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EDUCATIONAL PACT OF CO-RESPONSIBILITY

(Drafted pursuant to Presidential Decree D.P.R. no. 249 of June 24, 1998, and subsequent amendments, and Presidential Decree D.P.R. no. 134 of August 8, 2025)

Teachers' Council Resolution no. 8 of 13/05/2026
School Board Resolution no. 4/19-05-2026

The "Pact of Co-responsibility" is the set of agreements among teachers, parents, students, and school staff aimed at establishing relationships of mutual respect, trust, collaboration, and shared educational objectives, thereby fostering mutual responsibility and commitment.
This Pact is drawn up pursuant to Presidential Decree No. 235 of November 21, 2007, amending Presidential Decree No. 249 of June 24, 1998 (Student Charter), and incorporates the directives set out in Ministry of Education (MIUR) Circular No. 3602/P0 of July 31, 2008.
This Pact, which integrates the School Regulations, incorporates the contents of the Educational Contract, outlines the duties within the relationship between the educational institution, students, and families, and is completed by the Disciplinary Regulations.

HAVING ACKNOWLEDGED THAT

- the education of each student requires the collaboration and commitment of the student, the school, the family, and the entire school community;
- The school is a community of individuals that requires shared rules to foster harmonious coexistence, effective learning, and personal and civic growth.

THE TEACHERS AND PARENTS OF THE STUDENTS OF THIS INSTITUTION ENTER INTO THE FOLLOWING EDUCATIONAL PACT OF CO-RESPONSIBILITY.

The school commits to:

- providing an environment conducive to the holistic development of the individual, ensuring a serene educational climate and supporting each student's learning process according to their own pace and timing;
- promoting positive interpersonal relationships among students, teachers, and support staff by establishing clear and shared rules to foster a climate based on dialogue and respect;
- offering activities and experiences aimed at consolidating identity, gaining independence, and developing core competencies;
- valuing personal experience as a fundamental vehicle for meaningful learning;

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- welcoming and valuing the unique qualities of each student;
- communicating project choices, teaching methodologies, and educational objectives of its curriculum;
- maintaining ongoing communication with families regarding each student's progress, achievements, and challenges;
- recognizing the primary role of the family in the education of children and adolescents;
- seeking continuous dialogue with families to jointly address any difficult situations;
- meeting parents through:
    - scheduled class assemblies;
    - individual parent-teacher meetings by appointment, upon request by either the school or the family, or during general reception hours;
- communicating with families via the student's personal handbook (for primary and middle school) or through notices on the electronic register;
- implementing subject curricula based on the national guidelines/indications and the project, methodological, and educational choices developed in the PTOF (three-year plan of the educational offer);
- implementing all prevention, awareness, monitoring, and intervention actions regarding bullying and cyberbullying phenomena;
- putting in place actions aimed at preventing and countering the use and abuse of alcohol, narcotic substances, and, in general, forms of addiction;
- stimulating the integral growth of the person, guaranteeing a quality teaching service in a serene educational environment and favoring the formative process of each student with regard to their learning rhythms and times.

Teachers commit to:

- educating students, also by example, on the correct use of mobile phones and other technological devices;
- valuing individual differences and ensuring respect for the dignity of each student and their rights, including in relation to specific needs;
- communicating within reasonable timeframes, compatible with planning, the evaluations of written, graphic, and oral tests;
- guaranteeing maximum transparency in assessments and communications, maintaining a constant relationship with families while respecting privacy;
- sharing educational objectives and establishing consistent behavioral expectations to prevent contradictions in the educational approach;
- collaborating with colleagues to ensure effective organization and teaching unity, while respecting individual academic freedom;
- agreeing among colleagues on classroom management strategies, assessment systems, and evaluation criteria;
- establishing consistent methods for interacting with students and families;

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- presenting the educational offer clearly and explaining teaching strategies, expected outcomes, assessment criteria, and evaluation tools;
- sharing educational choices with families to foster student autonomy and responsibility;
- cultivating active listening skills and teaching students to respect diverse views and resolve conflicts constructively using appropriate strategies.

