Accreditation Guidelines
for School Improvement

www.ceasd.org

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Foreword

Both the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the CEASD Accreditation process utilized to accredit member schools have a long and distinguished history. Our organization was founded in 1868 and remains committed to the promotion of excellence within a continuum of equitable education opportunities for students who are deaf or hard of hearing. Accreditation is one of the benefits that is offered to CEASD member schools.

Since the late 1950's, CEASD accreditation has had a major impact on the field of deaf education. The very first CEASD Accreditation Guidelines were introduced and accepted by the Thirtieth regular meeting of the Conference of Executives in Northampton, Massachusetts in 1958. On June 26, 1963, at the International Congress on the Education of the Deaf in Washington, D.C., the Conference of Executives, for the first time in its history, accredited a residential school for the deaf—the New Mexico School.

The CEASD Accreditation process has continued to respond to the changing public demand for improved quality and greater accountability for schools and programs that serve deaf or hard of hearing students. One of the most significant changes in CEASD Accreditation occurred in 1997 when the guidelines shifted from a traditional model of accreditation that documented existing programs and services to a school improvement model that focused on future priorities for creating a desired change or improvement in student performance and school services.

The 2015 revision in the CEASD Accreditation Guidelines is designed to further clarify the school improvement process of accreditation and assist our member schools in aligning CEASD Accreditation with the regional accrediting protocols in their respective geographic regions. The guidelines have also been rewritten to better assist schools in understanding how CEASD standards, the planning process and the school improvement plans interact to achieve effective school improvement. If a school that is about to embark on pursuing accreditation through CEASD would prefer, the superintendent/CEO may request a training session for its accreditation chairperson and accreditation committee from the CEASD National Office. The school would be responsible for providing travel related expenditures for the trainer.

The CEASD School Improvement Accreditation guidelines reflect the experiences of the CEASD Validation Teams in conducting joint on-site visits with their Regional counterparts. The collaboration of these teams have led to a deeper understanding of the school improvement process and the desired results for pursuing accreditation.

The CEASD Accreditation process is voluntary for schools and programs for the deaf and we find it worth noting that after more than a half century of accreditation activity, our profession still retains a strong commitment to this activity. These guidelines were designed to make the materials more "user friendly" for school staff as well as site visitors. We believe that the process outlined in these guidelines will give schools the tools they need to conduct an effective and continuous school improvement planning process.

What is CEASD Accreditation?

CEASD Accreditation is a voluntary process undertaken by our member schools that are committed to continuous school improvement. Although accreditation serves as an indicator of quality for a school, the primary goal of accreditation is school self-improvement. The self-improvement process generally includes the following three activities:

1. An in-depth study and self-evaluation conducted by the school staff and community utilizing the CEASD Accreditation School Improvement Guidelines and/or the Regional Association Guidelines. If the regional guidelines are followed, the school must address any of the CEASD's Standards not covered by the regional guidelines. Generally, these are: Standard 3 (Outreach and Viability) Standard 4 – Finances, Standard 5 – Facilities, Standard 7 – Health and Safety, Standard 8 – Educational Program (Early Intervention, Early Childhood and sometimes Elementary and Middle School), Standard 10 - Student Services, and Standard 11 - Student Life, Student Activities and Residential. (For clarification, contact the National Office.)

2. The provision of evidence that the School is meeting the CEASD standards. The CEASD standards have been adopted from the Middle States Association Accreditation for Growth (ARG) Protocol and are organized into twelve major areas: Philosophy/Mission, Governance and Leadership, School Improvement Planning, Outreach and Viability, Finances, Facilities, School Climate and Organization, Health and Safety, Educational Program, Assessment and Evidence of Student Learning, Student Services, Student Life, Student Activities, and Residential Living, and Information Resources and Technology.

3. On-site observation by a visiting committee of education professionals who validate the school report, evaluate its findings, and make a recommendation to the CEASD Board of Directors on the type of accreditation granted and its duration. (This may occur in conjunction with a Regional Accreditation Team.)

   In some areas specific CEASD indicators have been added.

CEASD is flexible in the manner in which our member schools approach the accreditation process as long as:

Schools are accredited on the basis of their growth in student performance *in addition* to meeting CEASD accreditation standards. The school starts with the issues it wants and needs to address and develops actions to accomplish growth. The focus is on addressing internally determined needs as well as on meeting external criteria or CEASD Standards.

The school begins with the vision of where it wants and needs to go, creating a unifying force for change that is visionary and futuristic, rather than operational. The Accreditation self-study process is very similar in that regard to the strategic planning process.

A broad spectrum of stakeholders defines, develops, and implements the vision for growth, thus ensuring greater acceptance, understanding and chances for success.

Many states have planning requirements and standards for schools and programs for the Deaf. District or state and school planning can be linked; in many cases, linkages to state requirements can be established. This creates a more coherent and seamless approach to school improvement and accreditation. CEASD encourages its member schools to link CEASD accreditation to other state improvement requirements as well as Regional Association accreditation.

What is the value of CEASD Accreditation?

Accreditation encourages and facilitates school improvement.

- Involvement in an ongoing accreditation process provides the motivation for continuous improvement in a school. Accreditation provides a systematic process that requires a school to ask why it exists, to establish a vision of its future, and to determine specific objectives for reaching that vision.

- The information gathered through the accreditation protocol serves as a sound basis for school improvement, strategic planning, restructuring, and staff development.

- The accreditation process involves the entire school in reviewing—its philosophy and goals, its community, its programs and services, the facilities and finances.

- Accreditation provides a way to *manage change* through regular assessment, planning, implementation, and reassessment.

- Accreditation helps schools establish priorities for improvement by using thorough needs assessments.

- Through the self-study process, accreditation helps the school identify its strengths and areas for improvement.

- Because accreditation is a national activity that encourages broader involvement with educators from other states, schools benefit from diverse perspectives on the evaluation team.

- Dual accreditation visits with CEASD and Regional site visitors ensure a deeper understanding of the school's community of deaf learners.

Accreditation by an organization specializing in deafness brings added value.

- Although Schools for the Deaf are increasingly subject to many of the same results-driven initiatives as their public school counterparts, they often do so in a unique environment with a unique population of learners.

- Unlike traditional public education, Schools for the Deaf are often less understood—the value added to accreditation by persons knowledgeable about deafness is critical.

- Students who are deaf and hard of hearing have unique language and communication needs that have a significant impact on the instructional and organizational effectiveness of the school.

- The external factors influencing schools and programs for the deaf are often highly political and emotionally charged.

- Schools and programs for the deaf are required to be compliant with the Individuals With Disabilities Education Act, IDEA.

Accreditation provides a means for public accountability.

- The accreditation process validates to the public the integrity of a school's program.

- The accreditation process assures a school community that the school's mission and purposes are appropriate and are being accomplished through a viable educational program.

- The accreditation process justifies the faith and resources others place in the school.

Accreditation fosters stakeholder involvement and commitment.

☐ Accreditation provides opportunities for the involvement of a variety of stakeholders in charting the direction of the school.

☐ The accreditation process offers an opportunity for all staff to be involved in the school improvement process.

☐ Accreditation involves key people in *creating a vision* of the future, rather than letting the future happen to the school.

Accreditation builds positive public relations.

☐ Accreditation provides opportunities to highlight the positive and effective practices that are occurring at the school.

☐ The results of a voluntary self-evaluation like accreditation helps build public confidence in the school.

☐ The accreditation process provides opportunitie*s* for interaction between school levels and among stakeholder groups.

How to prepare for joint accreditation visits?

☐ While CEASD encourages regional accreditation and joint visits, there are logistics that need to be addressed prior to the visit. There should be mutual respect and consideration for both CEASD and the regional accreditation body. The School must facilitate communication at least two months prior to the site visit between CEASD and the regional accrediting body. If a representative of the regional accrediting team plans to visit the school in advance of the team's site visit, then a representative of CEASD must be involved with that visit. Additionally, CEASD will require there be 5 members from CEASD on the site visit to allow for collaboration between the CEASD and Regional Team and assure all Standards are thoroughly covered. Examples of the logistics to be arranged well in advance to the site visit include:

☐ The 2 Chairpersons will determine the form of the final report, i.e., two separate reports, a joint report, etc. If any of the report is going to be a joint venture, an agreement needs to be made that the regional body will include in the introduction of the report that this report is a joint venture between the regional body and CEASD. The regional body also must be willing to share the final report with the CEASD National Office. This report must be kept on file to validate that CEASD completed a comprehensive site visit.

☐ Determine how interviews and classroom observations will occur.

☐ Determine how each team will address the standards.

☐ Determine the dates of the visit

☐ Determine how the exit report will be handled.

☐ CEASD and Regional Accrediting groups should share accreditation protocols. The school should cross reference standards between the organizations, i.e., if Standard 3 in the regional accreditation is covered under Standard 7 in CEASD this should be labeled and cross-referenced.

☐ Determine when the teams will work together to write reports and determine recommendations and commendations for the final report. CEASD site teams work after school hours either at the hotel or on the school's campus to complete this work, and it is

essential that the regional team join CEASD for these work sessions in order to provide a joint visit and report that is meaningful.

Who is eligible to become accredited?

Schools that are members of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) are eligible to enter the accreditation process. The CEASD membership dues structure is determined by the school enrollment and the current dues structure can be found on the CEASD website (www.ceasd.org).

Membership is open to all educational programs, program service centers, and governmental units providing for the educational needs of deaf and hard of hearing individuals. For more information, contact our national office:

CEASD
P. O. Box 116
Washington Grove, MD 20880
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How do I start the process and how long does the accreditation process take?

Before you begin, remember that the CEASD School Improvement Accreditation Process is designed to be utilized as a "stand-alone" accreditation process or in conjunction with the various regional accrediting associations. The following steps are recommended to schools considering accreditation:

- School Staff should review the CEASD School Improvement Accreditation Guidelines as well as the Regional Accreditation Guidelines and discuss options for protocols. Most Regional Accreditations offer several different protocols for accreditation. (The CEASD Accreditation Committee Chairperson can provide technical assistance as needed to make decisions about the options for accreditation.)

- Once the School makes a determination to proceed with Accreditation, the school Governing Body or Superintendent submits a letter indicating such to the National Office. (Sample is included as Appendix 1)

- In the letter of application for CEASD accreditation the agency head should inform the CEASD National Office if the visit will be a joint visit.

- The CEASD National Office sends a letter of acknowledgement of the School's application for accreditation.

- Schools generally enter the Self-Study process 12 to 18 months before the team visit date. (A site visit must occur no later than two years after a school applies to enter the process except in extraordinary circumstances.)

