteria are established, carefully tailored to meet the unique needs of students with disabilities. This individualized approach ensures that evaluation methods are adaptive, fair, and supportive, acknowledging the different ways students may demonstrate their capabilities and personal growth.

- **Grade Scale:**

A clear and consistent grade scale is employed. This scale provides a straightforward understanding of expectations and achievement levels, facilitating effective communication of student progress.

- **Holistic Evaluation:**

Beyond academic performance, our grading considers factors such as effort, improvement, and engagement in the learning process. This holistic evaluation acknowledges the diverse strengths and challenges students may face, promoting a growth mindset and encouraging resilience.

- **Report card:**

Report cards are issued twice per academic year - at the end of the first semester in January and at the end of the second semester in June. These reports provide comprehensive evaluations of students' academic achievement in each subject area, along with assessments of their school behavior. Additionally, midterm progress reports are distributed in November and April, coinciding with parent-teacher conferences, to provide interim updates on student performance.

2.3. Homework Policy and Guidelines

At La Scuola d'Italia, homework is recognized as an essential component of the learning process. It reinforces classroom instruction, encourages independent learning, and fosters critical thinking skills. Our Homework Policy and Guidelines are designed to provide a clear framework for students, parents, and teachers regarding homework expectations at each grade level. These are communicated through Toddle and personal student diary/planner.

Purpose of Homework

The primary objectives of assigning homework include:

- **Reinforcement of Classroom Learning:**
Homework allows students to practice and apply concepts taught in class, helping to solidify their understanding and retention of the material.
- **Development of Study Skills:**
By engaging with homework assignments, students cultivate essential study habits and time management skills that will serve them well throughout their academic careers.
- **Encouragement of Independent Learning:**
Homework encourages students to take responsibility for their learning and fosters a sense of autonomy. It provides opportunities for students to explore topics of interest and engage in self-directed study.

Expectations by Grade Level

Homework expectations vary by grade level to accommodate the developmental needs of students. Our guidelines are as follows:

- **Kindergarten:**
Kindergarten homework will be assigned once a week in both Italian and English, with the details posted on Toddle every Friday. Homework books will be sent home on Fridays and should be returned to class no later than the following Wednesday.

Homework at this stage is minimal and designed to be fun and engaging. Activities may include reading together, simple games, or creative projects that promote family involvement. The goal is to encourage a love of learning and reinforce skills in a relaxed setting.

- **Primary Years (Grades 1-5):**
The primary purpose of homework in primary school is to help students practice skills introduced in class and to develop responsibility and accountability.

- **Nature of Assignments:**
 - Assignments are designed to give students additional practice on skills learned in class.
 - They are generally short and focused on specific skills.
 - Students are expected to complete the work independently, which encourages them to take responsibility for their learning and fosters a sense of autonomy.
- **G1 and G2 Homework:**
 - Homeroom Teachers will assign weekly homework and a reading log. Parents are asked to sign the *reading log* and record the minutes their child reads.
 - A light activity may also be assigned, at the teacher's discretion, for completion the following day.
- **G3, G4, G5 Homework:**
 - Teachers assign homework on a daily basis, according to the internal schedule of the homeroom teacher.
 - Students will use their planners daily to write the homework assignments.
 - The most important part of the homework process for these grades is the daily *reading log*. The goal is to foster a love of reading.
 - While specific reading assignments may be given, students are encouraged to read any material or genre they enjoy.
 - Parents are asked to sign the *reading log* and record the minutes their child reads.
 - Students are encouraged to alternate between reading English and Italian books.
- **Speciality Teachers:** French, Spanish, Mandarin, Music, Art and Technology teachers will assign homework at their discretion and before a planned assessment as part of the review process.
- **Middle Years (Grades 6-10):**

As students transition to middle school, homework expectations increase, typically ranging from 30 to 90 minutes per day. Assignments become more structured and may include reading assignments, written responses, and group projects. Teachers provide guidance on managing time effectively and prioritizing tasks.
- **Diploma Years (Grades 11-12):**

In the diploma years, homework represents not just a series of tasks assigned for practice and reinforcement of lessons, but a necessary component for the formation of independently minded, self-disciplined students following the recommendations of the International Baccalaureate Program. Each night, students should expect to spend at least 3 hours on homework. Assignments are rigorous and often include research projects, essay writing, and preparation for exams. As such, students are expected to develop their own study schedules and use resources effectively to meet their academic goals.

Guidelines for Homework Completion

To ensure homework is meaningful and beneficial, we adhere to the following guidelines:

- **Meaningful Assignments:** Homework is designed to reinforce concepts learned in class, allowing students to practice and deepen their understanding of the material taught.
- **Balance and Well-Being:**
We recognize the importance of balancing homework with extracurricular activities and family time. Teachers are mindful of assigning homework that accommodates students' varied commitments and promotes overall well-being.
- **Feedback and Support:**
Timely feedback on homework assignments is crucial for student growth. Teachers provide constructive comments that highlight strengths and areas for improvement. Additionally, students are encouraged to seek help when needed, whether from teachers, peers, or family members.

Parent Involvement

Parents play a vital role in supporting their children's homework experiences. We encourage families to:

- **Establish a Routine:**
Create a consistent homework schedule that allows students to complete their assignments in a dedicated space with minimal distractions.
- **Monitor Progress:**
Regularly check in with students about their homework assignments, providing encouragement and support without completing the work for them.
- **Communicate with Teachers:**
If any concerns arise regarding homework assignments or workload, parents should reach out to teachers to discuss possible solutions.

