



ISTITUTO COMPRENSIVO “TORINO II”

C.so Giulio Cesare, 26 - 10152 Torino
e-mail: toic8be00q@istruzione.it
http: www.ictorino2.edu.it

Co-responsibility Pact, updated in line with recent ministerial regulatory provisions:

MIM Directive no. 5214/2024 and MIM Circular no. 11513/2024 on the ban on the use of mobile phones, including for educational purposes, in preschool, primary and lower secondary school.

Legislative Decree no. 62/2024 (Disability Reform and Law 104/1992) for terminology

Law of 9 June 2026, no. 104 on the informed consent of families

EDUCATIONAL CO-RESPONSIBILITY PACT

(pursuant to Presidential Decree (D.P.R.) 235/2007, Law of 9 June 2026, no. 104 and Legislative Decree (D.lgs.) 66/2017 as amended)

The School is a community of dialogue, research and social experience, informed by democratic values and aimed at the growth of the person in all their dimensions. The schools of I.C. TORINO II propose this Co-responsibility Pact in order to define a common guideline for all the protagonists of the school, from pupils to teachers, from ATA staff to families. In order to build a unified school, shared by the three levels of the Institute, and to achieve the objectives of a single educating community, the Pact entails, on the part of the contracting parties (students/teachers/school support staff/parents), a mutual commitment aimed at achieving the common goal of increasing the effectiveness and usability of teaching, for the harmonious and productive education and growth of the pupils. Compliance with the Pact is a fundamental requirement for building a relationship of mutual trust that makes it possible to raise the quality of the Educational Offer and guide pupils to academic success.

The educational co-responsibility pact between School, Family and Pupil includes the specification of the following commitments:

- Commitments of the teachers in the educational project.
- Commitments of the school support staff in the educational project.
- Commitments of the administrative office staff.
- Commitments of the pupils in the educational project.
- Commitments of the parents in the educational project.
- Responsibility of the school.

EDUCATIONAL CO-RESPONSIBILITY PACT – PRESCHOOL

The Preschool plays a fundamental role in the cognitive, emotional and relational development of every child.

TEACHERS COMMIT TO:

- Welcoming and integrating the diversity of every pupil, promoting a positive relational climate.
- Designing and implementing educational environments and activities according to well-defined choices, always starting from play activities, respecting the pace and methods of learning of each child.
- Consolidating the identity and autonomy of each child.
- Supporting families in the education of their children and organizing moments of sharing and discussion.
- Informing families about the various activities and workshops offered by the school.
- Ensuring the full inclusion of pupils with disabilities or special educational needs, coordinating activities with the family, support staff and healthcare specialists.

SCHOOL SUPPORT STAFF COMMIT TO:

- collaborating with teachers for the smooth running of the school service.
- Welcoming users with attention to the relational aspect.
- Supervising pupils, helping to ensure compliance with the rules of the school community.
- Ensuring assistance to pupils according to each one's needs, with particular attention and support to pupils with disabilities (Law 104/1992 and Legislative Decree 62/2024).
- Keeping the school environment clean and welcoming through the care of spaces and facilities

THE PUPILS COMMIT TO:

- Becoming aware of the simple rules shared with the teachers.
- Listening to adults and classmates.
- Sharing games with classmates.
- Taking care of and respecting their own and others' belongings and school materials.
- Respecting the school environments, both indoor and outdoor.
- Completing with commitment and care any task assigned.

THE ADMINISTRATIVE OFFICE STAFF COMMIT TO:

- Providing an efficient and high-quality service that respects the needs of users.
- Creating a climate of good hospitality towards users and those who come to the offices.
- Supporting parents and the school's organization in bureaucratic procedures.

PARENTS COMMIT TO:

- Getting to know the school organization, the Educational Offer Plan and the Institute Regulations.
- Taking part in the activities offered by the school and in individual meetings with the teachers in order to learn about the child's developmental path.
- Helping their children to respect others, the environment and the rules of communal life.
- Collaborating positively with the teachers to help the child in their educational and emotional growth.