- Six Months before the visit the school and CEASD National Office establish preferred date(s) for the Validation Team visit, including a discussion of potential validation team visitors.

- Six to eight weeks prior to the visit, the self-study is sent to the National Office fore review to determine readiness for the visit.

- Team Chair and visiting team members are appointed no later than six weeks prior to the site visit.

- CEASD Validation Team Chairperson/Internal Coordinator(s) and the Agency Head or School Accreditation contact person plan the schedule for the team site visit. (Sample schedules are

provided in Appendix 8.)

- Four to six weeks prior to the visit the self-study materials are sent to the Validation Team members. (Some of the Regional accreditation protocols require a different submission of data. Be sure you check the timelines on this.)

- Following the site visit, the Team Chair sends a draft report to the Agency head to clarify and correct any "errors of fact".

- Team Chair corrects any errors of fact and sends the final report to the School with a copy to the CEASD Accreditation Committee Chairperson and the National Office.

- The CEASD Board reviews the accreditation recommendation at the Board meeting prior to the annual conference and votes on the recommendation.

- Official notifications and Accreditation Certificates are presented at the annual CEASD Conference.

- Joint CEASD and Regional accreditation visits should pay particular attention to the section on "How to prepare for joint accreditation visits?"

The Self-Study process usually takes a year or more to obtain the full benefits for the school. CEASD recognizes that sometimes visits need to be deferred due to unforeseen circumstances, budget contingencies or other internal events. However, the visit should be re-scheduled at the time of postponement in order to ensure assignment of an on-site team and coordination of the visits for that or the next calendar year with the national office.

In order to receive a recommendation for FULL Accreditation all CEASD Standards must be met.

How much does CEASD Accreditation Cost?

There is a fee for CEASD Accreditation. Contact the National Office to discuss methods of payment. These fees are paid after the school receives its final written accreditation report.

In addition to this, schools are responsible for the expenses involved in hosting the Visiting Team. Visiting Team costs include team accommodations, meals and travel. No honoraria are paid to any accreditation team member. Some schools prefer a contract with the National Office that includes all accreditation expenses. The CEASD Accreditation Chairperson and the National Office can work with member schools to assist in preparation of a budget for accreditation costs.

CEASD recognizes that each school or program has unique procedures for handling reimbursement of costs for travel, meals and housing. It is the school's responsibility to communicate any special arrangements to the National Office.

The Validation Team Chair provides at no cost to the school the secretarial services to compile the final written report. CEASD also works with the schools to keep the costs as low as possible, however, it is important that the school budget appropriately for this important activity.

CEASD is often asked if team members need private hotel rooms or if they can stay on the school campus. CEASD strongly recommends private hotel rooms. Serving on a Visiting Team is an intense and exhausting activity often requiring late evening meetings and other reading and writing activities. Private hotel rooms are essential to support this process.

There will be additional fees for schools receiving Provisional Accreditation requiring a return visit in addition to travel expenses, payable at the conclusion of the re-visit by the Chair of the Site Team.

What are the components of the CEASD Standards Based School Improvement Accreditation process?

CEASD accreditation outlines a planning process to help guide a school, staff and community in a comprehensive evaluation of the programs of their school. We believe the guidelines are flexible enough to reflect the unique personalities of various schools and programs that provide services to deaf and hard of hearing students. The process is designed to produce a self-assessment which should lead to the development of a school improvement plan. (Please be aware that some regional accrediting agencies have specific requirements for the development of the school improvement/action plans.) The school improvement plans should include goals for improved student achievement and may include other organizational goals as well.

The CEASD Accreditation Committee has determined that the following processes and products must be in place in order for a school to receive accreditation:

1. A process that allows for stakeholders' participation in the school improvement planning process. There is no one particular process that we recommend for this, however, the broader the better. Schools should consider administration, students, parents, Board, community and others as potential stakeholders.

2. The development of a profile describing the current performance levels of student achievement, demographic data regarding the school and community, a description of the characteristics of the school, and the community. Again, how you develop your profile is not that critical. What is important is that the profile includes information critical to your community and expectations for student performance.

3. A mission/vision statement and list of beliefs reflecting the purpose and intent of the institution to support student learning. (Some Regional Accrediting Associations require that missions and beliefs meet a specific standard. Be sure you consider this when developing your beliefs and mission statements.)

4. A list of desired results for student learning in areas of critical need as described in the school profile. The school should consider state, district and local expectations for student performance.

5. An in-depth analysis of the current instructional and organizational effectiveness of the school based on current research and the CEASD Standards. (The Middle States Standards for Accreditation have been adopted by CEASD.)

6. An action or school improvement plan that focuses on student performance. (CEASD also finds it appropriate to include goals and objectives that focus not only on student performance but also on organizational improvement.)

7. An implementation process that provides for continuous monitoring and review. (School improvement is an ongoing process that should include an internal process for annual review.)

These processes and products are further explained; What are the Specific Tasks in the Self-Study Process?

What are the CEASD Accreditation Standards?

The CEASD Standards for Accreditation have been adopted with permission from the Accreditation for Growth (AFG) protocol Middle States Association (MSA). Indicators have been added by CEASD. MSA uses this comprehensive set of Accreditation standards and indicators for its Commission on Elementary Schools, Commission on Secondary Schools and Committee on Institution-Wide Accreditation. Although CEASD is flexible in accommodating our site visit to any regional standards protocol, you must insure that the content of the CEASD standards are covered in your self-study.

There are twelve CEASD standards.

Standard 1:   Philosophy/Mission

Standard 2:   Governance and Leadership

Standard 3:   School Improvement Planning, Outreach and Viability

Standard 4:   Finances

Standard 5:   Facilities

Standard 6   School Climate and Organization

Standard 7:   Health and Safety

Standard 8:   Educational Program

Standard 9:   Assessment and Evidence of Student Learning

Standard 10:   Student Services

Standard 11:   Student Life, Student Activities, and Residential Living

Standard 12:   Learning Resources and Information Technology

STANDARD 1: Philosophy/Mission

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Indicators:

1.1. The school takes steps to ensure that students and their families understand and support the school's philosophy/mission.

1.2. The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.

1.3. The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.

1.4. The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.

1.5. The school's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources and is accessible to families in their home languages.

STANDARD 2:   Governance and Leadership

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

Governance and Leadership

2.1 The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.

2.2 The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.

2.3 The governance and leadership appropriately recognize the accomplishments of staff and students.

2.4 No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.

Governance

2.5 The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.

2.6 The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.

2.7 The governance systematically evaluates its own effectiveness in performing its duties.

2.8 The governance is focused on selection, evaluation, and support of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability of adequate resources to accomplish the school's philosophy/mission.

2.9 Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.

2.10 The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.

Leadership

2.11 The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.

2.12 The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.

2.13 The leadership ensures that professional and support staff members stay well informed about educational developments.

2.14 The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.

2.15 The leadership adheres to appropriate guidelines concerning confidentiality in communications.

2.16 The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students with sensitivity to their diverse backgrounds.

STANDARD 3:   School Improvement Planning, Outreach and Viability

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. Outreach services are provided to critical stakeholders. The school has in place strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.

Indicators:

3.1 The school's improvement plans are developed with broad-based school community participation and input.

3.2 Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.

3.3   Improvement plans are supported by the school community and approved by the governance where appropriate.

3.4   Periodic external reviews validate the school's processes for strategic or long-range planning and school improvement.

3.5   The school can document its long-range planning for finances, facilities, technology, marketing and expansion of state-wide services.

3.6   Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.

3.7   The school's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.

3.8   Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.

3.9   The school can document its long-range planning for finances, facilities, technology, marketing and expansion of statewide services.

3.10   The school demonstrates a variety of unique community partnerships and the school insures its visibility in the extended community of diverse stakeholders.

Indicators for schools that provide outreach:

3.11   The role of outreach is reflected in the school's mission.

3.12   The outreach staff is sufficient and appropriately qualified to provide effective services.

3.13   An array of comprehensive outreach services are provided both on and off campus to children and adults both deaf and hearing.

3.14   There is evidence of collaborative projects with statewide stakeholders.

3.15   Outreach services are tracked and evaluated.

3.16   Outreach services are well publicized to potential consumers.

3.17   Training and professional development opportunities are provided to potential consumers.

STANDARD 4:   **Finances**

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

Indicators:

4.1   The school implements written financial policies and procedures that are in accordance with accepted business practices.

4.2   The governance and leadership exercise prudent control over all financial operations.

4.3   Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.

4.4   Finances are currently stable and projections indicate continuing stability.

4.5   The school develops short-and long-range financial plans to ensure resources are available

to deliver its educational program and services.

4.6   Stakeholders have opportunities to provide input into financial plans. The staff is involved in determining priorities for curriculum and instructional needs.

4.7   Families enrolling students in the school are informed in advance of all financial obligations for attending the school.

4.8   Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.

4.9   Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.

4.10   The school has written, reasonable, and equitable tuition, collection, and refund policies.

4.11   The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.

4.12   The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

STANDARD 5:   Facilities

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements**.**

Indicators:

5.1   The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.

5.2   The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.

5.3   The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for:

- instruction
- administration
- conferences
- student activities
- student services
- storage of school property
- storage for student belongings

5.4   Sufficient systems are in place to monitor and adjust air quality to appropriate levels.

5.5   Lighting is adequate and appropriate in student and staff areas.

5.6   Sufficient space is available for ingress, egress, and traffic flow within the facilities.

STANDARD 6:   School Climate and Organization

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age-and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

Indicators:

6.1   The school's design, organization, climate, and leadership support attainment of the school's philosophy/mission.

6.2   Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.

6.3   A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.

6.4   Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.

6.5   Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success.

6.6   The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.

6.7   Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the students served.

6.8   The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.

6.9   The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.

6.10   Staff members are provided opportunities to offer input into the content of their professional development programs.

6.11   As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse students and families the school serves.

6.12   The school implements written policies and procedures for handling complaints/grievances by members of the staff.

6.13   The school implements written policies and procedures for orienting and mentoring new staff members.

6.14   The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.

6.15   The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.

6.16   Professional satisfaction and good general morale characterize the school's staff.

6.17   Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.

6.18   The leadership encourages staff members' affiliation with professional organizations.

6.19   The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.

6.20   Members of the staff, students, and their families feel safe in the school.

6.21   A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.

STANDARD 7:   Health and Safety

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly. Indicators:

7.1   The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.

7.2   The school provides adequate health care at school functions that take place away from the school's premises.

7.3   Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.