2.4. Parent-Teacher Conferences and Communication Protocol

Effective communication between parents and teachers is essential to support student success at La Scuola d'Italia. Our **Parent-Teacher Conferences and Communication Protocol** is designed to foster a collaborative relationship that enhances student learning and development.

Biannual Parent-Teacher Conferences

La Scuola d'Italia holds biannual parent-teacher conferences to discuss student progress, strengths, and areas for growth. These conferences provide an opportunity for parents to engage directly with teachers, ensuring a shared understanding of each student's academic journey.

- **Scheduling Conferences:**

Conferences are typically scheduled at mid-term (November - April). Parents will receive advance notice of the dates and times to facilitate attendance. We encourage parents to prioritize these meetings to stay informed about their child's academic performance and well-being.

- **Conference Format:**

Parent-Teacher Conferences are conducted online. Each conference usually lasts about 10 to 15 minutes based on the division. During this time, teachers will provide an overview of the student's progress, including academic achievements, social development, and participation in class. Parents are encouraged to ask questions, share insights about their child, and discuss any concerns they may have. The online format allows for convenient participation from any location with an internet connection.

- **Goal Setting:**

Conferences also serve as a platform for setting goals for the upcoming semester. Together, parents and teachers can develop strategies to support the student's learning and personal development, ensuring a tailored approach to education.

Ongoing Communication

In addition to biannual conferences, La Scuola d'Italia promotes ongoing communication between parents and teachers to create a supportive educational environment.

- **Communication Channels:**

- **Email:** Parents are encouraged to reach out to the Head of Divisions, and the teachers via email for questions or updates regarding their child's progress. Teachers typically respond within 24 to 48 hours, fostering a responsive dialogue.

- **Parent Portal:** La Scuola d'Italia currently offers a secure online portal, Toddle, where parents can access important information, including grades, assignments, and upcoming events. This resource promotes transparency and keeps parents informed about their child's academic journey. To underline this, all the information communicated through Toddle by faculty regarding grades, assignments and progress shall be considered as a formal communication to families.

- **Please note: In accordance with newly passed legislation by the Italian government, it may be required that we migrate to a new online portal in full conformity with the requisites of the Italian Ministry of Education. Should this come to pass, families will be duly informed well in advance of any change over and they will receive direct instruction in the use of the new system.**

- **Scheduled Meetings:** If parents have specific concerns that require more in-depth discussion, they are welcome to request a meeting with the teacher outside of parent-teacher conference days. These meetings can be arranged at a mutually convenient time.
- **Classroom Updates:** The Head of Divisions and the teachers will regularly provide updates on classroom activities, projects, and important announcements through emails. This keeps parents informed about what their children are learning and how they can support them at home. Additionally, there will be advance scheduled open meetings between parents and teachers throughout the academic year. The first is Curriculum Night, where teachers present the curriculum and yearly program. The subsequent meetings will cover the academic curriculum overview, current school initiatives, and class dynamics including both achievements and areas for growth. Each meeting will conclude with a Q&A session, providing valuable opportunities for direct communication between parents and teachers, ensuring alignment in supporting student success and addressing any concerns or questions that arise during the school year.

Encouraging Parental Involvement

We recognize that active parental involvement is key to student success. Therefore, we encourage parents to:

- **Stay Engaged:**
All parents are members of the Parent Association of La Scuola d'Italia upon registration, unless they opt out of the yearly fee. The Parent Association can be contacted at pa@lascuoladitalia.org. Parents are encouraged to attend PA events, support fundraising efforts, engage in community engagement and volunteering, and work with their Class Representatives to strengthen the home-school connection and reinforce the school's mission.
- **Communicate Regularly:**
Maintain an open line of communication with teachers. Sharing insights about a child's behavior or academic struggles at home can help teachers provide targeted support.
- **Provide Feedback:**
Parents are encouraged to provide feedback regarding any school matter to the Head of School, and to the Board of Trustees in case the Head of School is in question.

2.5. After-school Program Overview

La Scuola d'Italia is committed to providing a well-rounded educational experience that extends beyond the classroom. Our **After-school Program with Togetherhood and Fastbreak** offers a diverse array of activities designed to engage students, promote social interaction, and support their academic and personal development.

Program Offerings

The after-school program includes a variety of activities, allowing students to explore their interests and develop new skills. Offerings typically include:

- **Sports Activities:**
Our sports program promotes physical fitness, teamwork, and discipline. We emphasize the importance of sportsmanship, cooperation, and personal growth through competition and practice.
- **Arts Programs:**
The arts program provides students with opportunities to express their creativity through visual arts, music, drama, and dance. Students can engage in activities such as painting, sculpture, choir, band, and theatrical productions. These programs encourage self-expression, collaboration, and cultural appreciation.
- **Academic Tutoring:**
To support students' academic success, at the Primary level we offer tutoring sessions in various subjects, including mathematics, science, language arts, and foreign languages. Tutoring is designed to provide individualized assistance tailored to each student's needs, helping them reinforce their understanding of classroom material and develop effective study skills.
- **Clubs and Interest Groups:**
Students can join various clubs based on their interests, including science clubs, book clubs, coding clubs, and environmental clubs. These extracurricular activities foster a sense of belonging, encourage collaboration, and allow students to pursue their passions outside the academic curriculum.

Registration Process

Participation in the after-school program requires a separate registration process to ensure adequate staffing and resources.

- **Enrollment:**
Parents will receive information regarding program enrollment at the beginning of the Fall and Spring semester. Registration happens on the Togetherhood portal. Due to limited spaces in certain programs, early registration is encouraged.

