

INFANCY SCHOOLS OF CREMONA

The Service Charter

The municipal administration from always privileges a particular attention in the comparison of the more little citizens and of their families, sustaining the project 0 - 6 years across the activity of the infancy schools and of the nursery schools coordinated from the Educational Political Sector. In the last years, it had been possible to amplify wither from a numerical point of view, or for qualitative appearance, the offer of educational services towards the children, to their families, looking for answering even with new proposed to the different express needs from the citizens.

The Service charter represents a further tool of development of the quality of the services for the infancy of the Cremona's Commune

Daniela Polenghi

Councillor to the Educational Politics

Index

What is the Service Charter	page 3
The general principles	page 3
Infancy school	page 4
Fundamental aspects	page 5
The qualitative principles	page 5
The care of the child and of the relationship with the families	page 6
<i>Relationship with the child.</i>	page 6
<i>The reception.</i>	page 6
<i>Relationship with the parents.</i>	page 6
<i>The educational day</i>	page 7
<i>Planning skill</i>	page 7
<i>Feeding.</i>	page 8
<i>Organization of the kitchens and of the menu.</i>	page 8
<i>The method in demand for special diets.</i>	page 9
The attention to the organizational operation	page 10
<i>Access and the usability</i>	page 10
<i>Registration and formality.</i>	page 10
<i>Criteria for the formulation of the classificatory.</i>	page 10
<i>Fee-paying</i>	page 11
<i>Organizational operation</i>	page 11
<i>Survey of the perceived quality by the citizens.</i>	page 12
<i>Management of the claim and of the suggestions.</i>	page 13
the attention to the environment and to the safety.	page 14
<i>Environment.</i>	page 14
<i>Space for the Child/parents/personnel.</i>	page 14
<i>Hygiene and Safety.</i>	page 14
The maintenance and development of the professional competences	page 15
<i>Professional competences</i>	page 15
<i>Formation and updating.</i>	page 15
The normative References	page 16

WHAT IS THE PAPER OF THE SERVICES?

The municipal administration has chosen to compile **the Service Charter** of the infancy schools to guarantee to the citizens the knowledge, the transparency and the liabilities of the qualitative level of the distributing educational services. It establishes so a pact among anyone offers and manages a service and anyone takes advantage.

The Paper of the Services it's a development tool of the quality, of evaluation of the performances, of communication with the citizens.

An important and central moment of our Charter is the definition of the general principles and of the fundamental aspect, that sustain the

work and the organization of the services in Cremona individualizing the objectives of quality that are reached and that intend maintain, to offer always a better service.

The general principles

the general principles

- **EQUALITY**

The parity of the laws is assured to all the consumers.

- **IMPARTIALITY**

All those people that make use of the services are treated with objectivity, justice and impartiality.

- **QUALITY CONTROL**

The Search of the full satisfaction of the consumers across the monitoring of the quality of the distributed service.

- **THE RIGHT OF ACCESS**

The infancy schools operates without discriminations to kind, of race, of religion, of tongue, of psycho-physical condition and socioeconomic, favouring the insertion of the children with disadvantages of psycho-physical and social. The Municipal Administration defines criterions of transparent access and the modality of the users' participation to the cost of the service.

- **THE RIGHT TO THE WELLBEING AND TO THE HEALTH**

The health of the child and of the community of the welcomed children comes in the service welcoming tutelary and integrating the indications received by the families and from the paediatrics of base.

The services are knowledge promoters on the theme of the health, of the prevention and of the safety with the families of the frequently children.

- **THE RIGHT TO THE PRIVACY**

The personal dates and children images are tutelary from the law of the privacy.

All the operators of the services are held to "secret office".

THE INFANCY SCHOOL

The Municipal Commune of Cremona since, has put on running the "project 0-6 years " in the inner of which are put the nursery schools and the infancy schools of the commune. The project intends to promote a culture of the infancy, a common pedagogical reflection, consenting so experiences of continuous exchange among the educators of the two services.

The infancy school is an educational service directed to the children and to the children of age inclusive among the three and the six years*, compete with the families to their affective development, cognitive. From this, it promotes the autonomy, the knowledge, the creativeness and assures their a real equality of the educational opportunity, even across interventions of prevention turn to reduce every disadvantage form it is proposed as place of meeting, of comparison and of comparison with the families on the fundamental aspects of the growth of each child.