- Collaborating with the other parents, respecting cultural diversity and the sensitivities of others.
- Providing active and reachable contact details and promptly communicating any change to them.
- Informing the school of absences of one or more days of the pupil and especially absences for prolonged periods.
- Reading and complying with the Institute Regulations and the school's health and safety prevention protocols.
- Collaborating in the drafting and sharing of the Individualized Educational Plan (PEI) for pupils with disabilities or of the Personalized Learning Plan (PDP).

EDUCATIONAL CO-RESPONSIBILITY PACT – PRIMARY AND LOWER SECONDARY SCHOOL

TEACHERS COMMIT TO:

- Offering an environment conducive to the integral growth of the person, ensuring a quality teaching service in a serene educational environment and fostering the educational process of each student with respect for their own pace and learning times.
- Supervising the behavior of pupils at every moment of school life in order to protect personal and collective safety and promote civil coexistence.
- Offering concrete initiatives to address situations of delay and disadvantage, in order to foster the educational process and promote academic success.
- Ensuring the full inclusion of students with disabilities (Law 104/1992 and Legislative Decree 62/2024), ensuring the drafting and shared implementation of the PEI, as well as the adoption of compensatory tools and dispensatory measures for students with Specific Learning Disorders and Special Educational Needs.
- Promoting initiatives of welcome and inclusion for non-Italian-speaking pupils, safeguarding their language and culture, including through intercultural initiatives.
- Encouraging reflection and activating programs aimed at the well-being and health protection of students.
- Fostering a constructive relationship between school and family, through an attitude of dialogue and educational collaboration between adults, in order to promote the maturation of pupils.
- Assigning homework consistent with the program covered and checking that the workload is adequate.
- Ensuring maximum transparency in assessments and communications, maintaining constant contact with families, including through technological tools, in compliance with *privacy*.

SCHOOL SUPPORT STAFF COMMIT TO:

- Collaborating with teachers for the smooth running of the school service.
- Welcoming users with attention to the relational aspect.
- Supervising pupils, helping to ensure compliance with the rules of the school community.
- Ensuring help and support to pupils according to each one's needs, ensuring assistance to students with disabilities within the scope of their assigned duties (Law 104/1992).
- Keeping the school environment clean and welcoming through the care of spaces and facilities.

THE ADMINISTRATIVE OFFICE STAFF COMMIT TO:

- Providing an efficient and high-quality service that respects the needs of users.
- Creating a climate of good hospitality towards users and those who come to the offices.
- Supporting parents and the school's organization in bureaucratic procedures.

THE PUPILS COMMIT TO:

- Becoming aware of their own rights and duties, respecting the school understood as a whole made up of people, environments and equipment.
- Accepting, respecting and helping others and those different from themselves, striving to understand the reasons for their behavior.
- Arriving punctually to lessons, whether in person or remote; taking care of personal hygiene and wearing decent clothing, out of respect for themselves and others, appropriate to the school environment.
- Not bringing dangerous objects into the school building.
- Not using unauthorized mobile phones or other electronic devices
- Not using mobile phones, *smartphones*, *smartwatches* or other personal electronic devices during the entire school day (including breaks and extracurricular activities), in implementation of the ministerial directives in force (MIM Directive no. 5214/2024 and MIM Circular no. 11513/2024). The use of technological devices is permitted exclusively as indicated by teachers as a compensatory measure or aid provided for in the Individualized Educational Plan (PEI under Law 104/1992) or in the Personalized Learning Plan (PDP).
- Maintaining correct and respectful conduct towards all school staff and their classmates.
- Using the school's facilities and equipment properly, without causing damage and taking care of them as a factor in the quality of school life.
- Complying with the regulations concerning the use of the laboratories, the gym and the canteen.
- Complying with the rules governing students' behavior in the use of the digital tools made available by the school for educational activities.
- Arriving at school provided with what is required for educational activities and for the fulfillment of their duties.
- Paying attention to what is taught and contributing relevantly, helping to enrich lessons with their own knowledge and experiences.
- Carrying out study activities, homework and assigned work at home with attention, seriousness and punctuality.
- Explaining to teachers any difficulties they may have, committing to overcoming them.
- Reporting to their family the communications from the school and the teachers by means of the diary.