- **Fees:**

All after-school activities require separate payment except for Religious Education which is provided free of charge. Aftercare (Doposcuola) is provided by our Preschool and Primary Division teachers, while enrichment activities are offered through Togetherhood. A detailed breakdown of fees will be provided during the registration process.

- **Schedule:**

The after-school program operates on regular school days, running from 3:30 to 4:30, and from 4:30 to 5:30. A detailed schedule of activities will be made available to parents, allowing them to plan accordingly.

Safety and Supervision

The safety and well-being of our students are of paramount importance.

- **Staffing:**

All after-school activities are supervised by qualified staff members and teachers who are trained in child safety and first aid. We ensure appropriate student-to-staff ratios to provide a safe and supportive environment.

- **Sign-In and Sign-Out Procedures:**

Students must check in at the designated area upon arrival and check out when leaving the program. Parents or authorized guardians must sign out students at the end of each session, ensuring accountability and safety.

Community Ethics and Behavior

3.1. Entrance and Dismissal Procedures

We prioritize the safety and security of our students during their arrival and departure from school. Our **Entrance and Dismissal Procedures** are designed to ensure a smooth, organized process that promotes the well-being of all children in our care.

Entrance Procedures

Designated Doors:

All students are required to enter the school through designated doors to maintain a secure environment. These entrances are monitored by school staff to ensure the safety of all students and to manage the flow of foot traffic.

- **Main Entrance:** The primary entrance is used for students arriving during regular school hours. This entrance is staffed to assist students and ensure that only authorized individuals enter the building.

Accompaniment by Adults:

Students in preschool, kindergarten, and elementary school must be accompanied by an adult when entering the school. This policy is in place to ensure that younger children are safely guided to their classrooms.

- **Drop-off Procedures:** Parents or guardians should escort their child to the designated entrance, where school staff will be available to assist. Once inside, students will be directed to their respective classrooms.

Dismissal Procedures

End of Day Dismissal:

At the end of the school day, students will be dismissed in an orderly fashion to ensure their safe departure from the school premises. Staff members will supervise dismissal to ensure that students safely reunite with their families. Children will only be released to authorized adults listed in the student's records.

Accompaniment for Younger Students:

Similar to the entrance procedure, students in the lower school must be picked up by an adult. If someone other than a parent or guardian is designated to pick up a child, advance notification (no later than 12 pm) to the school is required.

Communication of Procedures

We will communicate all entrance and dismissal procedures to parents and guardians at the beginning of the school year and as necessary throughout the year.

- **Parent Handbooks:** Detailed information about the procedures will be included in the school's parent handbook, which will be distributed at the beginning of the school year.
- **Reminders:** Periodic reminders will be sent via email to ensure that families remain informed about any updates or changes to the procedures.

3.2. Attendance Policy

At La Scuola d'Italia, we recognize that regular attendance is crucial for students' academic success and overall development. To support this goal, we have established a clear Attendance Policy that emphasizes the importance of being present in school and the procedures for reporting absences.

Importance of Regular Attendance

Regular attendance not only enhances academic performance but also fosters social skills and personal responsibility. Consistent participation in class allows students to engage fully with the curriculum, collaborate with peers, and benefit from the guidance of their teachers. Chronic absence is defined as missing 10 percent of school days within one academic year for any reason. This includes excused absences, unexcused absences, and suspensions. Therefore, we encourage all students to prioritize their attendance and make every effort to be present at school.

Reporting Absences

Parent Responsibility: Parents and guardians play a key role in supporting their child's attendance. If a student is unable to attend school for any reason, it is imperative that parents report the absence as soon as possible. This prompt communication helps us ensure the safety of our students and allows teachers to plan their lessons accordingly.

- Messages through emails will be used to communicate information such as Birthday celebrations to the Homeroom/class teachers. Late entrance, early exit and pick up updates will be communicated to the Admission Office (admissions@lascuoladitalia.org, phone:212- 369-3290) by 12 pm, however this does not apply for emergencies or delays.
- Parents are encouraged to use emails for formal communication.
- **Notification Process:** Parents should notify the school by calling or sending an email to the Admission Office. It is important to provide details regarding the reason for the absence, the dates involved, and any relevant medical documentation if applicable.

Communication with Division Heads

Effective communication is essential for managing attendance and keeping teachers informed. Parents are encouraged to reach out to their child's division head to discuss any absences, particularly if they are extended or related to health concerns.

- **Division Heads' Role:** The division heads will oversee attendance records and ensure that teachers are aware of students' absences. They will also facilitate any necessary communication between parents and teachers regarding missed assignments or classwork.

Absences and Academic Responsibilities

While we understand that absences may be unavoidable due to illness or other circumstances, we emphasize the importance of making up for missed work. Students are responsible for catching up on any assignments, projects, or assessments they may have missed during their absence.

- **Make-Up Work:** Upon returning to school, students should consult with their teachers to obtain any necessary materials and discuss a timeline for completing missed work. Teachers will provide support to help students stay on track with their academic progress.

3.3. Behavior Policy

Our behavior policy aims to ensure a safe, respectful learning environment where all community members thrive.