7.4   The school appropriately manages the storage and administration of student medications.

7.5   The school safely stores equipment and supplies.

7.6   A system exists to account for the whereabouts of students at all times.

7.7   The school maintains comprehensive, current health records for all students and staff.

7.8   The school conducts and maintains written records of regular emergency drills.

7.9   Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.

7.10   The school ensures that the staff is kept up–to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.

7.11   Working relationships with local authorities and health service providers are positive and ongoing.

7.12   The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.

7.13   The school has an effective system to control access to the school by visitors and other non-school personnel.

7.14   Staff members model positive health and safety practices.

7.15   Safe drinking water is available throughout the day for the staff and students.

7.16   The school has a plan to conduct background and criminal history checks on employees.

7.17   Staff development programs are in place to train members of the school community in the school's expectations, policies and procedures with respect to suspected abuse, neglect or exploitation as well as violence prevention, bullying prevention, sexual harassment and other child safety and protection measures.

7.18   The school has policies and procedures in place for both prevention and intervention of physical, sexual, emotional or psychological abuse.

STANDARD 8: Educational Program

The Standard: The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The educational programs of the school provide appropriate Early Intervention (0-3) to critical stakeholders.

Indicators for schools (over-all indicators):

8.1   Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.

8.2   Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.

8.3   Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

8.4   The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.

8.5   Students are provided varied opportunities to gain appreciation of art, visual and preforming arts, health, world languages, and physical education in ways that reflect cultural diversity in respect to their family backgrounds and values.

8.6   The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.

8.7   The educational program includes instruction in effective uses of information technology and provides opportunities for application.

8.8   A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.

8.9   The educational program offers opportunities for development of social skills—such as

increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.

8.10   Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.

8.11   An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.

8.12   The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.

8.13   Course or program objectives are simply stated and understandable to students.

8.14   The educational program considers varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways.

8.15   The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.

8.16   The educational program and its expectations for learning are understood and supported by the school's stakeholders.

Indicators for schools that provide Early Intervention (0-3) services

8.17   The early intervention program is an integral part of the EDHI system.

8.18   The early intervention program curriculum is research-based and data-driven.

8.19   The early intervention program employs qualified personnel with backgrounds specific to early childhood and deafness.

8.20   The early intervention program's services are specific to hearing loss, able to support a variety of communication approaches, responsive to stakeholders, and family centered.

Indicators for schools with *early childhood programs:*

8.21   Families have opportunities to give input into curriculum development.

8.22   The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.

8.23   Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.

8.24   Both child-initiated and teacher-initiated activities are included in the daily plan.

8.25   Young toddlers primarily receive individual attention and occasionally take part in small groups.

8.26   The educational program provides:

- a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.
- daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.
- early language development and literacy skills through such activities as conversation,

storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.

- ☐ opportunities for increasing independence in use of materials and equipment.
- ☐ structured and unstructured opportunities for children's active involvement with people and materials.
- ☐ spontaneous learning and builds on children's repertoires and curiosity.
- ☐ learning areas designed for individual and group exploration and growth.
- ☐ the integration of routine daily activities into learning.
- ☐ varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.

8.27   The educational program provides experiences that prepare students for a successful transition to elementary school settings.

Indicators for schools with elementary school programs:

8.28   The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.

8.29   The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

Indicators for schools with middle school programs:

8.30   The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.

8.31   The educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.

Indicators for schools with secondary school programs:

8.32   The educational program facilitates a smooth transition from elementary or middle school to secondary school.

8.33   The educational program develops academic knowledge and skills as well as career competencies.

8.34   The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.

8.35   The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

Indicators for students with special needs:

8.36   Students with special needs are identified and placed in special needs classrooms through a clearly defined assessment process.

8.37   Students with special needs have an opportunity to be included in both formal and informal activities with their age appropriate peers.

8.38   Students with special needs have access to the general curriculum to the extent appropriate for their individualized needs.

8.39   Students with special needs participate in the state assessment program.

8.40   Students with special needs receive related and support services by specially trained staff.

8.41   Curriculum and classrooms are designed in such a way to facilitate hands-on life skills learning in an authentic environment.

8.42   Students with special needs have access to accommodations, including assistive technology and other specialized instructional strategies.

8.43   Students with special needs have a pathway for transitioning from the special needs program, and when appropriate returning to the regular classroom.

STANDARD 9:   Assessment and Evidence of Student Learning

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators:

9.1   The leadership and staff commit to, participate in, and share in accountability for student learning.

9.2   Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.

9.3   Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.

9.4   Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

9.5   Assessment results are analyzed with appropriate frequency and rigor for:

- individual students as they move through the school
- cohorts of students as they move through the school
- comparable (local, state, and national) groups outside of the school

9.6   Assessment results are used to make decisions regarding allocation of resources.

9.7   The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.

9.8   Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.

9.9   Assessments take into account recent, reliable research findings on child development and growth.

9.10   Assessments reflect understanding of the unique needs and backgrounds of each student.

9.11   Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.

9.12   Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.

9.13   Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.

9.14   Families are viewed as an important source of information and insights about students.

9.15   The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).

9.16   Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.

9.17   Students learn and perform at levels expected, or progress is being made to raise results accordingly.

STANDARD 10:   Student Services

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age-and developmentally appropriate to optimize transition opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

Indicators:

Student Support Services

10.1   Student support services address academic skills development, social skills development, personal growth, and career planning.

10.2   Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.

10.3   The school is sensitive to the critical importance of non-academic and cultural needs of students. A process is in place to address students' cultural, emotional and social needs.

10.4   Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.

10.5   Career awareness activities are provided as appropriate.

10.6   Student support services extend into and incorporate community services as needed.

10.7   Student data are current, comprehensive, and readily available for use by the staff.

10.8   Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.

10.9   The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.

10.10 Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.

Transportation Services

10.11 Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.

10.12 Appropriate training is provided to transportation providers.

10.13 Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.

Food Services

10.14 Student dining areas are functional and hygienic.

10.15 Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.

10.16 Appropriate training is provided to food services providers.

10.17 Food services personnel meet the health requirements of all appropriate authorities.

10.18 Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.

Services for Students in Special Education

10.19 The school implements written policies and procedures to identify and address the needs of students in special education.

10.20 The school provides or refers families to appropriate related services and/or accommodations to meet student needs

10.21 As applicable, the school is in compliance with all local, state, and federal requirements related to students in special education

Admissions and Placement

10.22 The school implements written admissions policies and procedures.

10.23 The school implements written policies and procedures for placement of students in appropriate programs and levels.

10.24 Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.

10.25 The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.

10.26 All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.

STANDARD 11:   Student Life, Student Activities and *Residential Living*

The Standard: The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program*.* A balance of academic, social, athletic, co-or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

Indicators for all schools:

11.1   Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, respect for all differences, cooperation, and self- direction through athletics and student life activities.

11.2   Students, staff, families, and the community are encouraged to offer input about and participate in student activities.

11.3   Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.

11.4   The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.

11.5   Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.

11.6   To better understand the cultural and diverse backgrounds of children, families, staff and the community, the school holds community cultural events, activities, or other events and performances that include staff, families and children.

Indicators for schools with residential programs:

11.7   The school assists students to develop healthy relationships with adults in loco parentis and with other students.

11.8   Provisions for student privacy, recreation, and religious practice are appropriate.

11.9   Continuous and responsible supervision by qualified adults is provided for residential students, including evenings, weekends, and periods when classes are not in session.

11.10 Opportunities for school and residential staff to work together are provided.

11.11 Rules and policies governing residential life, privileges and discipline are published so that staff, students and parents know about them.

STANDARD 12:   Learning Resources and Information Technology

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

Indicators:

Learning Resources

12.1   Learning resources are made available and periodically reviewed for relevancy and currency.

12.2   Learning Resource center staff is sufficient and appropriately qualified to provide effective services to students and staff.

12.3   Adequate orientation about the use of learning resource services and equipment is provided to the staff and students.

12.4   Learning resources are appropriately supported annually with funding from the school's budget.

12.5   Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.

12.6   Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.

Technology

12.7   The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.

12.8   Technology resources are appropriately maintained and supported annually with funding from the school's budget.

12.9   Adequate skills training on the use of technology resources and equipment is provided to the staff and students.

12.10 The school implements written policies and procedures for acceptable use of technology.

12.11 Long-range planning activities are in place to ensure that the school keeps pace with technological changes

Indicators for schools that provide distance education:

12.12 The technology system is adequate to deliver the educational program, available when needed, and reliable.

12.13 The school provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.

What are the specific Self-Study Tasks in CEASD Accreditation?

The following sequence of activities is presented as a suggestion for how to approach various phases of the CEASD School Improvement Process. We believe that this process also applies to various Regional Association processes.

PHASE 1

Task 1:   A School/District/Community Profile

In this section, the school develops a description of the current characteristics of the school, community, and students. Typically, the Profile is written as a narrative that is supported by numerical, achievement, and trend data and should assist in understanding the context within which school improvement activities occur. The profile includes historical information about the community and outlines expectations that the community has for its students.

Sample Activities in Task 1:

- Describe the students and community you serve in your school
- Provide a comprehensive description of student performance data
- What do the results of assessments indicate about the current levels of student achievement
- Describe the "context" within which your school improvement activities are taking place
- Identify any significant developments that have had a major impact on the school or specific curricular programs
- Address the implementation status of your previous major accreditation recommendations
- Include summary of information collected about how stakeholders view your school

Task 2:   An External Scan of Demographic, Social, Political, Economic, Educational and Technological Factors

A thorough exploration of the external factors that will likely face a school community in the future is a critical part of the Data Gathering Phase of the CEASD self-study accreditation process. External scanning is based on the realization that there will likely be external factors impacting the school over which it has limited control. However, this does not mean that the external changes should control the school. Rather, the visionary Planning Team will give consideration to ways to manage such changes in effective and fruitful ways. The external scan helps to prevent surprises that might debilitate the school and its effectiveness.

Sample Activities in Task 2:

- Describe the potential impact of surrounding forces and factors on your community and school
- Consider social and demographic, technological and scientific, economic, political and governmental factors
- Consider challenges that student's will be facing in the future
- What, if any, new information has been obtained from federal and state accountability measures?

Task 3: Review of the CEASD Accreditation Standards in the Current School Program

This component includes a comprehensive assessment of quality standards that address the accreditation criteria of the CEASD. The standards are organized by Foundational Standards or standards addressing best practices in the components of a school that provide the foundations for quality in the education program, services, and results in terms of student learning and Operational Standards or standards addressing best practices in delivering the education, program, services and activities to the students.