The student commits to:

- knowing the sections of the current school regulations and disciplinary regulations that concern them and respecting them strictly;
- complying with safety provisions and the rules governing all school activities;
- respecting the start time of lessons and the transitions between classes;
- bringing the necessary materials required for school activities;
- respecting the school environment by correctly using spaces, furniture, and both personal and shared materials;
- behaving properly with peers and adults: school principal, teachers, school staff, administrative staff, and external personnel involved in institutional projects;
- accepting, respecting, and helping others, fostering harmony among classmates as well as conditions of integration and solidarity;
- expressing themselves using appropriate verbal and gestural language;
- participating actively and responsibly in the activities and initiatives proposed by the school, both inside and outside the premises, without causing disturbances;
- listening to and following work instructions;
- experiencing moments of social coexistence (recess, lunch break) in compliance with behavioral rules and good manners;
- reporting doubts or difficulties, asking for the necessary explanations and clarifications;
- being willing to accept and put into practice teachers' suggestions regarding both behavior and learning;
- having parents sign school communications promptly;
- regularly taking note of assigned homework, planning and completing it with order and punctuality;
- finding out about assigned homework in case of absence;
- not using mobile phones or other similar technological devices during school hours, as it is prohibited, unless requested by teachers;
- following the rules set by the institute for a conscious and constructive use of the network, artificial intelligence, digital devices – including personal ones – and information technologies, respecting privacy and one's own and others' dignity;
- collaborating with every school initiative aimed at informing, preventing, containing, and countering phenomena of bullying and cyberbullying, the use/abuse of alcohol, narcotic substances, and any other form of addiction, and accepting the countermeasures, including disciplinary ones, put in place by the school;

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- using language and wearing clothing suitable for the educational environment;
- acknowledging and accepting the educational value of any sanctions imposed.

Parents commit to:

- reviewing the Three-Year Plan of the Educational Offer (PTOF), the School Regulations, and the Disciplinary Regulations, and sharing the signed educational pact with their children;
- considering the educational function of the school and giving it proper importance by sharing its aims and educational objectives;
- respecting the specific educational role of the school institution, establishing a positive climate of dialogue with teachers, ATA (administrative, technical, and auxiliary) staff, and the School Principal to favor the personal development of their children;
- respecting the professional competence of teachers;
- participating regularly in periodic meetings with teachers;
- following and valuing their child's work, highlighting the importance of school and avoiding contradictory messages;
- providing teachers with useful information to improve their knowledge of the children and adolescents;
- reporting to class teachers or the School Principal any situations that may involve special needs, difficulties, or the requirement of assistance for their children;
- guaranteeing regular school attendance;
- guaranteeing the punctuality of accompanying the child at the entrance and exit of the school;
- justifying the child's absences and entry/exit permits in a timely manner;
- using the school handbook or school email to communicate with teachers;
- reading and signing any communications in the personal handbook or electronic register, and reviewing homework, communications, notes, and grades in the reserved area of the electronic register;
- supervising the regular execution of homework without, however, replacing their children;
- helping children achieve autonomy in managing their materials and planning school work;
- making the child responsible for school commitments and community life rules;
- intervening promptly and collaborating with the school institution in cases of poor academic performance and/or indiscipline;
- keeping informed about the educational and disciplinary progress of their children by frequently consulting the electronic register;
- respecting the school organization and the rules contained in the internal regulations, with particular attention to the entry and exit times of students, and checking the presence of the teacher during the first hour of school in the event of a strike;
- educating children on the correct use of mobile phones and other similar technological devices not requested by teachers;

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- educating their children to respect the rules protecting the decorum, organization, and safety of the Institute, as well as ensuring a conscious and correct use of information technologies, artificial intelligence, and their personal devices (particularly smartphones), respecting privacy and one's own and others' dignity;
- paying attention to any sign of discomfort or distress that may suggest the existence at school of relationships undermined by bullying and cyberbullying behaviors;
- paying attention to any sign that may foreshadow the use or abuse of alcohol, narcotic substances, and/or any other form of addiction by their children;
- sharing and supporting the school's sanctions, ensuring their application and making the child reflect on their educational purpose;
- reimbursing the school for any damage for which their child's responsibility is established.

School Principal
Prof.ssa Federica Berloso