Major misconduct includes:

- Academic dishonesty (plagiarism, cheating)
- Theft or property destruction
- Fighting, violence, or threatening behavior
- Sexual harassment
- Bullying/cyberbullying
- Possession of weapons/dangerous objects
- Possession/use of illegal substances

Minor misconduct includes:

- Tardiness
- Classroom disruption

- Inappropriate language
- Missing homework
- Uniform violations
- Unauthorized cell phone use
- Food in class
- Missing materials

Disciplinary responses follow a progressive approach:

1. Three verbal warnings
2. Parent notification
3. Meeting with Division Coordinator/Head of School
4. Out-of-school suspension (1-3 days) for serious infractions
5. Possible dismissal for major rule violations

The school emphasizes positive reinforcement while maintaining clear consequences. Homework and exams are never used as punishment. All decisions regarding dismissal are made by the Head of School per the enrollment contract.

3.4. Birthday Protocol

Parents should coordinate birthday celebrations with the Head of division and the teachers.

The school allows birthday celebrations during designated snack times:

Middle Years: 10:25-10:35

Primary: 9:55-10:10

PreK and Kindergarten: 10:10-10:40

For birthday celebrations, only store-bought treats are permitted. These must be individual servings such as cookies or cupcakes. Candies, pizza or other meal items are not allowed. Homemade items, whole cakes, and goodie bags are also not permitted. All treats must comply with our *Nut-Free school* policy, and parents must share ingredient lists with class families.

Division Heads and homeroom teachers must be notified by email one week before the celebration. PreK parents are welcome to attend their child's 30-minute birthday celebration.

3.5. Mobile Phones Free Zones

Policy Statement

To promote a focused and engaging learning environment, La Scuola d'Italia New York is instituting a Phone-Free Spaces policy for students in Grades 6 through 12. This initiative aims to reduce distractions, enhance academic engagement, and encourage meaningful social interactions among students.

Rationale

The proliferation of smartphones and digital devices among adolescents has led to significant changes in their social interactions and mental health. Research indicates a troubling correlation between high levels of screen time and adverse mental health outcomes in young people. A systematic review published in CMAJ in February 2020 reveals that "higher levels of total screen time were associated with worse mental health outcomes," particularly in adolescents (CMAJ 2020 February 10;192. doi: 10.1503/cmaj.190434).

Furthermore, an ongoing collaborative review by Haidt, Rausch, and Twenge highlights significant increases in mood disorders among adolescents since 2010, which correspond with the rise of social media use and digital communication. The review emphasizes, "The increasing reliance on digital communication is linked to decreases in face-to-face interactions, which are essential for developing healthy relationships and emotional resilience."

The rationale for this Phone-Free Spaces policy encompasses the following key objectives:

- **Enhancing Relationships:** Removing phones and other digital devices encourages students to engage in spontaneous, meaningful interactions, thereby strengthening their social bonds and providing a more enriching school experience. Face-to-face communication is vital for developing essential life skills, including empathy and collaboration.
- **Maximizing Learning Opportunities:** The structured school day presents a unique opportunity for academic engagement. By minimizing distractions, we enable students to concentrate fully on their studies, leading to improved performance and a deeper understanding of their curriculum.
- **Promoting Well-Being:** Facilitating a phone-free environment can reduce the pressure and anxiety often associated with social media, thereby allowing students to focus on their personal growth and well-being.

Policy Implementation

1. Phone and Device Collection

- All students are required to place their personal phones, smart watches, and any additional electronic devices in designated secure boxes located in the administrative office at the beginning of each school day.
 - **Address:** 12 East 96th Street, New York, NY 10128
 - **Phone:** 212 369-3290
 - **Website:** www.lascuoladitalia.org
- Students will retrieve their devices at dismissal.

2. Emergency Usage

- Should a student need to use their phone for a health emergency, they may do so by reporting to a designated school official.

3. Non-Compliance

- Students who fail to comply with this Phone-Free Spaces policy will have their devices confiscated. This includes both phones and smart watches, as well as any other second devices. Parents will be required to sign for the return of confiscated items, emphasizing the importance of adherence.

4. Exemptions

- At no time should students utilize personal devices unless explicitly permitted under the aforementioned emergency circumstances.

Communication and Support

The Phone-Free Spaces policy is communicated to students and parents through various channels, school meetings, and the school's website. We encourage parents to discuss the significance of this policy with their children, focusing on its benefits for enhancing relationships and ensuring academic focus.

Compliance

This policy aligns with regulatory developments nation- and world-wide and is aimed at creating a safe and productive learning environment for all students. We appreciate the cooperation of students and parents in supporting this initiative.

La Scuola d'Italia is committed to fostering an environment that prioritizes student well-being, effective learning, and authentic social connections. The Phone-Free Spaces policy is a proactive measure to help achieve these goals and enhance the overall educational experience for all students.

For further inquiries regarding this policy, please contact the school administration.

3.6 Lunch Time and Recess Policy

The school maintains strict guidelines for lunch periods and recess activities. Students receive allocated times for lunch and breaks that may vary from division to division as displayed in the timetables sent to all families. Outdoor activities are permitted only in suitable weather conditions, with temperatures above 0°C (32°F). Teachers maintain continuous supervision during both lunch and recess periods, monitoring student behavior and ensuring safety protocols are followed. During lunch, students must remain in designated areas, use appropriate indoor voices, and clean their eating spaces before being dismissed. Recess activities require students to stay within designated play areas, share equipment responsibly, and follow playground safety rules under direct teacher supervision.

Students of the **High School** are allowed to exit the building in order to purchase lunch only if they have been priorly authorized to do so by their parents and approved by the school. Students are required to stay within the following perimeter 96th and Madison-97th and Madison; Madison-Park Ave. Students must return to school immediately after purchasing lunch. Students are required to be finished with lunch and ready to resume classes by 1:05. Any student returning late from lunch will be counted as late to class, a disciplinary note will be added to their record, and their parents/guardians will be notified. Students may be disallowed from exiting the building for lunch for one or more days as a consequence of misbehavior, disrespect, or other actions contrary to the established policies of the school.