The foundational standards are:

Standard 1:   Philosophy/Mission

Standard 2:   Governance and Leadership

Standard 3:   School Improvement Planning, Outreach and Viability

Standard 4:   Finances

Standard 5:   Facilities

Standard 6:   School Climate and Organization

The Operational Standards are:

Standard 7:   Health and Safety

Standard 8:   Educational Program

Standard 9:   Assessment and Evidence of Student Learning

Standard 10:   Student Services

Standard 11:   Student Life, Student Activities, and Residential Living

Standard 12:   Learning Resources and Information Technology

The school conducts an internal scan of how well it meets each of these twelve Standards that are considered to be essential to any quality school. Each of the 12 Standards includes a list of indicators to guide a school in developing the self-study. The indicators are meant only as a guide for determining how the school is meeting the standard and it is not necessary for the school to address every indicator in the self-study. If an indicator does not relate to a particular school, there is no need to address that particular indicator. If an indicator does not relate to a particular school, there is no need to address the indicator. The school asks, "What are we doing well and what needs to be improved?" What are we doing well related to curriculum and instruction, assessment and accountability, support for student personal and academic growth, culture, leadership and staff and vision and purpose. This is an important step in identifying strengths and weaknesses that will later be addressed in school improvement plans and action plans. You will find an exhibit in this guide that allows for self-assessment utilizing the CEASD Standards.

Sample Activities in Task 3:

- ☐ Consider what's working well and what needs improvement in your instructional and organizational environment
- ☐ What do stakeholders view as the school's strengths and areas of need
- ☐ What school activities are supporting the CEASD standards, what initiatives need to be added or strengthened
- ☐ What student performance information gives information about program quality or needs
- ☐ Assess the school program and impact on student learning in relation to the CEASD standards
- ☐ Conduct stakeholder surveys to gather information (Appendix 3 identifies resources for this

PHASE 2

Task 4:   A Planning Process

The school/district's planning and self-study process should ensure that the school has the capacity, the will, and the systems in place to implement its action plans. As the school enters the planning phase the process requires some type of team to monitor the plan and some type of procedures for communicating planning activities to the school community. This includes obtaining ongoing input into the plan, conducting annual reviews, and if necessary having separate implementation teams for the various action plans.

The action plans are aligned with the areas of need identified in Phase 1.

Sample Activities in Task 4:

- Determine what types of planning teams will be used to conduct the CEASD School Improvement Process
- Choices on the planning process often relate to the size and structure of the school
- Team composition may vary depending on the nature of the tasks, data gathering versus data-driven decision making
- There should be a mechanism for communicating planning activities to the school community
- There may be a single "steering committee" with multiple Focus Groups or Topical Teams
- The school may relate the accreditation planning process to an overall school strategic plan or school/department level site plans

Task 5:   A School Improvement Action Plan

The school improvement action plan should contain the following items: mission/philosophy, beliefs, three to five measurable objectives for each school, and action plans for each objective that detail activities, timelines, individuals/groups responsible, resources provided to accomplish these objectives, and evaluation indicators. The plans may also include non-student growth goals that are designed to foster organizational improvement. The school improvement plan should chart the direction of the school for the next five years. The content of the plan should reflect those areas identified in the Data Gathering Phase as needing improvement.

Sample Activities in Task 5:

- A mission that is broad and visionary should be included
- Belief statements that serve as the foundation of the plan should be included
- Some schools include vision and philosophy as well as mission and belief statements
- Objectives that focus on student growth and performance are essential
- Objectives that focus on organizational growth are also viable
- Some Regional accrediting bodies require objectives to "pass" a technical review; CEASD only requires that the objectives in the plan be based on school/student need and achievable
- Consider the format you want for your action plans (CEASD provides some examples in Appendix 7.)
- Plans should reflect data and needs gathered in Tasks 1 and 2; based on the analysis of the perceptions of the strengths and limitations of student achievement and a careful review of the data, what are your school's priorities and goals for improving student learning

□   State these priorities in clear, concise measurable goals for student achievement

PHASE 3

Task 6:   External Preparation for Peer Review by CEASD

The external peer review conducted by CEASD examines the work conducted by the school during the Data Gathering and Planning Phases. The Visiting Team evaluates the twelve quality standards for accreditation and makes a judgment as to whether the school meets these standards. Curriculum programs are reviewed and team members observe in classrooms to see instruction in action. Finally, the planning process used and the content of the school improvement plan are evaluated. A comprehensive written report is developed and provided to the school as a result of the evaluation and an accreditation recommendation is forwarded to the CEASD Board of Directors. This report usually includes observations and comments about each phase in the self-study process.

Sample Activities in Task 6

□   The team will review the information and the process used to determine adherence with the CEASD Standards including a review of survey information

□   The team will make a judgment about whether or not the school meets the standards

□   Members of the visiting teams will meet with stakeholders and ask about strengths and areas needing improvement identified in the standards review

□   Team members interview planning teams, school staff, governing bodies, students, alumni, parents during the course of their visit.

□   Schools should make an effort not to have an over-representation of employees in the parent and community/alumni group.

□   Team members try to do classroom, dormitory and program observations as time allows

□   The team's primary role is to validate the content, process and activities outlined in the school's self-study including the content of the school improvement plan and the implementation of the CEASD standards

□   The team receives a copy of the school's self-study 2-4 weeks prior to their arrival

□   The visiting team makes a recommendation to the Board of Directors of the CEASD and they make the accreditation decision

□   The visiting team prepares an "oral" report to the school community on their general findings prior to leaving the school.

What happens after we complete the Self-Study process?

After the school completes and documents its self-study as prescribed in this document, the school is ready to schedule the on-site visit. Sometimes the school will contact the Accreditation Chairperson to discuss their readiness for the visit and to get some feedback on their self-study process and/or documents. The CEASD Accreditation Chairperson or the National Office can provide consultation to the school if they require assistance in this process.

A team of volunteer professional peers is assigned to visit the school and validate the school's self-study process and findings. A school should allow a minimum of 4-6 weeks from the time the written materials reach the team to the arrival of the on-site team. Historically, CEASD has involved the School Superintendent or CEO in the selection of the site team visitors. Although we believe that this input is important, we also believe that the final decisions regarding team composition should rest with the National Office.

What is the Role of the On-Site Accreditation Team?

The on-site team consists of a chairperson and two or more qualified members. The team typically visits the school for 3-4 days depending on the size of the school. Team members are chosen for their educational and/or administrative experience, their ability to provide meaningful, objective judgments and their writing ability. It is important that team members be free of any conflict of interest. CEASD also strives to have qualified Deaf team members whenever possible.

The Visiting Team's task is to validate the school's self-study. They do this by observing classes and special programs throughout the school, reviewing all the documentation provided in the self-study and on-site at the school, and interviewing a broad spectrum of the school's stakeholders including parents, students and community. The team will also review all the documentation that supports the school's compliance with the CEASD Standards.

At the conclusion of the site visit the team prepares an "oral" report for the school that includes highlights of the visit and preliminary findings.

What kind of feedback will staff receive?

It's important to remember that accreditation observations are focused on process, standards, and the schools self-described program and plans and not on individual staff performance. The Visiting Team members are observing to validate that the school is what it says it is and does what it says it does.

At the conclusion of the site visit, an exit conference with members of the site visit team will be held. This is typically an "oral report" of the team's general findings and impressions. The School may choose the audience for this exit conference. The exit conference may be attended by as many people as the school desires.

The final report is a compilation of the observations and findings of the CEASD Visiting Team. It often re-states some of the information provided in the Self-Study particularly the mission, beliefs, and objectives identified for school improvement plans. The written report tries to capture the unique personality of the school and its community often weaving information from the School Community Profile into the summary. The report also identifies any unique experiences from the visit including comments from interviews as appropriate.

The final report is a narrative that comments about the school's analysis of itself against the CEASD Standards. This often includes areas of strength and critical needs for follow-up. There is usually a

section in the report which summarizes the ongoing school improvement planning efforts including comments on the action plans.

The final report also includes a recommendation regarding accreditation. This is achieved through consensus of the Visiting Team. It is important to remember that both CEASD and Regional Accrediting Teams have higher-level committees which generally meet to give final approval of the Visiting Team's recommendation before it is finalized.

The Visiting Team's goal is to write a report that leaves the school in a better position to move forward. All members of the team contribute to the writing of the final report but it is ultimately the Chair's responsibility to complete the final written report. When completed this report is typically shared with the school's Superintendent or Executive Director who has the opportunity to identify any errors of fact that may need to be corrected in the report.

The Superintendent of the School receives an electronic copy of the Final Report, as does the CEASD Executive Director. The Superintendent or Executive Director is responsible for any distribution of the Final Report in his or her school.

Who decides if a School will receive accreditation?

The team of peers who visit the school to validate the self-study process and findings will make a recommendation to the CEASD Board of Directors. The Board reviews the accreditation recommendation of the on-site team and votes on the recommendation. The School is awarded its accreditation certificate at the annual meeting of the CEASD.

The final report of the site visit team will recommend one of the following:

- Full Accreditation
- Provisional Accreditation
- No Accreditation

Full Accreditation means the school has met the CEASD descriptive criteria in the Guidelines. It also implies that the process used in developing the self-evaluation had input from various stakeholders and that the on-site visit verified such. An accredited school enjoys Full Accreditation standing for a period of time equal to the standard set by the regional accrediting agency of your state or region or five years.

Provisional Accreditation may be recommended when a school has met most of the descriptive criteria in the Guidelines but has revealed through its self-evaluation and the on site visit a significant critical issue(s) that need correction before accreditation can be granted. Provisional status may be granted for one year. At any time within the year the school can invite the Chair of the visiting team to review progress toward eliminating the critical issue(s) preventing the school from achieving Full Accreditation. Upon a favorable finding(s) the Chair will recommend Full Accreditation to the CEASD Board of Directors prior to the next annual conference. Schools failing to eliminate the critical issues will need to re-apply and begin the process again within three years.

No Accreditation recommendation suggest that significant weaknesses in the school program or services existed within the Guidelines and that substantial work needs to be done before the school can receive either provisional or full accreditation. The school will need to begin the process again.

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Appendices

- **Appendix 1: Application for Accreditation**
- **Appendix 2: Request for Site Visit**
- **Appendix 3: School Survey Resources**
- **Appendix 4: CEASD Standards Assessments**
- **Appendix 5: Regional Accrediting Associations**
- **Appendix 6: Steps in Writing School Improvement Action Plans**
- **Appendix 7: Sample Action Plans**
- **Appendix 8: Sample School Visitation Schedules**
- **Appendix 9: Exhibit Room: Documents and Evidence**
- **Appendix 10: Logistics of Site Visits**

Appendix 1:   Application for Accreditation

CEASD Member School Information

School name: _____

Street address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Head of School: _____

Date of last CEASD Accreditation, if known: _____

Will this be a joint accreditation visit?   ▢Yes   ▢No

Name of regional accreditation association: _____

Schools are required to complete a self-study using the CEASD and Regional Association approved protocol, develop a strategic plan or school improvement plan and verify compliance with the CEASD and Regional standards as part of the accreditation process. In joint accreditation visits the CEO of the CEASD school/program must inform the Regional Association of the joint visit at the initiation of the self-study. In the case of joint visits, as long as both sets of Standards are addressed, the school may develop one self-study.

