



School / Educational Partner Compact

This Compact is distributed to all Educational Partners in the school handbook and at Teacher/Parent/Student meetings.

This Compact outlines how Pathways Academy Charter School (School) and Educational Partners (Educational Partner is defined as School staff, parents/guardians, and students) will share the responsibility for improved student academic achievement. This Compact describes the responsibilities and specific ways the School and Educational Partners will partner together to help children achieve the state's high academic standards.

School Responsibilities

The School's responsibility is to provide high-quality curriculum and instruction (Every Student Succeeds Act (ESSA), Section 1116[d][1]). The School will provide support for Educational Partners and students by:

- Supporting a partnership among the School and Educational Partners to improve student academic achievement;
- Providing Educational Partners with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their students (ESSA Section 1116[e][1]);
- Reviewing of local and state assessments and performance scores;
- Use of the School's Multi-tiered System of Support (MTSS) program which provides support for students that are struggling academically;
- Providing Educational Partners with materials and training to help them improve the achievement of their students (ESSA Section 1116[e][2]); and
- Providing Educational Partners with training and webinars, and teacher professional development to support student performance in the academic state standards.

The School understands the importance of ongoing communication between parents/guardians and family members, and teachers through:

- At a minimum, monthly learning period meetings;
- Frequent reports on student progress; and
- Access to School staff (ESSA Section 1116[d][2]).

The School engages Educational Partners to improve the achievement of their children in meaningful interactions with the School by:

- Frequent reports to parents/guardians on their student's progress (ESSA Section 1116[d][2][B]);
- Reasonable access to staff, opportunities for parents/guardians and family members to participate in their students education (ESSA Section 1116[d][2][C]). (Communication and access to the staff are conducted and available through monthly learning period meetings, School email communication, and School social media outlets.);
- Distributing information related to School and parent/guardian programs, meetings, and other activities to Title I, Part A parents/guardians and family members in a format and language that the parents/guardians and family members can understand (ESSA Section 1116[e][5]);
- Presenting information in a way that is understandable to parents/guardians;
- With the assistance of Educational Partners, the School educates School staff on the value of parent/guardian and family member contributions, and how to work with parents/guardians and family members as equal partners (ESSA Section 1116[e][3]); and
- The School coordinates and integrates the Title I, Part A programs with other programs, and conducts other activities, such as parent/guardian training and access to resources, to encourage and support parents/guardians and family members in more fully participating in the education of their students (ESSA Section 1116[e][4]).

Educational Partner Responsibilities (Parents/Guardians)

Parents/Guardians will support their student's learning in the following ways:

- Monitor student attendance and completion of coursework;
- Participate in teacher meetings;
- Participate, to the extent possible, on policy advisory groups; and
- Participate in school input opportunities such as surveys.

Student Responsibilities

Students will share in the responsibility to improve their academic achievement through:

- Regular school attendance;
- Course completion; and
- Participating in teacher/parent/student meetings.