The infancy school of the Cremona's Commune are:

1. infancy school "**Agazzi**" via Ticino, 26 Tel. 0372 26534
2. infancy school "**Aporti**" via Aporti, 7 Tel. 0372 23244
3. infancy school "**Castle**" via Garibotti, 38 Tel. 0372 29370
4. infancy school "**Gallina**" via S.Bernardo, 3 Tel.0372 454198
5. infancy school "**Lacchini**" via Romanino, 1 Tel.0372 560042
6. infancy school "**Martini**" via S.Antonio of the fire, 8/10 Tel. 0372 28779
7. infancy school "**Martiri della Libertà**" via dei Classici,7 Tel. 0372 22601
8. infancy school "SGeorgio" via S.M. Betlem, 36 Tel. 0372 28319
9. infancy school "**Zucchi**" via Rugero Manna 22 Tel. 0372 29473

** The entry of the children of age less than the three years to the infancy school it is anticipated only following an accord stipulated with the Association of the Communes and the Ministry of Education, of the University and of the Search.*

Fundamental aspect

1. They are educational services that are dealt of the children from the three years to the six years.
2. They open from the 1° September to on June 30 of every scholastic year.
3. They operate the following day to the Friday with entrance from 8.30 to 9.00 and an exit at 15.45 o'clock-16.00. It is possible makes use of an advance exit at 13.30 o'clock. The parents, both workers, they are able require an advance entrance at 7.30 o'clock and a deferred exit from the 16.30-18.00 (long time).
4. The access is regulated in accordance with definite criterions from the Commune's Regulations adopted from the Town Council.
5. The frequency is free; the meal and the possible advance entry or deferred exit are to payment. There are anticipated reductions for other child that frequent the same school.
6. The educational and didactic planning lends particular attention to the reception and to the comfort of the children and of their families.
7. The quality of the feeding is much taken care of; in every infancy school work a cook in collaboration with a specialized nutritionist
8. The attention to the safety of the children directs the pieces of furniture choices, equipments and game, the carrying out of the daily activity and the formation of the personnel.
9. The structures are functional and pleasant, dimension to the number of the children that entertain and are in possession of the anticipated requisite from the current normative.
10. The personnel (educators, scholastic operating and cooks), are in possession of the title of study applied for the actual normative and they participate periodically to initiatives of the updating and formations.

QUALITATIVE PRINCIPALS

The principles of individual quality on the basis of the general principles of the **Paper of the Services** and of the fundamental aspect of the service are at a following enunciated and described. In every paragraph are identifiable both the characteristics that allow to fulfil the demands of the consumers, and the standard of quality that the corporate body is proposed to maintain to improve. Each appearance announces the qualitative level that the service expresses in the favour of the children.

THE CARE OF THE CHILD AND OF THE RELATIONSHIP WITH THE FAMILIES

The relationship with the child

Every child brings the really history, the really family experiences, cultural and social that make it an only subject, active protagonist in the construction of the one's own growth run. Particular takes care and attention is turned in the child insertion otherwise skilled or deriving from other cultures. The infancy school defend the right of the communicative child in degree to share emotion, develop the really knowledge and acquire new social competences. The infancy school valorises this complexity and translates in an educational project. To this sweeps creates comparison occasion and of dialogue that involve the parents in the planning of the scholastic activity, valorising the participation and the collaboration with the families.

Welcome

The first welcome of enrol new children is an important and delicate event, to which it will be giving ample space in the educational project. It is a moment particularly very accurate from the educators that, with the support of the Pedagogic they program diverged phases, they face and they deepen the opportunity to get used to the place of each child. It is a moment charged with emotion and expectations and it is built across the relationship and the trust among the educator and, the child and the family that they accompany in this experience. Its organization is developed with gradualness and it is articulated in diverge preliminary moments; it's effected to little croups of children and parents that they live together this experience of interaction with appearance, environment, new habits. The delicacy of this phase requires that the times of realization of the insertion are fixed in collaboration with the parents, for at least two weeks.

Relationships with the parents

The infancy school is organizing to answer the needs of the children and sustain the families. It stimulates and promotes the collaboration among the teachers and the parents: it is a place of meeting, converse, growth and interchange among the parents and the educators, on every aspect of the formative and educational run of the child.

Then there are anticipated different meetings:

- individual among the single parents and the teachers
- of section among all the parents and the teachers of a same section
- of an assembly to face need, interest, problematic particularly feel or to face specific matter on organizational thematic and in recurrence occasion

The family are besides involved in other forms of participation:

- **School council:** formed by the representatives of the parents and of the scholastic personnel, it is the occasion for a comparison on the educational project of the infancy school.
- **City consultation:** composed by the representatives of the Administration, the Presidents of different school's Councils Management, Committees and the Coordinators, represents a comparison moment widened and participation to themes or problems relating to the organization of the scholastic services.