_____   _____
Head of School   Chief Executive Officer

_____   _____
Date   Date

Return this application to:

CEASD National Office

Attn: Accreditation

P. O. Box 116

Washington Grove, MD 20880

Appendix 2:   Request for Site Visit

CEASD Member School information

Head of School:

> Email:
>
> Phone:

Accreditation Contact:

> Email:
>
> Phone:

- During the course of the self-study process using both the CEASD and the Regional Association approved protocol, this Request for an On-Site Team is submitted to the CEASD National Office.

- The National Office will select the Team Chair and members.

- The On-Site Accreditation Team membership will be determined according to the size of the school and whether or not it is a joint accreditation visit.

- CEASD Accreditation team members are not paid an honorarium. They contribute their professional service as an investment in the quality of education of deaf students. Thus, there can be no implication of bias in the objectivity of the accreditation process.

- CEASD policy requires that the school cover travel, food and lodging expenses for the Team unless this is managed via a contract with the National Office. The On-Site Chair will contact the Head of School or the School Accreditation contact prior to the visit to coordinate arrangements and finalize schedules.

- The team will be guided by the overall picture that the school presents: through review and verification of the Self-Study document, observation of environments and teaching teams, examination of records, interviews and any other necessary activities for data gathering and verification. Typically, On-Site Accreditation visits begin on Sunday afternoon.

The most convenient dates for the on-site visit are:

Week of:

Week of:

Week of:

Appendix 3:   School Survey Resources

What type of surveys do I use to collect information for my Self-Study?

There are a variety of surveys that can be used to collect information for your school's self-study. CEASD does not require any specific type of survey but we strongly encourage our member schools to use stakeholder surveys to identify and measure perceptions of your school's strengths and areas needing improvement.

It has been our experience that most of the Regional Accrediting groups use the surveys published by AdvancED. They have a series of surveys designed to develop comprehensive profiles of student, teacher, parent, or community perspectives regarding the educational program. The AdvancED Surveys also allow schools to customize questions specifically designed for your school or program. AdvancED has an *Opinion Inventory Series*, a *Technology Survey Series* and an *Indicators of School Quality Series.* The Indicators of School Quality Series has a *Survey of Goals for Student Learning* and a *Survey of Instructional and Organizational Effectiveness*. Scoring and Analysis Services are available for most of the AdvancED Surveys. We recommend that you read the Guide to Administering Your Surveys which provides an overview of the Surveys, Methods of Administering, Sampling Methods, etc.   The menu of AdvancED Surveys may be accessed through their catalog at the http://web.nsse.org/nsse-surveys/src/nsse_surveys.php

The following websites may also provide you with additional information regarding School Surveys:

Effective Schools Surveys   www.mes.org/surveys.html

New School Improvement Tools   www.dpi.state.wi.us/sig/improvement/process.html

Some regional accrediting associations have agreements with www.surveymonkey.com for parent, students and staff surveys.

Appendix 4:   CEASD Standards Assessment

Directions:

Please indicate the extent to which each indicator is being met on a scale of 5 to 1 with 5 being "strongly implemented" and 1 being "not implemented." Indicate NA for "not applicable." Include comments wherever possible. Comments are required for any indicator rated less than 3. Include a final self-assessment rating on the standard.

STANDARD 1:   Philosophy/Mission
STANDARD 2:   Governance and Leadership
STANDARD 3:   School Improvement Planning, Outreach and Viability
STANDARD 4:   Finances
STANDARD 5:   Facilities
STANDARD 6:   School Climate and Organization
STANDARD 7:   Health and Safety
STANDARD 8:   Educational Program
STANDARD 9:   Assessment and Evidence of Student Learning
STANDARD 10:   Student Services
STANDARD 11:   Student Life, Student Activities and Residential Living
STANDARD 12:   Learning Resources and Information Technology

Instructions:

1. This appendix gives the school Standards Self Assessment and Summary Documents. In this section of the Self-Study Document, the school reports the results of its self-assessment of its adherence to the CEASD Standards for Accreditation.

2. The Standards Self-Assessment that the school provides allows the school to determine whether it meets each of the 12 Standards and an average rating for each Indicator of Quality. The average rating should reflect a composite of the ratings provided by the school's community of stakeholders.

3. The indicators are not rated by the validation team. They are used only by the school to determine adherence to the standard.

4. The Standard Self-Evaluation Summary allows the school to:

    ☐   Indicate stakeholders involved in assessing the Standard

    ☐   Identify strengths and areas for improvement, and

    ☐   For the school to give a self-rating on standard adherence.

The self-assessment of the degree to which the school meets the CEASD Standards for Accreditation provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect.

The 12 Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The resulting profile of capacity also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school and where the school's capacity to produce the levels of student performance that are desired and expected must be improved.

STANDARD 1: Philosophy/Mission Self-Assessment Survey

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Indicators:

5 4 3 2 1 NA   1.1   The school takes steps to ensure that students and their families understand and support the school's philosophy/mission.

5 4 3 2 1 NA   1.2   The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.

5 4 3 2 1 NA   1.3   The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.

5 4 3 2 1 NA   1.4   The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.

5 4 3 2 1 NA   1.5 The school's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources, and is accessible to families in their home languages.

5 4 3 2 1 NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 1:   Philosophy/Mission

<div style="border:1px solid red">**Overall Standard Rating**</div>

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:**   _____

Committee: _____

List the **significant strengths** in the area of **Mission/Philosophy**:

☐

List the **significant areas of improvement** in the area of **Mission/Philosophy:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 2:   Governance and Leadership Self-Assessment Survey

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

Governance and Leadership

5   4   3   2   1   NA   2.1 The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.

5   4   3   2   1   NA   2.2 The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.

5   4   3   2   1   NA   2.3   The   governance   and   leadership   appropriately   recognize   the accomplishments of staff and students.

5   4   3   2   1   NA   2.4 No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.

5   4   3   2   1   NA   Other:

Comments:

Governance

5   4   3   2   1   NA   2.5 The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.

5   4   3   2   1   NA   2.6   The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.

5   4   3   2   1   NA   2.7   The governance systematically evaluates its own effectiveness in performing its duties.

5 4 3 2 1 NA   2.8 The governance is focused on selection, evaluation, and support of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability of adequate resources to accomplish the school's philosophy/mission.

5 4 3 2 1 NA   2.9 Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.

5 4 3 2 1 NA   2.10 The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.

5 4 3 2 1 NA   Other:

Comments:

Leadership

5 4 3 2 1 NA   2.11 The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.

5 4 3 2 1 NA   2.12 The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.

5 4 3 2 1 NA   2.13 The leadership ensures that professional and support staff members stay well informed about educational developments.

5 4 3 2 1 NA   2.14 The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.

5 4 3 2 1 NA   2.15 The leadership adheres to appropriate guidelines concerning confidentiality in communications.

5 4 3 2 1 NA   2.16 The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students with sensitivity to their diverse backgrounds.

5 4 3 2 1 NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 2:   Governance and Leadership

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:**   _____

Committee: _____

List the **significant strengths** in the area of **Governance and Leadership**:

☐

List the **significant areas of improvement** in the area of **Governance and Leadership:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 3:   School Improvement Planning, Outreach and Viability

The Standard: The school uses a collaborative process to develop and implement a written strategic or long- range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. Outreach services are provided to critical stakeholders. The school has in places strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.

Indicators:

5   4   3   2   1   NA   3.1   The school's improvement plans are developed with broad-based school community participation and input.

5   4   3   2   1   NA   3.2 Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.

5   4   3   2   1   NA   3.3   Improvement plans are supported by the school community and approved by the governance where appropriate.

5   4   3   2   1   NA   3.4   Periodic external reviews validate the school's processes for strategic or long-range planning and school improvement.

5   4   3   2   1   NA   3.5   Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.

5   4   3   2   1   NA   3.6 The school's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.

5   4   3   2   1   NA   3.7   Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.

5   4   3   2   1   NA   3.8   The school can document its long-range planning for finances, facilities, technology, marketing and expansion of statewide services.

5   4   3   2   1   NA   3.9 The school demonstrates a variety of unique community partnerships and the school insures its visibility in the extended community of diverse stakeholders.

5   4   3   2   1   NA   Other:

Comments:

Indicators for schools that provide outreach:

5   4   3   2   1   NA   3.10   The role of outreach is reflected in the school's mission.

5   4   3   2   1   NA   3.11   The outreach staff is sufficient and appropriately qualified to provide outreach services.

5   4   3   2   1   NA   3.12   An array of comprehensive outreach services are provided both on and off campus to children and adults both deaf and hearing.

5   4   3   2   1   NA   3.13   There is evidence of collaborative projects with statewide stakeholders.

5   4   3   2   1   NA   3.14   Outreach services are tracked and evaluated.

5   4   3   2   1   NA   3.15   Outreach services are well publicized to potential consumers.

5   4   3   2   1   NA   3.16   Training and professional development opportunities are provided to potential consumers.

5   4   3   2   1   NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 3: School Improvement Planning, Outreach and Viability

Overall Standard Rating

The Standard: The school uses a collaborative process to develop and implement a written strategic or long- range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. The school has in place strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.

