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RECEPTION PROTOCOL FOR FOREIGN STUDENTS

Italian Constitutional Foundations

1. Italian Republic Constitution:

- *Art. 2: Recognizes and guarantees the inviolable rights of the human being.*
- *Art. 3: Establishes the equality of all citizens before the law, without distinction of sex, race, language, religion, political opinions, or personal and social conditions.*
- *Art. 10: Regulates the legal status of foreign nationals.*
- *Art. 34: States that "School is open to everyone. Lower secondary education, provided for at least eight years, is compulsory and free of charge."*

2. International Regulations

- *Universal Declaration of Human Rights (UN, 10 December 1948).*
- *Declaration of the Rights of the Child (UN, 20 November 1959).*
- *Convention for the Protection of Human Rights and Fundamental Freedoms (ratified by Law no. 848 of 4 August 1955) – Article 2 of the Additional Protocol.*
- *International Covenant on Civil and Political Rights (UN, 16 December 1966) – Article 24.*
- *International Covenant on Economic, Social and Cultural Rights (UN, 16 December 1966) – Articles 10 and 12.*
- *Convention on the Rights of the Child (UN, 20 November 1989, ratified by Law no. 176 of 27 May 1991) – Article 28.*

3. Italian Laws and Decrees

- *Ministerial Circular (C.M.) no. 5/94: Allows the enrollment, with reservation, of foreign minors in compulsory education, even if they do not hold a residence permit.*
- *Law no. 40 of 6 March 1998 ("Regulation of immigration and provisions on the legal status of foreign nationals"): Article 36*

establishes that foreign minors on Italian territory are subject to compulsory schooling.

- *Presidential Decree (D.P.R.) no. 394 of 31 August 1999: Implementing regulation, in particular Article 45, which governs school enrollment and support measures.*
- *Law no. 189 of 30 July 2002 (Bossi-Fini Law): Does not modify the previous provisions.*
- *Law no. 53/2003: Concerning the obligation to personalize study plans.*

4. Guidelines and Ministerial Documents

- October 2007 document "*The Italian Approach to Intercultural Education*".
- Regulations on Assessment (30 October 2008) and MIUR Note of 8 January 2010 (concerning the Personalized Educational Plan – PEP).
- National Guidelines for the Curriculum (November 2012).
- MIUR Directive of 27 December 2012.
- Ministerial Circular no. 8 of 6 March 2013 and Ministerial Directive of 27 December 2012: Intervention tools for students with special educational needs and territorial organization for school inclusion. Operational guidelines.
- Guidelines for the Reception and Integration of Foreign Students, February 2014.
- "Different from Whom? Recommendations for the Integration of Foreign Students and for Intercultural Education" (MIUR, September 2015).
- Legislative Decree no. 62 of 13 April 2017: Regulations on the assessment and certification of competences in the first cycle of education and State examinations, pursuant to Article 1, paragraphs 180–181, letter j), of Law no. 107 of 13 July 2015.
- Circular prot. no. 1865 of 10 October 2017: Guidelines on assessment, certification of competences and State examinations in first-cycle schools.
- Ministerial Decree no. 741 of 3 October 2017: Conduct of State examinations at the end of the first cycle of education, in implementation of Article 8 of Legislative Decree no. 62/2017.
- Guidelines of 11 December 2017 on the right to education of students living outside their family of origin.

- Intercultural Guidelines – Ideas and Proposals for the Integration of Students from Migrant Backgrounds, edited by the National Observatory for the Integration of Foreign Students and Intercultural Education, March 2022.

Introduction

The Reception Protocol for NAI students (*Newly Arrived in Italy*) defines the actions to be implemented in order to ensure the school inclusion of students who are enrolling for the first time in the Italian school system, either during the current school year or the previous one.

The Guidelines for the Reception and Integration of NAI Students, issued by the Ministry of Education in 2014, propose a comprehensive definition of "*minor with non-Italian citizenship*", which includes:

- students from non-Italian-speaking family environments, born in Italy to foreign parents;
- students who have arrived in Italy through family reunification;
- unaccompanied minors;
- children of political asylum seekers;
- students who have arrived through international adoption;
- students from mixed families (with one immigrant parent);
- Gypsies, Sinti and Italian or foreign Camminanti.

This document is an integral part of the PTOF (Three-Year Educational Plan) and provides for the establishment of a Working Group.