The family are held to:

- justify the prolonged absence of the child. The child will be unassuming

from the service if doesn't comes effected the insertion within 15 days from the date established; or if the child has not frequented the school for 30 days consecutive, in both cases without justified and documented motive;

- not delegated to the personnel of the school the administration of the medicines. The parents in specific cases can be admitted in the hours of school to administer to the proper child the medicines of which need;
- to undersign, if of accord, the authorization to go out to the aim of educational- exploratory of the proper child;
- to take back the children, at the end of the schedule for the service.

In case of need it can be delegated other persons, undersigning an application to sign in presence of the educators.

The educational day

The educational day in the infancy school is all, the welcome time, of game, of the organize activity, of the personal care, of the lunch, of the rest and of the rejoining with the parents. A particular attention is dedicated to the respect for the customs of each child.

The organization of the day is the following:

- The advance time 7.30-8.30 it is for the families that, for work motive, they need anticipate entry time for their children.
- The entry to the normal time 8.30-9.00 it is for all. It is dedicated to the reception and allows an information short exchange among parents and educators while the children are find again to play together.
- The beginning of the scholastic day to the hours 9.00, it is dedicated to the pleasure to find in group with the educators and the companions of the proper section.
- Among the 9.30 and 12.00 is organize the didactic activity both in great that in miniature group.
- The moment of the snacks toward the 10.30 and the time for the lunch toward the 12.15 are very important, when the child with the help of the educator learns a correct food education.
- The personal takes care is generally a pleasure for the child and facilitates develop it of the autonomy in bath and the control of some function of the really body.
- The moment of the rest toward the 13.30, it happens in the respect for the rituals of the sleep and of the personal habits that helps the child to relax and to fall asleep.
- To the hours 13.30 it is anticipated an exit for those children that frequents the school only to the mornings.
- The exit 15.45-16.00 is the moment of the rejoining with the family and it allows a short exchanges among the educators and the parents on the just pass day.
- The long time (go out following hours 16.00) it is frequented from the children whose parents for work demands, need prolong the permanence of their children in the school. The entrust educator to this service organizes after the afternoon snack, game and amusing and relaxing activity to conclude the day.

Planning and programming

The planning is a worker tool of the educators that makes possible the educational and didactic action. Determines the activity of the school that better answer to the educational finality and to formative dimensions, favouring the process of learning.

The planning directs:

- the life of the school;
- the organization of the section;
- the daily activities of every day life;
- the structuring of the space;
- the scanning of the times;
- the specific and individual project.

Every school elaborates every year among September and October the proper educational project that holds account of the characteristics of the children, of the social context and of the opportunity that offers scholasticism structures

A detailed bill planning is annually dedicated to the promotion of the childish expressiveness, to the management of the artistic studio even in coordination "Cremona demonstration of the children. A particular attention is dedicated to the continuity among the nest kindergarten and the infancy school with plans-bridge that facilitate the passage of the children among the two services. Among the infancy school and the primary school is anticipated information of passages on the effected didactic run and with the consent of the indications family useful on the individuals children. The infancy school foresees in the inner of proper intervention planning educational individualized that facilitate the insertion and the integration of the children otherwise skilled or with partner disadvantage-cultural.

The Catholic religion teaching is for the children whose parents undersign the agreement annually. It is entrusted to teachers in possession of the specify title (D.R. 24 June 1986 n. 539), and periodically up-to-date across the frequency of organize course from the Episcopalian Curia. (Curia Vescovile)
For the children whose parents doesn't agree to this select it is anticipated the carrying out of alternative didactic activity.

Feeding

The feeding is always important in the life of a person, but it is still of more during the early childhood. For this in the infancy schools the feeding comes much taken care of in all his nutritional and educational aspect.

The service of school-meal of the Cremona's Commune is proposed therefore, of help the families in the delicate task to address the children toward a regime feed vary and balanced, proposing the feeding as a means of prevention of the illnesses to greater diffusion in our society, promoting the taste of food that to time can have new flavours and tastes (vegetables, fruits, fish, legumes) with particular attention to the local products.

Organization of the kitchens and of the menu

In all the Municipal schools is active an inner kitchen opportunely equipped when the cooks prepare it half snacks morning, the lunch and the afternoon snack of the children that make use of the long time.