This summary report is a compilation of _____ **surveys distributed to:**

_____ **Administration**   _____ **Faculty Staff**   _____ **Students**   _____ **Board Members**

_____ **Parents**   _____ **Other:** _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____ **Date:** _____

Committee: _____

List the **significant strengths** in the area of **School Improvement Planning, Outreach and Viability**:

☐

List the **significant areas of improvement** in the area of **School Improvement Planning, Outreach and Viability:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 4:   Finances Self-Assessment Survey

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

Indicators:

5	4	3	2	1	NA	4.1	The school implements written financial policies and procedures that are in accordance with accepted business practices.
5	4	3	2	1	NA	4.2	The governance and leadership exercise prudent control over all financial operations.
5	4	3	2	1	NA	4.3	Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.
5	4	3	2	1	NA	4.4	Finances are currently stable and projections indicate continuing stability.
5	4	3	2	1	NA	4.5	The school develops short-and long-range financial plans to ensure resources are available to deliver its educational program and services.
5	4	3	2	1	NA	4.6	Stakeholders have opportunities to provide input into financial plans.
5	4	3	2	1	NA	4.7	Families enrolling students in the school are informed in advance of all financial obligations for attending the school.
5	4	3	2	1	NA	4.8	Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.
5	4	3	2	1	NA	4.9	Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.
5	4	3	2	1	NA	4.10	The school has written, reasonable, and equitable tuition, collection, and refund policies.
5	4	3	2	1	NA	4.11	The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.
5	4	3	2	1	NA	4.12	The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.
5	4	3	2	1	NA		Other:

Comments:

_____

_____

_____

Standard Self-Evaluation Summary

STANDARD 4:   Finances

<div style="border: 2px solid red; color: red;">**Overall Standard Rating**</div>

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

This summary report is a compilation of _____**surveys distributed to:**

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:** _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:** _____

Committee: _____

List the **significant strengths** in the area of **Finances**:

☐

List the **significant areas of improvement** in the area of **Finances:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 5:   Facilities Self-Assessment Survey

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements**.**

Indicators:

5 4 3 2 1 NA   5.1 The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.

5 4 3 2 1 NA   5.2 The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.

5 4 3 2 1 NA   5.3 The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for:

- instruction
- administration
- conferences
- student activities
- student services
- storage of school property
- storage for student belongings

5 4 3 2 1 NA   5.4 Sufficient systems are in place to monitor and adjust air quality to appropriate levels.

5 4 3 2 1 NA   5.5 Lighting is adequate and appropriate in student and staff areas.

5 4 3 2 1 NA   5.6 Sufficient space is available for ingress, egress, and traffic flow within the facilities.

5 4 3 2 1 NA   Other

Comments:

Standard Self-Evaluation Summary

STANDARD 5:   Facilities

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements**.**

This summary report is a compilation of_____surveys distributed to:

_____   **Administration**   _____   **Faculty Staff**   _____**Students**   _____**Board Members**

_____   **Parents**   _____**Other:** _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:** _____

Committee: _____

List the **significant strengths** in the area of **Facilities**:

  ☐

List the **significant areas of improvement** in the area of **Facilities:**

  ☐

Please list **new items** not indicated on the original list of standards.

  ☐

STANDARD 6:   School Climate and Organization Self-Assessment Survey

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age-and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

Indicators:

5	4	3	2	1	NA	6.1	The school's design, organization, climate, and leadership support attainment of the school's philosophy/mission.
5	4	3	2	1	NA	6.2	Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.
5	4	3	2	1	NA	6.3	A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.
5	4	3	2	1	NA	6.4	Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.
5	4	3	2	1	NA	6.5	Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success.
5	4	3	2	1	NA	6.6	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.
5	4	3	2	1	NA	6.7	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the students served.
5	4	3	2	1	NA	6.8	The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.
5	4	3	2	1	NA	6.9	The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.
5	4	3	2	1	NA	6.10	Staff members are provided opportunities to offer input into the content of their professional development programs.

5	4	3	2	1	NA	6.11	As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse students and families the school serves.
5	4	3	2	1	NA	6.12	The school implements written policies and procedures for handling complaints/grievances by members of the staff.
5	4	3	2	1	NA	6.13	The school implements written policies and procedures for orienting and mentoring new staff members.
5	4	3	2	1	NA	6.14	The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.
5	4	3	2	1	NA	6.15	The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.
5	4	3	2	1	NA	6.16	Professional satisfaction and good general morale characterize the school's staff.
5	4	3	2	1	NA	6.17	Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.
5	4	3	2	1	NA	6.18	The leadership encourages staff members' affiliation with professional organizations.
5	4	3	2	1	NA	6.19	The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.
5	4	3	2	1	NA	6.20	Members of the staff, students, and their families feel safe in the school.
5	4	3	2	1	NA	6.21	A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.
5	4	3	2	1	NA		Other

Comments:

Standard Self-Evaluation Summary

STANDARD 6:   School Climate and Organization | **Overall Standard Rating**

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age-and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

This summary report is a compilation of_____ surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____ **Students**   _____ **Board Members**

_____ **Parents**   _____ **Other:** _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____ **Date:** _____

Committee: _____

List the **significant strengths** in the area of **School Climate and Organization**:

☐

List the **significant areas of improvement** in the area of **School Climate and Organization:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 7:   Health and Safety Self-Assessment Survey

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. *The school adheres to local, state, and federal government health and safety requirements and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds.* Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

Indicators:

5 4 3 2 1 NA   7.1 The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.

5 4 3 2 1 NA   7.2   The school provides adequate health care at school functions that take place away from the school's premises.

5 4 3 2 1 NA   7.3 Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.

5 4 3 2 1 NA   7.4   The school appropriately manages the storage and administration of student medications.

5 4 3 2 1 NA   7.5   The school safely stores equipment and supplies.

5 4 3 2 1 NA   7.6   A system exists to account for the whereabouts of students at all times.

5 4 3 2 1 NA   7.7   The school maintains comprehensive, current health records for all students and staff.

5 4 3 2 1 NA   7.8   The school conducts and maintains written records of regular emergency drills.

5 4 3 2 1 NA   7.9 Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.

5 4 3 2 1 NA   7.10   The school ensures that the staff is kept up–to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.

5 4 3 2 1 NA   7.11   Working relationships with local authorities and health service providers are positive and ongoing.

5 4 3 2 1 NA   7.12   The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.

5 4 3 2 1 NA   7.13   The school has an effective system to control access to the school by

visitors and other non-school personnel.

5   4   3   2   1   NA   7.14   Staff members model positive health and safety practices.

5   4   3   2   1   NA   7.15   Safe drinking water is available throughout the day for the staff and students.

5   4   3   2   1   NA   7.16   The school has a plan to conduct background and criminal history checks on employees.

5   4   3   2   1   NA   7.17   Staff development programs are in place to train members of the school community in the school's expectations, policies and procedures with respect to suspected abuse, neglect or exploitation as well as violence prevention, bullying prevention, sexual harassment and other child safety and protection measures.

5   4   3   2   1   NA   7.18   The school has policies and procedures in place for both prevention and intervention of physical, sexual, emotional or psychological abuse.

5   4   3   2   1   NA   Other

Comments:

Standard Self-Evaluation Summary

STANDARD 7:   Health and Safety

<div style="border:1px solid red">**Overall Standard Rating**</div>

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly. Indicators:

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:**   _____

Committee: _____

List the **significant strengths** in the area of **Health and Safety**:

☐

List the **significant areas of improvement** in the area of **Health and Safety:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 8:   Educational Program Self-Assessment Survey

The Standard: The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The educational programs of the school provide appropriate Early Intervention (0-3) to critical stakeholders.

Indicators for schools (over-all indicators):

5   4   3   2   1   NA   8.1 Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.

5   4   3   2   1   NA   8.2 Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.

5   4   3   2   1   NA   8.3   Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

5   4   3   2   1   NA   8.4 The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.

5   4   3   2   1   NA   8.5 Students are provided varied opportunities to gain appreciation of art, visual and preforming arts, health, world languages, and physical education in ways that reflect cultural diversity in respect to their family backgrounds and values.

5   4   3   2   1   NA   8.6   The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.

5   4   3   2   1   NA   8.7   The educational program includes instruction in effective uses of information technology and provides opportunities for application.

5   4   3   2   1   NA   8.8   A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.

5   4   3   2   1   NA   8.9 The educational program offers opportunities for development of social skills— such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.

5   4   3   2   1   NA   8.10   Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.

5   4   3   2   1   NA   8.11   An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and

their parents.

5　4　3　2　1　NA　　8.12　The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.

5　4　3　2　1　NA　　8.13　Course or program objectives are simply stated and understandable to students.

5　4　3　2　1　NA　　8.14 The educational program considers varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.

5　4　3　2　1　NA　　8.15　The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.

5　4　3　2　1　NA　　8.16　The educational program and its expectations for learning are understood and supported by the school's stakeholders.

5　4　3　2　1　NA　　　　　Other:

Comments:

_____

_____

_____

Indicators for schools that provide Early Intervention (0-3) Services:

5　4　3　2　1　NA　　8.17　The early intervention program is an integral part of the EDHI system

5　4　3　2　1　NA　　8.18　The early intervention program curriculum is research-based and data-driven.

5　4　3　2　1　NA　　8.19　The early intervention program employs qualified personnel with backgrounds specific to early childhood and deafness.

5　4　3　2　1　NA　　8.20 The early intervention program's services are specific to hearing loss, able to support a variety of communication approaches, responsive to stakeholders, and family centered.

5　4　3　2　1　NA　　　　　Other:

Comments:

_____

_____

_____

Indicators for schools with early childhood programs:

5 4 3 2 1 NA   8.21 Families have opportunities to give input into curriculum development.

5 4 3 2 1 NA   8.22 The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.

5 4 3 2 1 NA   8.23 Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.

5 4 3 2 1 NA   8.24 Both child-initiated and teacher-initiated activities are included in the daily plan.

5 4 3 2 1 NA   8.25 Young toddlers primarily receive individual attention and occasionally take part in small groups.

5 4 3 2 1 NA   8.26 The educational program provides:

- □ a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.
- □ daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.
- □ early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.
- □ opportunities for increasing independence in use of materials and equipment.
- □ structured and unstructured opportunities for children's active involvement with people and materials.
- □ spontaneous learning and builds on children's repertoires and curiosity.
- □ learning areas designed for individual and group exploration and growth.
- □ the integration of routine daily activities into learning.
- □ varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.

5 4 3 2 1 NA   8.27 The educational program provides experiences that prepare students for a successful transition to elementary school settings.

5 4 3 2 1 NA   Other:

Comments:

Indicators for schools with elementary school programs:

5 4 3 2 1 NA   8.28 The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.

5 4 3 2 1 NA   8.29 The educational program provides experiences that prepare students for

successful transition to middle and secondary school settings.

5   4   3   2   1   NA   Other: _____
Comments:

_____

_____

Indicators for schools with middle school programs:

4   3   2   1   NA   8.30   The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.

4   3   2   1   NA   8.31   The educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.

4   3   2   1   NA   Other: _____
Comments:

_____

_____

Indicators for schools with secondary school programs:

5   4   3   2   1   NA   8.32   The educational program facilitates a smooth transition from elementary or middle school to secondary school.

5   4   3   2   1   NA   8.33   The educational program develops academic knowledge and skills as well as career competencies.

5   4   3   2   1   NA   8.34   The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.