3.7 DEI Policy

The New York State Education Department (NYSED) requires schools to maintain Diversity, Equity, and Inclusion (DEI) policies. At La Scuola, we follow these mandates by creating inclusive learning environments, promoting culturally responsive education, addressing discrimination, supporting diverse hiring, providing cultural competency training, ensuring equitable access to resources, and regularly assessing our DEI initiatives. Our commitment aligns with the framework adopted in 2021, which requires schools to develop and implement specific action plans supporting these principles.

Health and Safety Policies

4.1. Safeguarding and Child Protection

1. Introduction

This policy outlines La Scuola d'Italia New York's commitment to safeguarding and protecting all children in our care. It aligns with all relevant New York State Department of Education requirements and best practice guidelines. This policy applies to all staff, volunteers, contractors, and visitors.

2. Policy Aims

- To create a safe and supportive environment where all children feel protected and valued.
- To prevent all forms of abuse and neglect, including child-on-child abuse.
- To ensure that all concerns are promptly addressed and investigated.
- To comply with all relevant legislation and regulations.
- To work collaboratively with relevant agencies.
- To provide training and support to staff on safeguarding procedures.

3. Recognizing Signs of Abuse and Neglect

Recognizing the signs of abuse and neglect is crucial for effective safeguarding. These signs can be physical, emotional, behavioral, or a combination thereof. It is important to remember that children may not always disclose abuse directly, and the absence of visible signs does not exclude the possibility of abuse.

Types of Abuse & Neglect:

- **Physical Abuse:** Physical harm inflicted on a child, such as hitting, kicking, burning, shaking, bruising, fractures, or unexplained injuries. This also includes fabricating illness or deliberately inducing injury.
- **Emotional Abuse:** Persistent emotional maltreatment that severely impacts a child's emotional development. Signs can include low self-esteem, anxiety, depression, withdrawal, aggression, or difficulty forming relationships. It might involve verbal abuse, threats, humiliation, rejection, or isolating a child.
- **Sexual Abuse:** Any sexual act performed on or with a child, including touching, exposure, rape, assault, or exploitation (online or offline). Signs can include inappropriate sexual behavior, knowledge of sexual acts beyond their age, sexually suggestive language or drawings, fear of certain adults, or sudden changes in behavior.
- **Neglect:** The persistent failure to meet a child's basic physical or emotional needs. Signs of neglect can vary widely but may include poor hygiene, inappropriate clothing, hunger, consistent fatigue, lack of

supervision, unsafe living conditions, and failure to provide adequate medical care. Affluent neglect (neglect in seemingly well-off families) is also a concern.

Other Indicators:

- Unexplained injuries or bruises.
- Sudden changes in behavior or personality.
- Changes in school performance or attendance.
- Fear of specific adults.
- Self-harm or suicidal thoughts.
- Inappropriately adult-like sexual knowledge or behavior.
- Sudden withdrawal from friends or activities.
- Unexplained possessions or large sums of money.

Reporting Procedures

- Any concerns about a child's safety or well-being must be reported immediately to the Head of School or to the School Counselor.
- Concerns can be reported via email, phone, or in person.
- All reports will be treated confidentially unless sharing information is legally required to protect a child's welfare.
- The School will follow established procedures for investigating concerns and taking appropriate action.
- The School will liaise with relevant authorities as necessary (e.g., Child Protective Services, law enforcement).
- A record of all concerns and actions taken will be kept, including the date, time, place, individuals involved, and details of the concern.

Staff Responsibilities

- Attend mandatory safeguarding training.
- Be aware of the signs and indicators of abuse and neglect (outlined in section 4).
- Report all concerns promptly to the school administration.
- Follow established procedures for handling concerns and allegations.
- Maintain appropriate boundaries with children.
- Follow school policies and procedures regarding communication with children and families.

Child Protection Procedures

This section will detail the specific actions taken when a child is suspected to be at risk of harm. It will include:

- Immediate action by the school administration.

- Thorough risk assessment.
- Referral to appropriate authorities (Child Protective Services, law enforcement, etc.) according to legal requirements and risk levels.
- Support for the child and family, including potential access to counseling and therapy.
- Ongoing monitoring and review of the situation.

Training and Support

All staff will receive regular, up-to-date training on safeguarding policies and procedures, tailored to their roles and responsibilities. The school will provide ongoing support and resources to staff to help them effectively handle safeguarding concerns.

Review

This policy will be reviewed and updated annually, or more frequently as needed, to ensure it remains current and effective.

Data Protection

The school will comply with all applicable data protection laws and regulations when handling information related to safeguarding concerns.

Other Policies

This policy should be read in conjunction with La Scuola d'Italia New York's other relevant policies, including the Behavior Policy.

4.2 School Security and Access Procedures

All teaching and administrative staff must record their attendance through an electronic signature system. This secure system automatically logs staff presence in the building.

Lobby staff are responsible for managing visitor access to the school. They will verify scheduled visits and maintain the Visitor Registry, which requires:

- Full name
- Date and time of entry/exit
- Purpose of visit
- Visitor's signature
- Name of staff member being visited

4.3. Nut-Free Policy

To ensure the safety of students with nut allergies, La Scuola d'Italia has implemented **a strict nut-free policy**. This policy is crucial for creating an inclusive environment where all students can participate fully in school activities without the risk of an allergic reaction.

