



A School and a Farm
in the right context



Agricultural Technical Secondary School

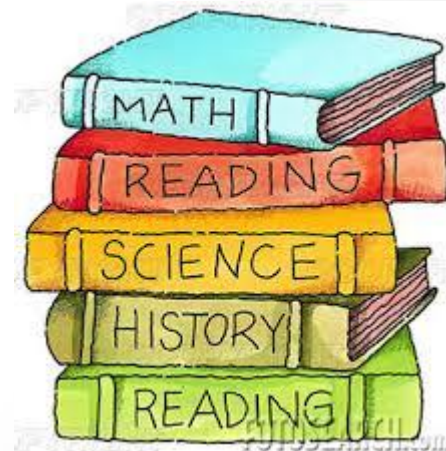
Re.N.Is.A

(National Network of Agricultural Institutes)

“Technical” means...

proper **CERTIFICATE**

all **UNIVERSITIES**





SERENI is a well-established institution in the context

expanding neighbouring towns

adequate public transport network
connecting the Consular roads to the school

suburbs of a European Capital city:
multiracial, multicultural, melting pot

SERENI is the mirror of this area

GOAL

promote a culture of cooperation and respect for different identities, either of race or of physical and mental abilities



Some numbers...

865 students

155 students
with disabilities

new registrations: 13.5%

drop-out phen: 0.3%

300 teachers

102 teachers

GLHI

“School Working
Group on Handicap”





The educational plan consists of five grades

- first two-year period: aimed at supplying cognitive and preparative bases for future studies;
- further second two-year period: students are called to choose among three different learning directions:

Management of Environment and Territory

Productions and Transformations

Viticulture and Oenology

6-years path



- last grade is focused on the preparation for the Final **EXAMINATIONS**

Viticulture and Oenology: at the end of the 5th year, there's the opportunity to attend one year more referring to the 5th level of the **European Qualification Framework**, a sort of specialization that gives a great **technical competence** to already qualified students.



The Institute owns a 43 hectares wide
ORGANIC FARM
the largest lab en plain air

Organic food: a precise choice for present and future

Sow-land: 18 hectares ca., for herbal organic growing

Olive tree groves: olives and olive oil

Vineyards: over 8,5 hectares, for black and white grapes

Orchards, Brewery, Apiary

Greenhouse: 600 sm, half heated and half not

Wine-cellar: with oenological equipment and wine tanks,
where wine-making (red and white) and bottling processes
are carried



• didactic farm

didactic veg garden



The educational plan promotes a culture of cooperation and respect for different identities and personal...

rhythms

goals

expectations

inclinations

talents



Full involvement of all the students in all stages and phases of the educational process

key words:

- Horizontality
- Flexibility
- Narration

Inclusion

means taking part in activities designed for the class the students belong to, but also for those promoted by other classes

INTEGRATION



INCLUSION





Labs:

- Culinary
- Musical
- Recycling
- Psycho-motor
- Creative
- Didactic Farm



Feeding the Planet Energy for life

from May 1st
to October 31st

The largest Universal Exposition ever
realise around the theme of **Feeding**

Focused on **visitors**

Exhibition site covering **1 sqM**

130 participant Countries

20 M visitors expected

184 days

Sustainable Technological





School Project

sponsored by **MIUR**

aimed at National and International schools



- spread the contents of the event
- leave a legacy to future generations
- exchange experiences
- broaden their horizons

ISTITUTO TECNICO AGRARIO EMILIO SERENI

Educational team, procedures and strategies for the inclusion and the empowerment of students with disabilities

Emiliano Mazzoli



the Educational Team



The Operative Working Group on Handicap (GLHO)



it is responsible for the **planning, implementation and review** of the Individualized Educational Plan for each student with certified disabilities

WG members are:

- the Special Education Teacher
- Teachers of the class
- Teaching Assistants
- Medical staff
- Parents of the student
- the Psychologist



in particular the Special Education Teacher:

- Is responsible for the selection and implementation of **best inclusive and education strategies/activities**.
- Supports improvements in **communication, relationship, autonomy and learning processes**;
- **Coordinate, monitors and evaluate** the overall process.





...while the Teaching Assistant:



- co-operates as a **complementary professional** in the implementation of educational activities;
- provides **assistance of base** (eg. Care of personal hygiene);
- Supports the **effective participation** of the student with disabilities in all school activities.



Legislative Framework

- the **Italian Constitution** (articles 2, 3, 32)
- **Law 517/77** - Abolition Special Classes
- **Law 104/92** - Framework law for assistance and social integration of people with disabilities
- **Presidential Decree 02/24/94** - Act of address for the identification of the skills of the person with disabilities
- **Presidential Decree 275/98** - School autonomy, underlining the recognition and promotion of diversity
- **Law 53/03** – Compulsory school attendance without exceptions
- ...