The menu, studied from the town council nutritionist of Cremona in collaboration with the cooks, are compiled in accordance with the lines it drives emanate from the Nutrition of National Institute and submit always to the approval of the competent ASL.

The menu varies of year in year; they are elaborated on the arc of four weeks and diverge to second of the season (autumn/winter and spring/summer).

The offered menu proposes to the children, both reassuring feeds, notices and then new feeds that with the approach at the beginning results a little more difficulty, but that represent, over to a valid nutritional proposal, an essential stimulus in the learning process of the taste.

All the matters firstly use are selected applying rigorous qualitative standard specified in different specification of supply. The hygiene is guaranteed through the scrupulous application of a Plan of Self-control that covers all the phases: the transport, the maintenance, the culinary preparation, the service. From the January 2005 in the schools will be used even some deriving food from organic farming like rice, bran pasta (once a week) and crackers.

The personnel that operates in the kitchen (cook and help cook) it is submit to constant formation and professional updating and is able to prepare diets for children with problematic certified foodstuffs (allergy, intolerances, metabolic illnesses, swallowing problems (ex.).

Application formality special diets

In the infancy schools is not possible to consume food not furnished from the Municipal Administration and so diverge in comparison with those expectations from the chart dietetics. They have right to make use of a diversified diet all the children that introduce medical problems certificates, or that agree to religions or ideology that implicate restrictions details dietary. It is however always necessary introduce application compiling in demand "form special diets "and delivering the to the nutritionist of the Educational Political Sector.

In the case of diets for medical problems (allergy/intolerances, [ex.] need introduce contextually to the form a recent medical certificate to attest the problem and indicating the type of dietary therapy let alone the duration relative clause.

The diet will be activated within a maximum of 5 working days from the moment of the delivery of the form and of the certificate.

All the applications go renew annually within on October 15; the applications not renew will annul automatically the anticipated special diet, so as all the applications destitute of non-being medical certificate considered. It is understood that it is possible in every moment to interrupt the special diet previously application.

The special diet will be exposing in the single scholastic kitchens and a copy will be delivered to the families.

Other necessity or in demand advances from the families for their children, will be appraised in a specific interview with the nutritionist.

To increase information it may send an e-mail to:

ufficio.ristorazione@comune.cremona.it

THE ATTENTION TO THE ORGANIZATIONAL OPERATION

Access and usability

The children of inclusive age from the 3 years to the 6 years have the right to the admission to the infancy schools. In the question of registration the consumers can express their preference for more infancy schools pointing out the order of pleasure. Such indication will be respected in the limit of the capacity of each of them.

1. infancy school "Agazzi"	number section 4	number children 100
2. infancy school "Aporti"	number section 3	number children 75
3. infancy school "Castello"	number section 4	number children 100
4. infancy school "Gallina"	number section 3	number children 75
5. infancy school "Lacchini"	number section 3	number children 75
6. infancy school "Martini"	number section 4	number children 100
7. infancy school "Martiri della Liberta"	numbers section 4	number children 100
8. infancy school "S. Giorgio"	number section 3	number children 75
9. infancy school "Zucchi"	number section 4	number children 100

The infancy schools opens the 1° September of every scholastic year and they close the 30 June. The services remain closed in the Christmas and Easter period. The scholastic calendar will be definite every year.

Registrations and formality

To enter to the service is necessary compile the relevant form in distribution towards the Educational Political Sector-Officiate Registrations-or towards the Relationship Office with the Public and it is downloadable from the site www.comune.cremona.it.

To the infancy school can enter the resident families in the town council of Cremona.

The infancy schools Registration Office and nest kindergartens predisposes the consignment of the enrolment form to all the children of three years resident in the town council of Cremona within 31 December of every year.

Criteria for the formulation of the classification

The classification of admission is formulated in accordance with the definite criteria from the town rule: They have priority right to the assignment in demand from the school:

- the children with an only parent;
- the children with a brother that already frequents the same infancy school;
- the disabled person children or social uneasiness.

All the children that are found in this condition have the right to enter with precedence over all the other in the schools suitable as first choice.