5   4   3   2   1   NA   8.35   The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

5   4   3   2   1   NA   Other: _____
Comments:

_____

_____

Indicators for students with special needs:

5 4 3 2 1 NA   8.36   Students with special needs are identified and placed in special needs classrooms through a clearly defined assessment process.

5 4 3 2 1 NA   8.37   Students with special needs have an opportunity to be included in both formal and informal activities with their age appropriate peers.

5 4 3 2 1 NA   8.38   Students with special needs have access to the general curriculum to the extent appropriate for their individualized needs.

5 4 3 2 1 NA   8.39   Students with special needs participate in the state assessment program.

5 4 3 2 1 NA   8.40   Students with special needs receive related and support services by specially trained staff.

5 4 3 2 1 NA   8.41   Curriculum and classrooms are designed in such a way to facilitate hands-on life skills learning in an authentic environment.

5 4 3 2 1 NA   8.42   Students with special needs have access to accommodations, including assistive technology and other specialized instructional strategies.

5 4 3 2 1 NA   8.43 Students with special needs have a pathway for transitioning from the special needs program, and when appropriate returning to the regular classroom.

5 4 3 2 1 NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 8:   Educational Program

<div style="border:1px solid red; color:red; display:inline-block;">**Overall Standard Rating**</div>

The Standard: The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The educational programs of the school provide appropriate Early Intervention (0-3) to critical stakeholders.

This summary report is a compilation of _____ surveys distributed to:

_____   **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____   **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:** _____

Committee: _____

List the **significant strengths** in the area of **Educational Program**:

    ☐

List the **significant areas of improvement** in the area of **Educational Program:**

    ☐

Please list **new items** not indicated on the original list of standards.

    ☐

STANDARD 9: Assessment and Evidence of Student Learning Self-Assessment Survey

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators:

5   4   3   2   1   NA   9.1   The leadership and staff commit to, participate in, and share in accountability for student learning.

5   4   3   2   1   NA   9.2   Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.

5   4   3   2   1   NA   9.3   Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.

5   4   3   2   1   NA   9.4   Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

5   4   3   2   1   NA   9.5   Assessment results are analyzed with appropriate frequency and rigor for:

- individual students as they move through the school
- cohorts of students as they move through the school
- comparable (local, state, and national) groups outside of the school

5   4   3   2   1   NA   9.6   Assessment results are used to make decisions regarding allocation of resources.

5   4   3   2   1   NA   9.7   The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.

5   4   3   2   1   NA   9.8   Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.

5   4   3   2   1   NA   9.9   Assessments take into account recent, reliable research findings on child development and growth.

5   4   3   2   1   NA   9.10   Assessments reflect understanding of the unique needs and backgrounds of each student.

5   4   3   2   1   NA   9.11   Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.

5   4   3   2   1   NA   9.12   Assessment results are the basis for making recommendations to families

whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.

5   4   3   2   1   NA   9.13 Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.

5   4   3   2   1   NA   9.14 The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).

5   4   3   2   1   NA   9.15   Families are viewed as an important source of information and insights about students.

5   4   3   2   1   NA   9.16   Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.

5   4   3   2   1   NA   9.17   Students learn and perform at levels expected, or progress is being made to raise results accordingly.

5   4   3   2   1   NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 9: Assessment and Evidence of Student Learning

Overall Standard Rating

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:**   _____

Committee: _____

List the **significant strengths** in the area of **Assessment and Evidence of Student Learning**:

- ☐

List the **significant areas of improvement** in the area of **Assessment and Evidence of Student Learning:**

- ☐

Please list **new items** not indicated on the original list of standards.

- ☐

STANDARD 10: Student Services Self-Assessment Survey

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age-and developmentally appropriate to optimize transition opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

Indicators:

Student Support Services

5 4 3 2 1 NA   10.1   Student support services address academic skills development, social skills development, personal growth, and career planning.

5 4 3 2 1 NA   10.2   Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.

5 4 3 2 1 NA   10.3 The school is sensitive to the critical importance of non-academic and cultural needs of students. A process is in place to address students' cultural, emotional and social needs.

5 4 3 2 1 NA   10.4 Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.

5 4 3 2 1 NA   10.5   Career awareness activities are provided as appropriate.

5 4 3 2 1 NA   10.6   Student support services extend into and incorporate community services as needed.

5 4 3 2 1 NA   10.7   Student data are current, comprehensive, and readily available for use by the staff.

5 4 3 2 1 NA   10.8 Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.

5 4 3 2 1 NA   10.9 The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.

5 4 3 2 1 NA   10.10 Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.

5 4 3 2 1 NA   Other:

Comments:

Transportation Services

5   4   3   2   1   NA   10.11 Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.

5   4   3   2   1   NA   10.12 Appropriate training is provided to transportation providers.

5   4   3   2   1   NA   10.13 Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.

5   4   3   2   1   NA   Other:

Comments:

Food Services

5   4   3   2   1   NA   10.14 Student dining areas are functional and hygienic.

5   4   3   2   1   NA   10.15 Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.

5   4   3   2   1   NA   10.16 Appropriate training is provided to food services providers.

5   4   3   2   1   NA   10.17 Food services personnel meet the health requirements of all appropriate authorities.

5   4   3   2   1   NA   10.18 Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.

5   4   3   2   1   NA   Other:

Comments:

Services for Students in Special Education

5   4   3   2   1   NA   10.19 The school implements written policies and procedures to identify and address the needs of students in special education.

5   4   3   2   1   NA   10.20 The school provides or refers families to appropriate related services and/or accommodations to meet student needs.

5 4 3 2 1 NA   10.21 As applicable, the school is in compliance with all local, state, and federal requirements related to students in special education.

5 4 3 2 1 NA   Other:

Comments:

Admissions and Placement

5 4 3 2 1 NA   10.22 The school implements written admissions policies and procedures.

5 4 3 2 1 NA   10.23 The school implements written policies and procedures for placement of students in appropriate programs and levels.

5 4 3 2 1 NA   10.24 Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.

5 4 3 2 1 NA   10.25 The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.

5 4 3 2 1 NA   10.26 All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.

5 4 3 2 1 NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 10: Student Services

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age-and developmentally appropriate to optimize transition opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____ **Date:** _____

Committee: _____

List the **significant strengths** in the area of **Student Services**:

☐

List the **significant areas of improvement** in the area of **Student Services:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 11: Student Life and Student Activities and Residential Living Self-Assessment Survey

The Standard: The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program. A balance of academic, social, athletic, co- or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

Indicators for all schools:

5	4	3	2	1	NA	11.1 Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, respect for all differences, cooperation, and self-direction through athletics and student life activities.
5	4	3	2	1	NA	11.2 Students, staff, families, and the community are encouraged to offer input about and participate in student activities.
5	4	3	2	1	NA	11.3 Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.
5	4	3	2	1	NA	11.4 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.
5	4	3	2	1	NA	11.5 Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.
5	4	3	2	1	NA	11.6 To better understand the cultural and diverse backgrounds of children, families, staff and the community, the school holds community cultural events, activities, or other events and performances that include staff, families and children.
5	4	3	2	1	NA	Other

Comments:

Indicators for schools with residential programs:

5	4	3	2	1	NA	11.7 The school assists students to develop healthy relationships with adults in loco parentis and with other students.

5	4	3	2	1	NA	11.8	Provisions for student privacy, recreation, and religious practice are appropriate.
5	4	3	2	1	NA	11.9	Continuous and responsible supervision by qualified adults is provided for residential students, including evenings, weekends, and periods when classes are not in session.
5	4	3	2	1	NA	11.10	Opportunities for school and residential staff to work together are provided.
5	4	3	2	1	NA	11.11	Rules and policies governing residential life, privileges and discipline are published so that staff, students and parents know about them.
5	4	3	2	1	NA		Other

Comments:

_____

_____

Standard Self-Evaluation Summary

STANDARD 11: Student Life, Student Activities and Residential Living

<div style="border:1px solid red; color:red;">**Overall Standard Rating**</div>

The Standard: The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program. A balance of academic, social, athletic, co- or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:** _____

Committee: _____

List the **significant strengths** in the area of **Student Life, Student Activities, and Residential Living**:

☐

List the **significant areas of improvement** in the area of **Student Life, Student Activities, and Residential Living:**

☐

Please list **new items** not indicated on the original list of standards.

☐

STANDARD 12: Learning Resources and Information Technology Self-Assessment Survey

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

Indicators for all schools:

Learning Resources

5 4 3 2 1 NA   12.1 Learning resources are made available and periodically reviewed for relevancy and currency.

5 4 3 2 1 NA   12.2 Learning Resource Center staff is sufficient and appropriately qualified to provide effective services to students and staff.

5 4 3 2 1 NA   12.3 Adequate orientation about the use of learning resource services and equipment is provided to the staff and students.

5 4 3 2 1 NA   12.4 Learning resources are appropriately supported annually with funding from the school's budget.

5 4 3 2 1 NA   12.5 Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.

5 4 3 2 1 NA   12.6 Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.

5 4 3 2 1 NA   Other:

Comments:

Technology

5 4 3 2 1 NA   12.7 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.

5 4 3 2 1 NA   12.8 Technology resources are appropriately maintained and supported annually with funding from the school's budget.

5 4 3 2 1 NA   12.9 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.

5 4 3 2 1 NA   12.10 The school implements written policies and procedures for acceptable use of technology.

5   4   3   2   1   NA   12.11 Long-range planning activities are in place to ensure that the school keeps pace with technological changes.

5   4   3   2   1   NA   Other:

Comments:

Indicators for schools that provide distance education:

5   4   3   2   1   NA   12.12 The technology system is adequate to deliver the educational program, available when needed, and reliable.

5   4   3   2   1   NA   12.13 The school provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.

5   4   3   2   1   NA   Other:

Comments:

Standard Self-Evaluation Summary

STANDARD 12:   Learning Resources and Information Technology

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

This summary report is a compilation of_____surveys distributed to:

_____ **Administration**   _____ **Faculty Staff**   _____**Students**   _____**Board Members**

_____ **Parents**   _____**Other:**   _____

Other Methods used to determine assessment ratings:

_____

Report Completed By: _____**Date:**   _____

Committee: _____

List the **significant strengths** in the area of **Learning Resources and Information Technology**:

☐

List the **significant areas of improvement** in the area of **Learning Resources and Information Technology:**

☐

Please list **new items** not indicated on the original list of standards.