Legislative Framework

- **Law 296/06** - Respect of the actual needs
- **Prime Ministerial Decree 185/06** - procedures and criteria for the identification of the student with disabilities
- **Unified Conference of State and Regions, March 2008**
- **MIUR Guidelines for the school inclusion of students with disabilities (2009)**
- **Law 18/09** Italian Parliament ratified the Convention on the Rights of Persons with Disabilities
 - beyond an approach focused on the deficit of the person
 - The social model of disability





Legislative Framework

- ...
- **Law 170/10** about Specific Learning Disorders
- **MIUR Guidelines on Specific Learning Disorders (2011)**
- **MIUR Directive 27/12/12 and MIUR Ministerial Memorandum n.8, 06.08.13 (SEN)** other indication regarding Specific Learning Disorders
- **MIUR Notes on "Final Examinations" 2004/05** and Ministerial Ordinances n. 22/06, n. 30/08, n. 32/08 and n. 13/13





Documentation

- Medical Certificate
- Functional Diagnosis (DF)
- Operative Working Group on Handicap meeting minutes (GLHO)
- Dynamic Functional Profile (PDF)
- Individualised Education Plan (PEI)
- Personalised Didactic Plan (PDP)



Medical Certification



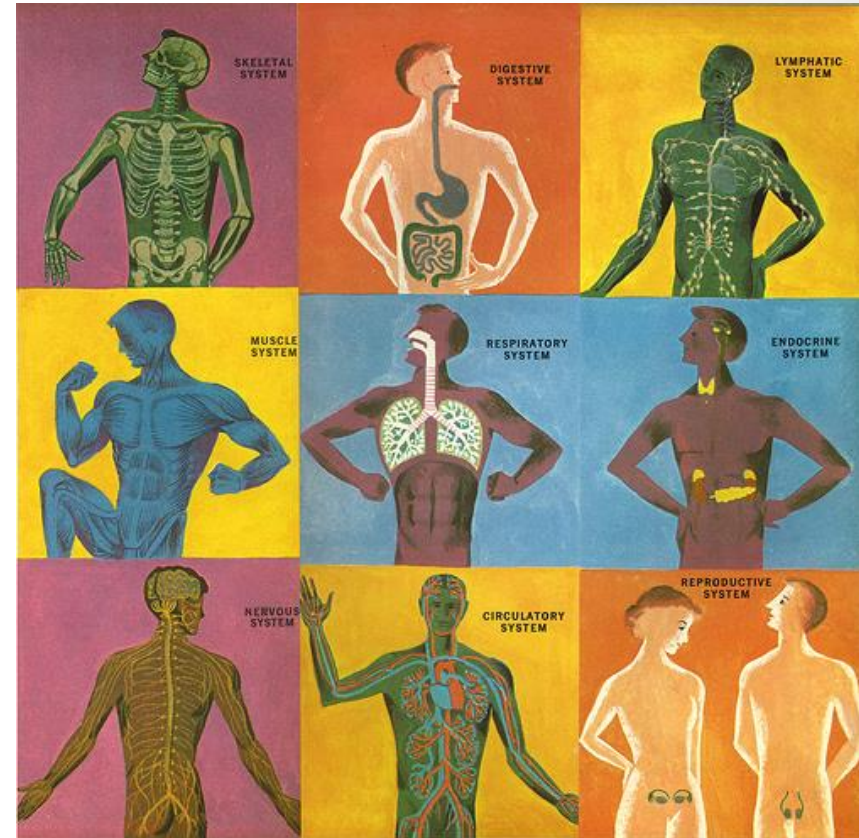
- The **assessment of a disability**
- It is up to the appropriate **Local Sanitary Service Commission** (a multidisciplinary unit composed by various medical professionals)

(art. 2 of the DPR 24.2.1994)



Functional Diagnosis (DF)

- it is the medical document that certifies **the area of functioning, disability and health** of the student;
- it must contain clinical, psychosocial factors, **difficulties and potentialities** of the student
- it is an analytical description of the **impairments of the functional state** of the students with disabilities



(DPR 24.02.1994 , art. 3)



Operative Working Group on Handicap meeting minutes (GLHO)

including
information on



DATA:

- Data student, class president, secretary
- Registration of all attenders

CURRENT SITUATION:

- Strengths
- Weaknesses
- Potentiality

SOCIALISATION:

- relationships with peers
- relationships with adult educator

School attendance

Participation in school activities

Main objectives to be pursued



...