- **Policy Overview:**
 - The school prohibits the presence of any food products containing nuts or traces of nuts and sesame seeds on school premises, including packed lunches, snacks, and treats brought for celebrations.
 - All parents are required to read and sign the nut-free policy during the enrollment process and are encouraged to promote this policy at home.
- **Communication:**
 - The school will communicate the nut-free policy to all families at the beginning of the academic year and provide reminders throughout the year.
 - Parents will receive a list of acceptable snack options and alternatives that are safe for all students.
- **Emergency Preparedness:**
 - In the event of an allergic reaction, the nurse and all staff are trained in recognizing symptoms and responding appropriately, including administering an epinephrine auto-injector if necessary, located in the lobby.
 - Parents are asked to provide the school with emergency contact information and medical action plans for their children with allergies.

4.4. Lice Policy

La Scuola d'Italia takes the issue of head lice seriously, recognizing that it can affect students' comfort and focus in school. To manage this issue effectively, the following lice policy is in place:

- **Detection and Notification:**
 - The school conducts regular head lice screenings, particularly after extended breaks and when cases are reported. This is done through the professional support of 'third party certified providers.
 - Parents will be notified promptly if lice or nits (eggs) are discovered on their child. Notification will include guidance on appropriate treatment and the next steps to take.
- **Treatment Requirements:**
 - Students found to have lice or nits must undergo approved treatment and be nit-free before returning to school. This ensures that the classroom environment remains healthy for all students.

- Parents are encouraged to consult with a healthcare professional for effective treatment options and to check siblings and other family members for lice.
- **No Head Lice Policy:**
 - NYC Schools have a “No Head Lice” policy. Students who have live head lice are not allowed to go to school until they are lice-free. Students with nits are still allowed to attend.
 - Students may return to school the day after treatment for head lice as long as there are no live lice upon re-inspection by designated school personnel.
 - Students will be re-inspected by a school worker 14 days after the treatment to make sure there are no live head lice.
- **Education and Prevention:**
 - The school will provide educational materials to families on how to prevent lice infestations and what steps to take if lice are found.
 - Collaboration with parents is essential to promote awareness and effective lice management.

4.5. Emergency and Evacuation Procedures

Preparedness is key to ensuring the safety of students and staff during emergencies. La Scuola d'Italia has developed comprehensive emergency and evacuation procedures to respond effectively to various situations.

- **Emergency Drills:**
 - Regular emergency drills are conducted throughout the school year, including fire drills, lockdown drills, and evacuation exercises. These drills help students and staff practice their responses to different scenarios.
 - Participation in drills is mandatory, and students are taught the importance of remaining calm and following instructions during emergencies.
- **Crisis Management:**
 - In the event of an actual emergency, designated staff members will take charge of managing the situation and coordinating with local authorities, including emergency services.
 - Parents will be notified as soon as it is safe to do so, and information regarding the situation will be communicated through established channels, such as email.
- **Supervision During Emergencies:**
 - During all emergency drills and actual crises, trained staff members will supervise students to ensure their safety and well-being.
 - A clear plan will be in place for reuniting students with their families after an emergency, ensuring that all students are accounted for.

4.6. Counseling Services

La Scuola d'Italia understands that students may face various personal or academic challenges throughout their educational journey. To support their well-being, we offer comprehensive counseling services through our school psychologists:

Ms. Federica Gagliano, fgagliano@lascuoladitalia.org and

Ms. Chiara Giannini, cgiannini@lascuoladitalia.org.

- **Available Services:**
 - Our counseling services include individual counseling, group sessions, and workshops designed to address issues such as stress management, social skills development, and academic support.
 - Students are encouraged to seek counseling for any concerns they may have, whether academic pressures, social difficulties, or personal issues.
- **Confidentiality and Trust:**
 - All counseling sessions are conducted in a safe and confidential environment, allowing students to express their thoughts and feelings freely.
 - Our trained counselors are equipped to provide guidance and support, fostering resilience and coping strategies in students.
- **Parental Involvement:**
 - While maintaining confidentiality, counselors may communicate with parents to provide updates or recommendations, ensuring a collaborative approach to student well-being.
 - Workshops and resources for parents are offered periodically to help them support their children's emotional and social development.

By adhering to these health and safety policies, La Scuola d'Italia strives to create a safe, supportive, and nurturing environment where students can thrive academically and personally. For further details or inquiries about any of these policies, families are encouraged to contact the school administration.

4.7. Illness Policy

Reporting Requirements

- Parents must report communicable diseases within 24 hours

Pick-up Requirements

- Parents must pick up sick children within 1 hour
- Students must be fever-free for 24 hours without medication before returning

Stay Home Criteria

Temperature: $\geq 100.4^{\circ}\text{F}/38^{\circ}\text{C}$

Symptoms requiring home stay:

- Persistent cough
- Diarrhea
- Vomiting
- Undiagnosed rash
- Eye discharge
- Ear pain
- Excessive nasal discharge
- Body aches
- Persistent itching
- Swollen glands

Doctor's Note Required

Conditions requiring medical clearance:

- Ear infections
- Strep throat
- Bronchitis
- Chicken pox
- Pink eye
- Influenza
- Head lice (must be nit and egg free)
- Ring worm
- Mumps
- Measles
- Rubella
- Coxsackie virus (no blisters or open sores)
- Impetigo
- Croup
- Hepatitis A
- Covid-19

Additional Notes

- Doctor's note from New York must confirm student is non-contagious

- The School may require extended home stay if child cannot participate in activities
- The School Nurse does not administer any medications (including Tylenol, Advil, or Motrin)

4.8. Accommodations and Support Services

A 504 Plan, established under Section 504 of the Rehabilitation Act of 1973, ensures students with disabilities receive appropriate accommodations to fully participate in their education. These legally mandated plans provide specific modifications to the learning environment, enabling students to access the same curriculum as their peers. Our school guarantees these accommodations, which may include extended time on tests, preferential seating, modified homework assignments, or assistive technology. The plan is developed collaboratively by a team including parents, teachers, and school staff, and is regularly reviewed to ensure it continues to meet the student's evolving needs while maintaining high academic standards.