The Reception Protocol aims to:

- define shared practices within the Comprehensive Institute regarding the reception of NAI students;
- facilitate reception, inclusion and a successful educational pathway for NAI students.

Phases

- Enrollment
- Initial Reception
- Class Assignment
- Classroom Inclusion: Duties of the Teaching Team
- Intercultural Working Group
- Assessment
- Reference Legislation

Enrollment

Enrollment procedures are handled by an administrative assistant who is responsible for the continuous management of NAI student enrollment.

Documents to be provided:

- enrollment form;
- Comprehensive Institute information sheet (enrolling school unit).

Documents to be requested:

- filled out enrollment form;
- vaccination certificate, if available, or self-certification;
- document, translated and validated by the Italian Consulate in the country of origin, certifying the class or school attended in the country of origin;
- option to attend or not attend Catholic religion lessons.

Documents to be transferred between school levels:

- data collection form for the placement of NAI students (Annex 1).

In agreement with the Intercultural Working Group, there will be an interview with the family and the student.

Initial Reception

Teachers from the **Working Group** conduct an interview with the parents and the student.

- **Interview with Parents**

Objectives:

- provide information on how the school operates;
- provide information on school requirements (Annex 2 – Educational Agreement with the Family);
- collect information on the family situation, the student's background and the family's migration project;
- where possible, discuss the functioning of the school system in the country of origin.

Documents to be provided:

- school timetable and school calendar;
- useful forms to communicate with the school.

Information to be requested:

- information on the student's biography and educational career (the Working Group uses a data collection form – Annex 3).

- **Interview with the Student and Entry Tests**

Objectives:

- assess the level of prior schooling;
- assess the level of knowledge of the Italian language, according to the Common European Framework of Reference;
- assess logical-mathematical skills;
- assess English language skills.

Interviews are conducted **within one week of enrollment** and **prior to the student's start of school attendance**.

Class Assignment

The school placement of foreign students is regulated by Presidential Decree (D.P.R.) no. 394/99 – Chapter VII – Article 45, implementing Article 36 of Law no. 40/98. This legislation establishes that:

1

“Foreign minors present on national territory have the right to education regardless of the regularity of their residence status, under the same conditions and in the same manner as Italian citizens.

Enrollment in Italian schools of all levels and types takes place according to the procedures and conditions provided for Italian minors and may be requested at any time during the school year.

Foreign minors lacking personal identification documents, or in possession of irregular or incomplete documentation, are enrolled **with reservation**.

If the school identifies cases of *unaccompanied* foreign minors, abandoned minors or minors without parents or other legally responsible adults, it must immediately notify it to the competent public authority for the procedures of reception and guardianship, or assisted repatriation” (Article 32 of Legislative Decree no. 286/1998).

2

“Enrollment with reservation does not prejudice the attainment of final qualifications at the end of courses of study at any level.

In the absence of negative findings regarding the declared identity of the student, the qualification is issued using the personal data provided at the time of enrollment.

The assignment of the student to a class is the responsibility of the **School Principal**, in accordance with the criteria established by the **Teacher staff** and the **Institute Council**, on the basis of the indications provided by the **NAI Students Working Group**.

Students subject to compulsory education are enrolled in the class corresponding to their **chronological age**, unless exceptions are evaluated by the Working Group, taking into account:

- differences in the educational system of the country of origin, which may result in placement in a class immediately below or above than the one corresponding to the student’s age;

- assessment and recognition of the student's level of competences, skills and prior preparation;
- the course of study previously attended in the country of origin;
- any qualifications obtained by the student;
- the time of the school year in which enrollment takes place;
- evaluation of the context of the receiving class.

Classroom Inclusion: Duties of the Teaching Team

- **Preparation**

Prepare the class for the arrival of a new student.

- **Initial Relationship**

If allowed by the class context, it is useful to identify one or two students to support the NAI student through simple activities aimed at knowing the school environment and assisting with schoolwork.

It is advisable to create a poster displaying key words for initial communication (greetings in both languages, simple requests, names of teachers and their subjects, school timetable).

- **Educational Project**

In relation to the student's linguistic competences, teachers activate **individualized/personalized teaching program**, defining:

- minimum objectives to be achieved in each subject;
- simplified texts;
- Italian as a Second Language (L2) courses.