TYPE OF PROGRAMMING ADAPTATION:

- **Simplified** (by means, methods, strategies, potentiality) but referable to the ministerial programmes;
- **Separated** for goals, not related to ministerial programmes (*art. 13 OM n. 80/95*)

Subjects in which a greater intervention is required

TIMETABLE

- No. of hours planned for the special education teacher
- No. of hours provided by other special education teachers for the class group
- No. of hours planned for the teaching assistant

SPEECHES (School staff, Family, Medical staff)
Education Strategies





Dynamic Functional Profile (PDF)

- it describes **difficulties** and **development potentials** of the student with disabilities in the short and medium terms (*Art. 4 of the Presidential Decree 24.2.1994*);
- it follows the Functional Diagnosis, and **prepared by the Operational Working Group on Handicap**;
- It describes **cognitive, emotional, communicational, linguistic, sensorial, motor, neuropsychological** aspects of **functioning** and predictable levels of **development**.

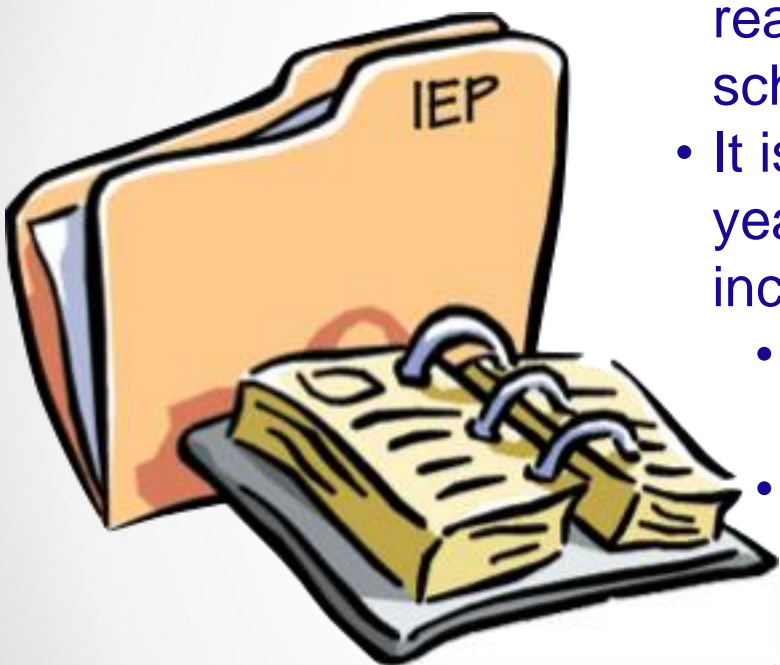
Useful sources for the preparation of PDF are:

- the Functional diagnosis,
- The personal file of the student,
- The information of the previous school,
- The information of the family,
- Systematic observations





Individualised Education Plan (PEI)

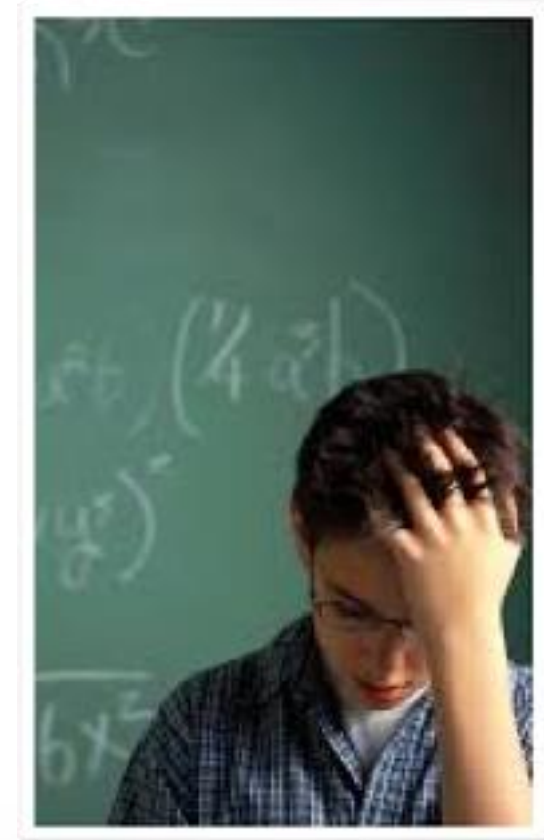


- it **describes the interventions** aimed at the full realization of the right to education, training and school inclusion (*DPR 24.2.1994, art. 5*).
- It is prepared at the beginning of each school year after a period of observation and it must include:
 - Educational interventions for **socio-affective and psycho-motor areas**;
 - Teaching interventions for **linguistic-communicative, logical-mathematical, technical and practical areas** and for individual subjects.
- The PEI is subject to ordinary (quarterly / quarterly) and extraordinary **checks** by the GLHO.



Personalised Didactic Plan (PDP)

- It is a **planning tool** for all students with **Special Education Needs** without a certified disabilities;
- It is prepared by the Class Council and helps teachers to identify **more effective strategies** to allow the student to achieve the same objectives of the other students
- It must include:
 - a reading, writing and counting **skills functioning analysis**
 - a description of **teaching methods** and of the **compensatory** and **dispensatory measures** that will be implemented;
 - **assessment and evaluation** tools and methods.