Admission Services

5. Admission Services

La Scuola d'Italia is dedicated to fostering an inclusive educational environment where students from diverse backgrounds can thrive. The following outlines the admission services and processes to ensure a seamless entry into our school community. Should you have any questions, please do not hesitate to contact admissions@lascuoladitalia.org.

5.1. Financial Aid

La Scuola d'Italia is committed to making quality education accessible to all families, regardless of their financial situation. To support this commitment, we offer financial aid programs for qualifying families.

- **Eligibility:**
 - Financial aid is available based on demonstrated need, and families are encouraged to apply early to ensure sufficient resources are allocated. This is detailed through the Financial Aid Policy.
 - Parents will need to submit financial documents, such as tax returns and income statements, as part of the application process.
- **Application Process:**
 - Interested families should complete the financial aid application form, which can be obtained from the administrative office.
 - Once submitted, applications will be reviewed confidentially, and families will be notified of their financial aid award prior to the start of the school year.
- **Renewal:** Financial aid is reviewed annually, and families must reapply each year to maintain their assistance.

5.2. Transcripts and Letters of Recommendation

Current and prospective students may require transcripts and letters of recommendation for various purposes, such as applying for scholarships or transferring to other schools.

- **Requesting Transcripts:**
 - Students and parents can request official transcripts by contacting the administrative office. Requests can be made via email.
 - Transcripts will include academic performance records, attendance, and any relevant standardized testing information.

- **Letters of Recommendation:**

- Students seeking letters of recommendation should approach their teachers or administrators at least two weeks prior to any deadlines. It is helpful for students to provide information about the context in which the recommendation will be used, such as college applications or scholarship requests.
- Teachers are encouraged to provide insights into the student's academic abilities, character, and contributions to the school community.

5.3. Re-registration

To ensure that returning students maintain their place in La Scuola d'Italia, all families must complete the re-registration process annually.

- **Re-registration Process:**

- Parents will receive re-registration forms via email or through the parent portal each spring. This process is crucial for maintaining up-to-date records and preparing for the upcoming academic year.
- Families are required to confirm their child's continued enrollment, update any necessary information (such as contact details or medical needs), and provide any required documentation.

- **Deadline:**

- Completed re-registration forms must be submitted by the specified deadline to secure the student's enrollment for the following academic year. Failure to meet the deadline may result in the loss of the student's spot.

By adhering to these admission and enrollment requirements, La Scuola d'Italia ensures a thorough and fair process that reflects our commitment to educational excellence and community values. For more information or specific inquiries, families can contact the administrative office or visit our website.

Attendance Policies

6.1 Absence and Lateness Reporting

- Parents must notify the school of any absence or lateness via phone or email
- For 1-4 days absence: Written note/email from parent required to return
- For 5+ days absence: Doctor's certificate required to return
- For planned absences: Notify school at least one week in advance when possible

6.2 Early Dismissal & Departures

Requirements:

- Written authorization from parent/guardian required (email or note)
- Must include: Student name, date, time, and reason
- Student must be signed out at the front desk by an authorized adult with ID
- Only individuals listed in student records may pick up students

6.3 Extended Breaks

- Notify the school at least two weeks in advance
- Students are responsible for completing missed work
- Teachers will provide assignments and materials
- Consider scheduling during designated school holidays when possible

6.4 Late Arrivals

- Students arriving after start time must check in at reception. All latenesses will be recorded via the online attendance system.
- Parents will be notified of repeated tardiness
- Medical appointments and emergencies are acceptable reasons
- Should students collect more than three, unexcused late entrances or classes, this will negatively impact their conduct grade. Heads of division will communicate with families through email should any concerns need to be addressed.

6.5 Leaving School Grounds

- Students may not leave school grounds during school hours without authorization
- Written permission from parent/guardian required
- Must sign out at the front desk
- Only authorized adults may pick up students

Communication Methods:

Phone: (212) 369-3290

Email: admissionslodi@lascuoladitalia.org

Emergency Contact Updates: Please keep these current with the school office

Uniform and Dress Code

7.1. Uniform Requirements

At La Scuola d'Italia, the school uniform is a vital aspect of our community identity, promoting a sense of belonging, professionalism, and focus among students. Our Uniform Requirements are designed to provide clarity and consistency, ensuring that all students present themselves in a manner that reflects our values and enhances the learning environment.