For all the other situations will be applied the following criteria:

- Occupational condition of the parents
 - two employed to full time 16 point
 - an employ to full time and other part – time 8 point
 - two part - time 4 point
 - an employed other unemployed or housewife 6 point
 - two unemployed persons 6 point
- Number of the child till 11 years
 - a child 0 point
 - two children 4 point
 - **three or more children 8 point**

- Presence of dependent disabled 4 point
- Logistic conditions in comparison with the select as first school preference*
 1. Residence of the family in the street guide of the demanded school 16 point
 2. Work of at least one of the parents in the street guide of the demanded school 8 point
 3. Resident grandfathers in the street guide of the demanded school 6 point

**The points are given to an only condition of the three points out.*

- For every other child that frequents a primary school or adjacent nest* to the demanded school 6 point

**(for adjacent "school "is intended the case when the frequented school from the other child finds in the street guide of the infancy school in demand as first choice)*

The totally points gives rise to a classification, base on which is proceeded for every school to the assignment of the available place till to exhaustion of the same.

In question excess case in comparison with the availability of the place in the demanded school, is proceeded to the assignment base on the order of choice

of the family. The classification is valid till on March 31 of the following year

The fee

The frequency to the infancy school of the commune is free; it is in payment the meal and the possible advance entry or delayed exit

The fees are determinate from the town council at the beginning of every scholastic year.

There are foreseen reductions for other children that frequent the same order of school in the measure of the 20% for the second child and possible

following and of the 25% of the amount of the only cafeteria service, in absence case of two weeks consecutive in the month of reference.

The families can present facilitation request for tariff for the payment of the scholastic fee.

The conditions of payment is in cash with any counter of the popular bank of Cremona, or it is possible effect the payment connecting

to www.comune.cremona.it or www.e-cremona.it with VISA credit card or MASTERCARD (with protect errand to 1, 50% of the amount of the invoice).

The payment has to be effected respecting the expiration based on the invoice.

Organizational Operation

The educational personnel of the infancy school dispose of hourly turn's systems that foresee thirty presence of hours with the children and of

further 4 weekly hours that they come use from the educators to meet with the parents, updating and formation, management of the infancy school.

The sections of the infancy schools are homogeneous for age (3-4-5 years).

In all the sections of the infancy schools the relationship is 1 educator every 15 children.

In every section is predicted the contemporary presence of at least 2 educators for about 4 hours and half.

In frequency case of minor disabled the section can be supported from the presence of a further educator.

In every infancy school operate:

. the **College of the Operators**, the group of work that welcomes all the figures of the school and, across periodicals meets, realizes the integration between the diverged tasks and the diverged professional roles (scholastic operators, educator, coordinator);

. the **College of the Educators** is the tool that plans, realizes and verifies the turned educational experience to the children and to the families. Is constituted from the educators that are gathered weekly to think over on the educational choices and translate in coherent interventions, in continuity with the objectify generals of the Educational Political Sector;

. the **Coordinator** is even section educator, and has the duty to facilitate the educational experience of the group of work; it is a reference figure of the direction and does part of the Pedagogical Coordination of the infancy schools and of the nest kindergartens town;

. **the Educator of Support** has the duty to formulate, with the collaboration of the colleagues, of the parents and of the operators of the private Public Services, a personalized educational program, to individualize the potentiality and the ability of the child. The Educator guarantees the base assistance and the personal cares;

. the **Cooker** (assisted from a help cook), in collaboration with the nutritionist of the sector, is the accountable for the packing of the meals and of the choice of the menu and the special diets. The reference to sanitary character is the ASL of Cremona;

. the **Scholastic Operators** takes care of the cleaning and the hygiene of the environment and of the daily used objects from the children.

The Educational Political Sector coordinates the activity of all the nest kindergartens and the infancy schools through an organizational technical staff:

. a Manager, responsible for the Sector and of the generals choice of the service's formulation;

. a directive instructor that has the duty and management responsibility of the schools and of the nest kindergartens;

. a directive instructor that coordinates the activity of the laboratories relating to "Cremona of the children ";

. a pedagogic that collaborates with the educators and defines the pedagogical orientations;

. a dietician that coordinates the activity of scholastic restoration;

. an instructor that is deals of the fee;

. an instructor that is deals of the economical management of the schools;

. an instructor of support to the coordination of the nest kindergartens and infancy schools;

. an instructor that coordinates the auxiliary personnel;

an instructor that take the necessary steps to the substitutions of the educational personnel and manages the daily presences;

. an instructor that welcomes the registrations of the infancy schools and of the nest kindergartens.

Survey of the quality perceived by the citizens

The Educational Political Sector effects periodically investigations to notice the degree of satisfaction of the consumers, across the distribution of an anonymous questionnaire to the parents of the children.