Inclusive Educative Strategies

integrated labs



- Didactic Vegetable Garden (2 levels)
- Art (3 levels)
- Sport
- Autonomy (2 levels)
- Psycho-motricity (3 levels)



**other
school labs**



- Productions and Transformations lab;
- Vegetal productions lab;
- Zootechnics lab;
- Informatics and linguistics multimedia lab;
- CAD



MINISTERO DELL'ISTRUZIONE,
DELL'UNIVERSITÀ E DELLA RICERCA

ISTITUTO TECNICO AGRARIO

EMILIO SERENI

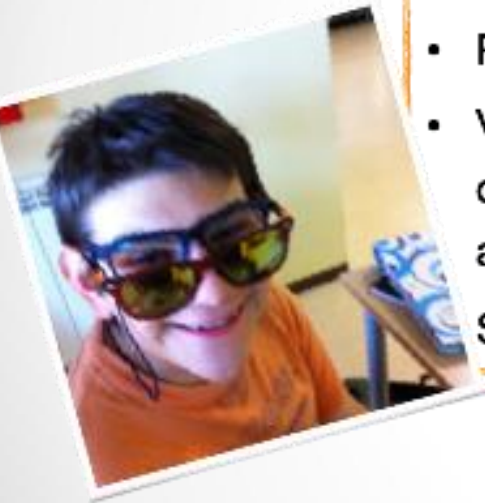




Inclusive Educational Strategies

- School trips
 - EXPO
 - Participation to
 - Visit to other close farms, social co-operatives and other local activities
- School-Work alternating

extracurricular activities



other strategies

- circle time
- peer tutoring
- working groups
- cooperative learning
- learning by doing



other Technical and Practical activities

- Products sale
- Animal care
- Collecting Eggs
- Environmental protection e care Working Group
- Creative Cuisine
- Activities in the Greenhouse



- Cinema Project (production of short movies)
- Grape, olives and fruit harvest
- Vegetable garden
- Wine and beer production





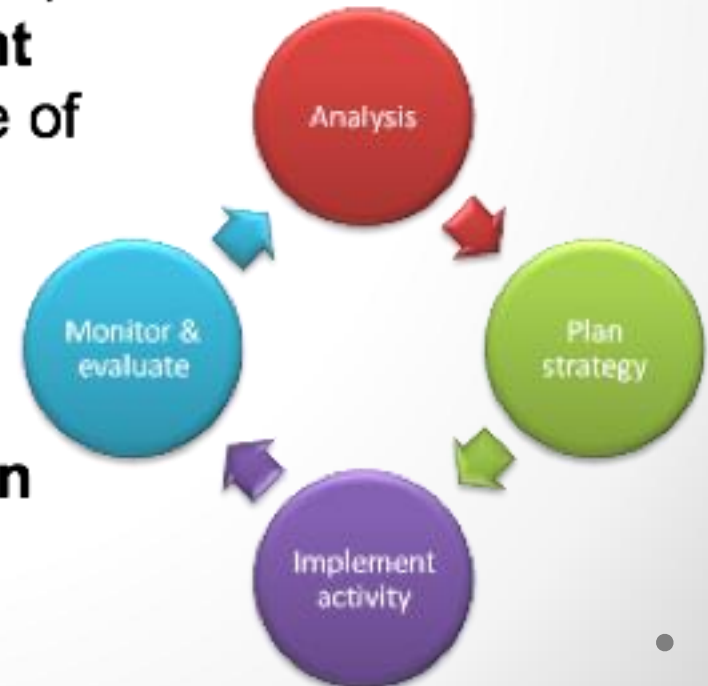
Monitoring and Evaluation

the evaluation of the school inclusion is a recurrent practice implemented **before**, **during** and **after** the education process.



the study tools are: **surveys**, **interviews**, **focus groups** and **quality assessment questionnaires** distributed to a sample of students, teachers and families.

The authorities responsible for the evaluation are the **School Evaluation Committee** and the **Working Group on Inclusion**.





After graduation...



Job opportunities

PUBLIC

FREELANCE

PRIVATE



Fields of expertise

Environmental
defense

Estimates and
topographic
surveys

Tests of agro-industrial
products

Agricultural
production



School-Work Alternating

Periods of learning in the work situation without individual employment by the host company



Social farm

Realized with the contribution of
Italian Ministry of Education

Included in the national
network of social farms

Aim: Job placement for young people with
disabilities or disadvantages in an inclusive context



Work

Names of competent graduates provided
to companies looking for employees

Information on job vacancies given to students



University

Access to all
university courses





UNILISS

First created as a
university for deaf people



Now: Educational paths
for people with learning
difficulties

Second in the world
(after Boston)

thanks for your attention