When enrollment occurs later in the school year (during the second semester), in order to support gradual inclusion in the class in which the student will continue the following school year, the school may:

- extend the observation period;
- provide attendance based on a personalized timetable;
- implement an individualized project including attendance at Italian L2 workshops and the use of simplified texts.

- **Management of Communication with Families**

The presence of a **cultural mediator** at school may be arranged, upon

request by the teachers involved and through the Intercultural Working Group.

Migrant Students Working Group

The Intercultural Working Group is composed of at least 3–4 teachers, representative of the various departments of the school, with the following tasks:

- **Maintain contact with the school office** in case of first-time enrollment of NAI (Newly Arrived Immigrant) students.
- **Conduct interviews with parents and students** based on the guidelines provided in this protocol.
- **Determine the Italian language level of the NAI student.**
- **Provide guidance to the School Principal** for the assignment of students to classes.
- **Share the collected information** with the teachers of the classes where the NAI student is enrolled.
- **Organize literacy courses and/or offer support to classroom teachers for the planning of a potential Italian L2 language course:**
 - First level – Italian as a language for communication
 - Second level – Italian as a language for study
- **Contact, if necessary, local associations** operating in the area.
- **Maintain contact** with the Municipal Administration and the schools in the network (Real World Project).

Assessment

Assessment and dedicated teaching program for foreign students with poor Italian language proficiency

<u>I Term</u>	<u>II Term</u>
<p>Scenario A</p> <p>The student has not yet reached sufficient linguistic knowledge to approach learning contents, even if simplified.</p> <p>1) The teacher decides not to assess the student. In this case, the reason must be explicitly stated: assessment cannot be expressed because the student is in the initial phase of Italian literacy.</p> <p>2) If the teacher prefers to give an assessment anyway, the assessment refers to the personal learning improvement, as the student is in the initial phase of Italian literacy.</p> <p>If foreign students have good knowledge of another foreign language (English, French, or Spanish), it can initially be used as a vehicular language for acquiring and presenting contents, providing appropriate materials.</p>	<p>Class teachers should carefully evaluate the progress of the foreign student, both in class and in literacy courses, considering effort, regular attendance, and achieved progress.</p> <p>The work carried out by students in literacy or language support courses becomes an integral part of the Italian assessment (as a curricular subject) or other subjects if learning occurs during these activities.</p> <p>Literacy activities, as well as subject topics, will be subject to oral and written assessments (to be conducted in class) prepared by the literacy teacher in agreement with the subject teacher.</p> <p>Promotion to the next grade cannot be hindered by partial or insufficient attainment of the Italian L2 language level (according to the Common European Framework of Reference), as each educational path evolves and requires adequate time.</p>
<p style="text-align: center;"><u>I Term</u></p> <p>Scenario B</p> <p>The student can handle curricular content if appropriately selected. In this case, the teacher will assess the competencies achieved by the student compared to the minimum requirement established for the class</p>	
<p style="text-align: center;"><u>I Term</u></p> <p>Scenario C</p> <p>The student has no difficulties in understanding either spoken or written Italian language and can therefore be assessed normally.</p>	

Attached Documents:

- Passport
- Educational agreement with the family
- Student data collection form, to be used during the interview
- Definition of two objectives in the linguistic field
- Language acquisition plan
- Individualized/personalized plan

INITIAL ASSESSMENT (Entry-level evaluation of knowledge)
LANGUAGE SKILLS SHEET: COMPETENCE IN ITALIAN L2

Beginner Level - Listening	Does not understand any words (in Italian) Understands single words
A 1	Understands familiar expressions and very simple sentences Understands simple questions, instructions, and invitations spoken slowly and clearly Understands some high-frequency vocabulary related to school subjects
A 2	Understands frequently used phrases and expressions with immediate meaning Understands what is said in simple everyday conversations Can identify the topic of a conversation if spoken slowly and clearly Understands the essentials of a short, clear explanation Extracts main information from simple audiovisual messages
B 1	Understands the main points of a conversation on topics related to daily life and school, if spoken slowly and clearly Extracts main information from audiovisual texts, radio, or TV
B 2	Understands a discourse, even if complex, as long as it refers to relatively familiar topics Understands most TV programs and movies