PARENTS COMMIT TO:

- Valuing the school institution, establishing a climate of dialogue and mutual collaboration with the teachers, in the sharing of educational choices.
- Taking part in the Collegial Bodies.
- Respecting the school institution, ensuring punctuality at entry to and exit from school, encouraging regular attendance of their children at lessons (specifying that for lower secondary school attendance of at least three quarters of the annual school timetable is required for admission to the following classes or to the State Exam).
- Fostering the personal autonomy of their children through education in respect and care of the person, both in hygiene and in clothing, which should be decent and appropriate to the school environment.
- Providing the necessary school materials, collaborating with the school in ensuring that the pupil meets their commitments, checking that they complete assigned homework and study punctually.
- Informing the school in the event of problems or particular health and learning needs that may affect the pupil's school situation.
- Collaborating with the school in defining and complying with the PEI (Law 104/1992 and Legislative Decree 62/2024) and the PDP, supporting the inclusive measures established.
- Signing the school diary daily, filling in and signing authorizations, and carefully checking communications.
- Promptly justifying, in their own hand, absences and late arrivals on the appropriate forms in the diary or through the Electronic Register.
- Keeping informed periodically about their children's school situation, maintaining regular contact with the teachers and taking part in individual and/or group meetings with the teachers.
- Accessing the Electronic Register to check lessons covered, homework assigned, grades, absences, late arrivals, disciplinary notes and communications from the school, promptly reporting any malfunctions of the service.
- Reading this Co-responsibility Pact, sharing it and making it a subject of reflection with their children.
- Reading the Institute Regulations and the regulations and protocols published by the school on the website.
- Reading the Institute Regulations and the regulations/protocols published on the Institute's website.
- Raising their child's awareness of the ban on the use of *smartphones* and personal devices at school, accepting the disciplinary sanctions and educational measures provided for by the Institute Regulations in case of non-compliance (MIM Circ. no. 11513/2024).
- Signing the release statement on the use of the *Google Workspace for Education* platform used for distance learning activities.
- Undertaking to compensate jointly and severally for damage to property of the school or of third parties (caused in the school building or during educational outings and study trips) resulting from incorrect behavior of the pupil covered by this Pact.
- In the event of improper use of multimedia technological tools, whether personally owned or belonging to the school, by the pupil covered by this Pact, ensuring that the event does not happen again and making the pupil understand the negative nature of the action; bearing any costs to compensate for damage caused to the school's technological tools through negligence or intent on the part of the pupil.

RESPONSIBILITY OF THE SCHOOL

The School is responsible for everything that takes place inside the school building during the hours pupils spend in it. Therefore, once they have entered school, students are entrusted to the responsibility of the Institution until the end of lessons.

Pupils may leave the school building early only if collected by a parent or by an authorized adult delegate, who will sign the appropriate register at the time of the pupil's pick-up.

By signing this Pact, the parent releases the Institute from all responsibility once the pupil has left the school building, without prejudice to the responsibilities provided for by the regulations in force concerning supervision during entry, exit and any authorized/granted school transport.

With regard to disciplinary sanctions and other regulatory aspects, reference is made to the Institute Regulations, supplemented with the sanctions provided for the violation of the ban on the use of personal electronic devices/mobile phones and for conduct contrary to the duties of inclusion and respect for the person (D.P.R. 249/1998 and D.P.R. 235/2007).

Turin, 12 October 2026

The School Principal,
Massimo Cellerino

(Autograph signature replaced by printed means pursuant to art. 3, paragraph 2 of Legislative Decree no. 39/1993)