



THE PACT

Gillingham's Expectations & the Title I Parent & School Compact for Academic Achievement

pact *noun* \ 'pakt\ accord, alliance, compact, covenant

Through this Pact, all persons at Gillingham commit to foster strong, healthy relationships to co-create a learning atmosphere of respect, trust, collaboration, accountability, support, gratitude, and generosity.

Further, as a Title I school, Gillingham Charter School and the parents of the students participating in activities, services, and programs funded by Title I (Part A of the Elementary and Secondary Education Act (ESEA)), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Pennsylvania's and the Charlotte Mason Institute's high standards.

Student

I acknowledge and accept my responsibility to:

- Respect self, others, things, my community, our learning community and ideas.
- Develop a growth mindset, refraining from whining while taking responsibility, being honest and building trust.
- Actively engage in my education.
- Actively participate in the methods of relational education which includes circles, all types of narration, the grand conversation, and read alouds.
- Read nightly and complete assigned work.
- Actively participate and follow the guidelines for restorative practices, instrument lessons, extra-curricular activities, service projects, internships, singing, and sports.
- Dress according to the uniform code; and when I can't, I seek out help at school to solve the issue.
- Check in my electronic devices and/or phone upon arrival.
- Properly use things and care for the school community and environment.
- Make choices so as to respect and to protect the safety, interests, and rights of all the individuals in our community.
- Be prepared with all materials.

Parent, Guardian

I acknowledge and accept my responsibility to:

- Respect the school community and the relational educational philosophy and practices.
- Support a growth mindset while adhering to these commitments in this pact and understand that failure to do so can adversely affect my child's overall experience.
- First resolve any issues with the individuals directly involved and then find more support from administration if needed. Attend Student-Led Conferences, Evening Collaborations, and Saturday Service Projects.
- Ensure that my child completes his/her nightly reading and assignments.
- Ensure that my child follows/adheres to the Uniform Code; and when s/he can't, seek out help at school to solve the issue. Support the school's electronic device and phone policy.
- Ensure my child arrives to school by 8:30am, attends school & is prepared with all materials needed.

- Support and encourage my child's participation and adherence to the guidelines for restorative practices, instrumental lessons, extra-curricular activities, service projects, internships, singing, and sports.
- Keep an open line of communication with the school by informing the school about absences, by asking questions, and by responding in a timely manner to school inquiries.

Teacher, Staff Member, Administrator, Board of Trustees

I acknowledge and accept my responsibility to:

- Respect self, students, colleagues, others, things, my community, our learning community and ideas.
- Meet the needs of students, families and colleagues in ways true to who they are as persons.
- Study and implement the Relational Education approach as outlined by Charlotte Mason and the Charlotte Mason Institute Accreditation guidelines.
- Build a growth mindset in self and in students through reflective practices, feedback, and active engagement in my own education.
- Arrive by 8am or my designated time of arrival.
- Actively engage in restorative practices with students, families, and colleagues to build community and to restore relationships.
- Practice means of holding High Accountability while giving High Support to all.
- Model the use of technology as an educational tool in the presence of students.
- Foster a safe, risk-taking environment with students and colleagues.
- Develop and nurture healthy habits in self and students.

Student

_____ Signature _____ Date

Print Name

Parent, Guardian

_____ Signature _____ Date

Print Name

Teacher, Staff Member, Administrator, Board of Trustees

_____ Signature _____ Date

Print Name