Beginner Level – Reading	Cannot decode the alphabetic system Can read and understand a few written words Reads words and sentences without understanding their meaning
A 1	Understands simple questions, instructions, and sentences with simple structures and everyday vocabulary Can understand very simplified study texts with elementary sentences and high-frequency vocabulary of the subject
A 2	Understands the general meaning of an elementary text on familiar topics Understands simplified study texts with simple structured sentences
B 1	Understands texts in everyday language on accessible topics With adequate support, understands textbooks
B 2	Can understand narrative texts (contemporary) or texts on current events

Beginner Level – Speaking	Does not express oneself orally in Italian Communicates with great difficulty Communicates with sentences made of single words
A 1	Can respond to simple questions and ask some daily expressions to meet concrete needs Can produce simple sentences with basic vocabulary Can communicate simply if the interlocutor cooperates
A 2	Can produce simple messages on everyday and school topics Initiates simple communication Can describe simply facts related to origin, education, and environment
B 1	Can communicate simply and coherently on familiar topics Participates appropriately in conversations on familiar topics Can report experiences, events, films, or texts read
B 2	Expresses oneself clearly and articulately on a wide range of topics, also expressing opinions

Beginner Level – Writing:	Cannot write the Latin alphabet Can write a few words (in Italian)
A 1	Can write simple sentences under dictation Can produce simple sentences guided by images or questions Can produce brief sentences and messages
A 2	Can produce simple texts with a questionnaire guide Can produce simple comprehensible texts, even with some errors, if properly prepared
B 1	Can produce simple and coherent texts on familiar topics
B 2	Can produce detailed texts on various topics of personal interest

Notes:

1. The indicated competence levels (Beginner, A1, A2, B1, B2) refer to the European Framework.
2. The skills indicated in the language sheet are independent of the student's age and general educational level and primarily define language competence for oral and written communication (fundamental and instrumental to learning content and integration). Newly arrived students usually start at a low or zero level of Italian proficiency.
3. A level is considered achieved if all four skills are met. The skills also serve as teaching objectives in the different stages of Italian acquisition.

Educational Agreement with the Family

During the interview with parents, if communication is possible, teachers will clarify what the Italian school expects from a student, that is:

- Completing homework
- Purchasing and caring for school materials
- Respecting discipline; active participation in lessons is encouraged and considered positive
- Family responsibility to sign communications, consent for trips, communications in case of absences, and other notices
- Acquisition of the Italian language as a fundamental goal
- Participation in school-organized L2 literacy courses, considering the expectation of achieving good Italian proficiency within at least 3 years
- Punctuality and regular attendance
- A productive "school-family" relationship, i.e., parents' participation in school life

If communication with the family is difficult, a cultural mediator can be requested in agreement with municipal immigration desks and the provincial orientation office.

Practical Guidelines for Italian Language Acquisition

Language Stages:

1. **School language:** Language for rules and relationships with classmates and teachers.
2. **Threshold level:** Language for immediate needs and initial relationships. Acquired in the first months (typically 4 months to 1 year) through intentional interaction and literacy.
3. **Language for storytelling:** Language to express emotions, personal experiences, desires, and tell stories; the language of personal biography. Acquired in one year of study.
4. **Language for study:** Requires at least 4–5 years to develop. Long-term techniques and simplified texts aid acquisition.

Listening:

- Use recurring words, simple phrases, and structures during explanations
- Use images, diagrams, outlines
- Make requests explicit (global repetition, analytical repetition, memorization of terms)

Reading:

- Texts should be graded for overall length, sentence length, and implicit information
- Simplify texts linguistically, not cognitively
- Preview content via title, captions, and images

Speaking:

- Respect initial silent phase
- Respect interlanguage phase – errors indicate ongoing learning, avoid over-correction
- Provide outlines, highlighted texts, keywords, diagrams, images
- Assess content knowledge, language, and organization during oral presentation

Personalized Educational Plan (PEP / PDP for linguistic disadvantage)

The educational project may include a Personalized Educational Plan when objectives, methods, and content differ across subjects, with differentiated assessments.

Teachers may design an individualized teaching program that temporarily excludes subjects requiring specific linguistic competence, replacing them with literacy or language consolidation activities.

When the study of the subjects will be possible, curricular content will be appropriately selected, highlighting core topics and simplified to allow achievement of minimum objectives.

In this case, a new Personalized Educational Plan will be prepared, maintaining minimum objectives while differentiating or simplifying assessments.