Daily Uniform Attire

Students are expected to wear the designated school uniform every school day. The components of the uniform are as follows:

1. **Shirts:**
 - All students must wear a collared shirt in the school colors and bearing the school logo, which are typically white or light blue.
 - Shirts should be neatly pressed and tucked in at all times to maintain a polished appearance.
2. **Bottoms:**
 - Acceptable bottoms include navy blue trousers or skirts.
 - During warmer months, students may wear shorts or skirts that adhere to the specified length— at or just above the knee to ensure appropriateness.
3. **Footwear:**
 - Closed-toe shoes are mandatory for safety reasons. Sneakers are highly encouraged for physical education classes and recess, while dress shoes are appropriate for more formal occasions.
4. **Outerwear:**
 - During colder weather, students may wear school-branded sweaters, fleeces, or jackets. Non-uniform outerwear, such as coats, should be removed upon entering the classroom to maintain a neat environment. Students must remove hats upon entering the building.
5. **Grades 11 and 12:**
 - Students in Grades 11 and 12 are allowed to wear outfits of their choice, provided they conform to general standards of **business casual attire**. No ripped, torn, stained, excessively baggy, or overly casual clothing is permitted, including clothing bearing offensive or divisive language or imagery. Students may **not** wear sweatpants or athletic pants outside of days when they have physical education classes.

Accessories

1. Jewelry and Accessories:

- Students are allowed to wear simple accessories, such as belts, hair ties, or necklaces.
- However, excessive jewelry or distracting accessories should be avoided to maintain focus in the classroom.

2. Head Coverings:

- Hats, caps, or other head coverings are not permitted inside the school building, with the exception of those worn for religious or medical reasons.

Compliance and Accountability

1. Student Responsibility:

- It is each student's responsibility to ensure they come to school in the appropriate uniform. Teachers and staff will monitor compliance, and students who do not meet the uniform requirements may be asked to correct their attire or may receive a temporary uniform from the school.

2. Parental Involvement:

- We encourage parents and guardians to support the uniform policy by ensuring that their children are prepared and dressed in the correct uniform each day. This collaboration reinforces the importance of our community standards and helps create a positive learning atmosphere.

Special Uniform Occasions

- During specific school events, such as cultural celebrations or official events promoting the school, students may be required to wear formal attire that reflects the seriousness and/or importance of the context. Instructions for these occasions will be provided ahead of time.

The Uniform Requirements at La Scuola d'Italia are integral to fostering a strong sense of school identity and professionalism among students. By adhering to these guidelines, students not only represent themselves positively but also contribute to a focused and respectful educational environment. We appreciate the support of families in promoting these values and ensuring that all students uphold the school's standards every day.

7.2. Dress Down Days

At La Scuola d'Italia, Dress Down Days are special occasions that provide students with the opportunity to express their individuality while still adhering to school values of respect and modesty. These days are a welcome break from the traditional uniform policy, fostering a sense of community and fun within the school environment.

Guidelines for Dress Down Days

To ensure that Dress Down Days remain a positive experience for all students, specific guidelines are in place:

1. **Appropriate Attire:**

- Students are encouraged to wear casual clothing that is comfortable and suitable for school activities. This includes jeans, t-shirts, casual dresses, and sneakers.
- Clothing must be clean, free from rips or tears, and should not display offensive language or graphics.

2. **Modesty and Respect:**

- Outfits should maintain a level of modesty appropriate for the school setting. This means avoiding excessively revealing clothing, such as crop tops, short shorts, and mini skirts.
- Students should also refrain from wearing clothing with slogans or images that could be considered disrespectful or inappropriate.

3. **Footwear:**

- Closed-toe shoes are strongly recommended to ensure safety during school activities. While students can wear sneakers or comfortable shoes, flip-flops and other open-toe footwear are not allowed.

4. **Accessories:**

- Students can accessorize their outfits, but accessories should not be distracting or disruptive to the learning environment. Simple jewelry is generally acceptable, while overly flashy or loud items should be limited.

Special Theme Days

Occasionally, Dress Down Days may be organized around specific themes, such as holidays, cultural celebrations, or school spirit events. On these themed days, students may be encouraged to wear clothing that reflects the theme. Guidelines for these occasions will be communicated in advance to ensure clarity and compliance.

Parent and Guardian Support

Parents and guardians play a crucial role in reinforcing the importance of appropriate attire during Dress Down Days. We encourage families to discuss the guidelines with their children, helping them make choices that reflect the school's values and contribute to a respectful atmosphere.

Dress Down Days at La Scuola d'Italia offer a unique opportunity for students to showcase their personal style while still adhering to school policies. By following the established guidelines, students can enjoy these days in a manner that respects the learning environment and fosters a sense of community. We appreciate the cooperation of students and families in making these days successful and enjoyable for everyone.

Student Field Trips, Retreats, and Other School Events

At La Scuola d'Italia, we believe that experiential learning through field trips, retreats, and special events enriches the educational experience and fosters community involvement. For the field trips there is a specific [School trips policy](#). These activities provide students with opportunities to apply their classroom knowledge in real-world settings, develop teamwork and social skills, and strengthen connections with peers and faculty.

Parent and Student Acknowledgment

9.1. Handbook Statement

Students and parents/guardians have a responsibility to read, understand, and familiarize themselves with all school policies as outlined in this handbook and other official school documents. The school regularly reviews and updates these policies to ensure they meet current educational standards and community needs. Any updates or modifications to school policies will be communicated to students and parents through official school channels.

9.2. Contract Clause

By enrolling their child at La Scuola d'Italia, **parents/guardians acknowledge and accept their responsibility to:**

1. Read and understand all school policies
2. Keep themselves informed of any policy updates or changes
3. Comply with all school policies as currently stated
4. Recognize that the school may modify policies as needed throughout the academic year
5. Support the implementation of school policies

Students, likewise, acknowledge and accept their responsibility to uphold the rules and regulations of the school.

The school reserves the right to update policies as necessary, with reasonable notice provided to the school community.

Date: _____

Parents/guardians: _____

Student: _____