The percentage of general answer of the parents are surely suggestive of their attention toward the service and of their desire to contribute to his amelioration.

The level of express pleasure becomes then a remarkable indicator for the planning of the offer of the services.

The indications that emerge from the questionnaires are the object of reflection and of deepening on the part of the Direction of the service and of the pedagogical coordination and they are able to re-enter in the formative program of the personnel.

Management of the claim and of the suggestions

To eliminate possible poor service that violates the proposition principle in the present Service Charter of the services, the consumers can be able to introduce claim.

The offices of the Educational Political Sector are in disposition of the citizens that want to introduce claim or propose suggestions.

The claim, in particular, has to be formulated with clarity, written and with all the necessary information to individualize the problem and facilitate the ascertainment once indicated.

The writing claim can be send through e-mail or fax

to the Educational Political Sector

way of : Vecchio Passeggio, 1-26100 Cremona

e-mail: politiche.educative@comune.cremona.it

fax 0372 407921

or to the **URP (officiate relationship with the public)**

place.theCommune, 8-26100 Cremona

e-mail: urp@comune.cremona.it

fax 0372 407290

The anonymous claim will be not taken in consideration.

Besides, the suggestions and the notifications will be submitted to the attention of the management committee or in other meetings with families and educators.

THE ATTENTION TO THE ENVIRONMENT AND TO THE SAFETY

Environment

In every infancy school spaces are planned, as reception place, of the comfort and of the safety of the children, of the parents and of the personnel that operates in every structure. The ambient are functional, pleasant, sure, measured to diverged necessity and fortified of all the materials and suitable equipments.

Space for the children

Every infancy school is divided in sections, meeting places of every children of group of the same age. The sections are in "angles" that favour the learning, the autonomy, the exploration, the game, the familiarity sense and of affiliation.

Every infancy school disposes of laboratories, of equipped space to promote diverged experiences; of gardens and of structured courtyards as meeting places, exchange among groups of diverged age and contact with the environment and the nature.

Space for the parents

The infancy school is a thought space to welcome even the parents.

Every infancy school disposes of information space and of communication that come up-to-date periodically completely the parents.

Space for the personnel

Every infancy school disposes of space for the personnel adequately equipped for the carrying out of the respective offices

Hygiene and safety

The structures result functional and pleasant; there are measured for the number of children that entertain, they offer regulated endowments

from the index and anticipated standard from the safety regulations and current hygiene.

In the school it is important play and amuse in safety. To guardianship of this fundamental requisite it had been activated formation course,

for the personnel of the schools, for the emergency

" emergency squares "(as it foresees the I 626/94 for the guardianship and safety of the work place). These squares have been formed from the personnel employed to the First Help and to the Fireproof measures and, together to a suitable evacuation plan, they allow to react in the face of emergency situations In the course of the scholastic year the plan foresees at least two evacuation tests to which they announce always all the children and the introduce personnel in that moment.

THE MAINTENANCE AND THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCES

Professional competences

The personnel that works in the infancy schools it is in possession of the title of study expectation from the current dispositions and participates periodically to formation meeting.

The Educational Political Sector adopts annually an evaluation system and evaluation of the personnel across the use of a card to the end to

monitor the professional organizational competences reached and face the possible necessity emergent across special formative interventions.

Formation and updating

The Direction of the Sector welcomes the request of the personnel and promotes course of annual formation.

The formation and the updating are a central view of every infancy school

for the general growth of the service and of the diverged professionalism.

The elements that spring from the evaluation system of the personnel and from the questionnaires submits to the parents can point out the criticalities or the ambits on that intervene across an aimed at formation of all the involved personnel in the service.

NORMATIVE REFERENCES

The Service Charter, guardianship tool of the citizens, it has been formulated in the respect of the reference provisions and in particular of:

- Commune's rule of the town council infancy school of Cremona
- D.P.C.M. 27 January 1994 "principals on the disbursement of the public services
- Italian Constitution: [art]. 3, 33 and 34
- D.Lgs 31 July 1999 n. 286 Head III [art]. 11, relating to the evaluation of the public services
- D.P.C.M. 21 July 1995, n. 254 (the scholastic Charter Service)
- D.Lgs 19 September 1994, n. 626 - "Amelioration of the safety and of the health of the workers on the place of work"
- D.Lgs n. 196 of June 30, 2003 "code in subject of personal dates securities"
- D.Lgs 26 May 1997 n. 155 - Hygiene of the HACCP foodstuff's-Hazard Analysis and Critical Control Points.