

| | |
|---|--|
| <p>E: Partnership²</p> | <p>13. Development of relations between schools/school facilities and partners</p> <ul style="list-style-type: none"> • A school/school facility cooperates with legitimate representatives of minor children and pupils, with parents of major pupils and students, eventually with people who have a maintenance duty towards aforementioned • A school/school facility takes action based on the evaluation of its founder • A school/school facility cooperates with the School Board (it concerns basic, secondary and tertiary professional schools), if the School Board was established under the Education Act. It also takes action based on its suggestions • A school/school facility supports formation of pupils or students body and allows it to participate in the administration of schools/school facility • A school/school facility organizes events for children, pupils, students and parents (school concerts etc.) • A school/school facility cooperates also with other partners in drawing up an offer of spare-time activities |
| <p>F: Level of key competencies achieved through the educational content</p> | <p>14. Evaluation of support for the development of functional literacy (knowledge, skills, attitudes) of children, pupils and students in the following areas:</p> <ul style="list-style-type: none"> • Reading literacy • Mathematical literacy • Foreign language communication skills • Information literacy • Social literacy • Science studies literacy <p>15. Evaluating the level of knowledge and skills in selected subjects according to the FEP curriculum</p> <ul style="list-style-type: none"> • The level of preparedness of children and pupils during the transition to a higher level of education • Appropriate level of mastery concerning expected outcomes identified in the FEP during the SEP implementation |

² According to the Education Act partnership includes not only school partners, but also other bodies such as informal parental organization, “partner schools”, sponsors, etc.