☐

Appendix 5:   Regional Accrediting Associations

Middle States Association of Colleges and Schools
(Delaware, District of Columbia, Maryland, New Jersey, New York,
Pennsylvania, Puerto Rico, Virgin Islands)
Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
215-662-5606
http://www.middlestates.org/

New England Association of Schools and Colleges
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island,
Vermont)
209 Burlington Road
Bedford, MA 01730-1433
781-271-0022
http://www.neasc.org

North Central Association of Colleges and Schools
(Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan,
Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma,
South Dakota, West Virginia, Wisconsin, Wyoming)
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
800-621-7440
info@ncacihe.org
http://www.ncacasi.org/

Northwest Accreditation Commission
(Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington)
1510 Robert St. Suite 103
Boise, Idaho 83705
208-493-5077
1-855-493-5077
http://northwestaccreditation.org/

Southern Association of Colleges and Schools
(Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina,
South Carolina, Tennessee, Texas, Virginia)
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
800-248-7701
webmaster@sacscoc.org
http://www.sacs.org

Western Association of Schools and Colleges
(California, Hawaii, American Samoa, Guam, Commonwealth of the Northern
Marianas, Trust Territory of the Pacific Islands)
Accrediting Commission for Senior Colleges and Universities
c/o Mills College, Box 9990
Oakland, CA 94613-0990
510-632-5000
wascsr@wascsenior.org
http://www.acswasc.org/

Appendix 6:   Steps in Writing School Improvement Action Plans

Introduction. Once again, CEASD does not subscribe to any one model of writing School Improvement Action Plans. The School Improvement Action Plan is built upon your identified areas of strengths and areas for growth identified in the findings of the first two phases of accreditation planning; the School Community Profile, the School's Progress report or assessment of the CEASD Standards, the Mission Statement and other self-study findings. Developing the School Improvement Action Plan should be in alignment with these findings. This alignment will result in a strong School Improvement Action Plan that is research-based and focused on the improvement of student learning.

Description. The following questions can be used as a guide in developing your school improvement action plans:

What is the desired state? What should we do and why?
The desired state should be:
- Aligned with mission, vision, beliefs and values
- Supportive of teaching for learning
- Customer focused
- Research supported
- Description of what you're for, rather than against
- Measurable

What is the current reality? How do you know that?
When collecting evidence of your current reality you'll need:
- Stakeholder perception data (how people feel?)
- Outcome data (evidence of results, baselines, scores, etc)
- Other Quantifiable data related to your needs

How can we develop strategies that close the gap between our current reality and our desired reality?
When you develop your strategies, use these questions as a test:
- Are the strategies consistent with your values and beliefs?
- Do your strategies focus on systems improvement?
- Are the strategies within your scope of control?
- Was their consensus that the strategies are the best way to close the gap?
- Are there people assigned to key roles and responsibilities?
- Are the resources specifically identified?

How will you know if the plan is working?
Include in the plan:
- How you will assess the plan before the end
- How you will decide if you need to make adjustments
- What data you will collect along the way
- How you will keep people informed

Sample Steps for Writing the School Improvement Action Plan

First Step:

Review and discuss the summary analyses from the Self-Study Committees based upon the information from Phases One and Two in the process.

Second Step:

On the basis of the review and discussion above, select **three** to **five** areas related to student learning where improvement is clearly most needed. The three to five areas selected now become the target areas for the development of your **School Improvement Action Plan**.

It must be understood that these three to five target areas selected are not the only areas where improvement is needed. However, it is not possible to do everything at once. Areas for organizational improvement may also be selected but Regional Teams tend to review only student learning objectives. The theory behind action plans is that when the goal of a selected target area has been achieved, the school will identify a new target area from the Self-Study to take the place of the one that has been completed. Remember, School Improvement is an on-going process.

Third Step:

Develop a goal for each target area which has been identified for initial inclusion in the **School Improvement Action Plan**. Each goal must be specific, student-focused, data- driven, challenging, measurable, equitable (all students can succeed), and attainable within a reasonable time frame. A reasonable time frame is from 1-3 years.

Fourth Step (Complete Action Plans)

The **School Improvement Action Plan** should be written to include the following:

- ☐ statement of areas for improvement
- ☐ a brief statement of rationale for selection of the target areas
- ☐ a written target goal for each target area selected
- ☐ Schoolwide Learning Expectation(s) addressed
- ☐ alignment of School Improvement Action Plan with the school profile, mission and philosophy statement.
- ☐ strategies and interventions that will most likely bring about improvement in the target goal
- ☐ action steps to be taken
- ☐ timeline determined
- ☐ person(s) responsible for implementing the Plan
- ☐ resources identified
- ☐ monitoring measures established
- ☐ ways of assessing progress of desired results for improved student learning
- ☐ means to report progress to all

This is the highest level of detail we have seen in school improvement action plans. Some schools choose to use a more simplified model, and some regional accrediting teams have standard models that they subscribe to. A Sample Action plan is provided.

Appendix 7:   Sample Action Plans

Sample Action Plan 1

<table>
<tr><td colspan="2" align="center">**Sample Action Plan**</td></tr>
<tr><td>**Data Analysis**</td><td>Middle school. Low achievement scores on standardized tests. (MSPAP, CTBS4) in mathematics, including only 40% at satisfactory in math on MSPAP. No particular pattern when data is disaggregated by student demographics. Pattern within the math stances that more than 50% of the students scored at proficiency level one in *problem solving, estimation, and connections.*</td></tr>
<tr><td>**Goal #1:**</td><td>Increase student achievement.</td></tr>
<tr><td>**INDICATOR:**</td><td>Each elementary and middle school achieves the excellent standard in grades 3, 5, and 8 on MSPAP.</td></tr>
<tr><td>**School Goal:**</td><td>By 2012 our school will reach the satisfactory level in mathematics as measured by MSPAP scores.</td></tr>
<tr><td>**School Objective/ Evaluation:**</td><td>50% (75) of our students at the 8th grade level levels will reach satisfactory in mathematics as measured by May 2012 MSPAP testing.</td></tr>
<tr><td>**Benchmarks:**</td><td>At the end of the second quarter, 60% (300) of students in grades 6-8 will perform at the 80% level of mastery or higher on locally-developed grade-appropriate performance assessments on the stances of *mathematical problem solving and estimation.*

At the end of each subsequent quarter, the percent of students achieving the 80% level of mastery will increase by 10%.</td></tr>
<tr><td>**Strategy:**</td><td>Teach to the two stances of mathematical problem solving and estimation in grades 6-8 in both math and science. (Focus on connections next year.) Use assistants to reinforce skills with students identified as low performers after the first quarterly administration of performance assessments.</td></tr>
</table>

Activities: Step:	Person Resp.	Time	Resources
Training in the math stances for all math & science instructional staff	Math Team Leader	Aug/Sept.	
Work with central office staff to examine written/taught curriculum for stances in math and science	Principal	Sept/Oct	

Sample Action Plan 2

Goal: 2   Jupiter School for the Deaf will prepare our students for the challenges of the new millennium by using the latest available technology within the learning environment.

Objective: 2 To better integrate technology into the curriculum by providing information to the faculty and school community on its effective use.

	Steps (strategies or interventions)	Time Frame	Person Responsible	Resources
1.	Present a series of classes for faculty that will teach them to help students use computers more effectively in their studies.	Beginning September 2012	Technology Coordinator	Basic Computer Learning Services Center Eisenhower Funding Budget: Min. $500
2.	Provide classes for parents/guardians to explain the use of technology in the school curriculum and basic computer knowledge.	January through June 2013	Technology Coordinator	Surveys, PTU, basic course outlines, Administrators Budget: Min. $300
3.	Engage speakers from the local business community, local colleges or high schools that can teach classes or seminars for faculty and/or parents.	Beginning August 2012 and continuing as available	Technology Coordinator	Local businesses, colleges, high schools Budget: Min. $500
4.	Conduct a technology fair and workshop to bring the staff, parents/guardians and students together with information systems professionals to learn about the use of the available technology.	Fall 2012, but before January 2014	Technology Coordinator	Local businesses, colleges, faculty, Administrators, PTU Budget: Min. $300
5.	Work with the school grant writer to look for opportunities to fund continuing education in technology for faculty.	Beginning September 2012	Technology Coordinator	Cleveland Foundation Diocesan Grant Department

Appendix 8:   Sample School Visitation Schedules to be sent to Team Chair.

Sample 1 – Suggested School Visitation Schedule

SUNDAY

Time	Activity	CEASD Participants	School Participants	Location
2:00 p.m.	**Arrive at Lodging**	All Team Members	Driver	
3:30 p.m.	**Travel to Campus**	All Team Members	Driver	
4:00 p.m.	**Campus Tour**	All Team Members		
5:30 pm	**Parent Meeting**	½ of Team Members		
5:30 pm	**Community Meeting**	½ of Team Members		
7:00 p.m.	**Welcome Reception and Dinner**	All Team Members		
9:00 p.m.	**Travel to Hotel/Team Orientation and Training, Review of Schedule**	All Team Members	Driver	

MONDAY

Time	Activity	CEASD Participants	School Participants	Location
6:30 a.m.-7:30	**Breakfast**	All Team Members		
7:30 a.m.	**Travel to School**	All Team Members	Driver	
8:30 a.m. – 10:00 a.m.	**Meet with Executive Leadership Team and Strategic Goal Team (SGT) Co-Chairs** ☐ Standard 1: Philosophy/Mission ☐ Standard 2: Governance and Leadership ☐ Standard 3: School Improvement Planning	All Team Members		
10:00 -12:00 p.m.	**Classroom Observations - ECE (Mornings Only)**	Available Team Members		
	Meet with Business Office Staff, Facilities, and Maintenance ☐ Standard 4: Finances ☐ Standard 5: Facilities			
10:30 a.m. – 12:00 p.m.	**Meet with Language Planning Team/ASL Mentors** ☐ Standard 8: Educational Programs ☐ Standard 6: School Climate and Organization			

Classroom	Observations	
12:00 – 1:00p.m.	**Lunch**	All Team Members

Time	Activity	CEASD Participants	School Participants	Location
1:00 - 2:00 p.m.	**Meeting with the School Governing Board** ☐ Standard 2: Governance and Leadership			
2:00 p.m. – 3:00 p.m.	**Meet with Human Resources** ☐ Standard 6: School Climate and Organization **Meet with Health Center, Risk Management, SHAC, Social Workers** ☐ Standard 7: Health and Safety **Classroom Observations**			
3:15 – 5:00 p.m.	**Meet with Curriculum, Outcomes, Principals** ▪ Standard 8: Educational Programs ▪ Standard 9: Assessment and Evidence of Student Learning			
5:00 p.m.	**Team Meeting**	All Team Members	Team Only	
6:00 p.m.	**Team Dinner**	All Team Members	Team Only	
7:00 p.m.	**Team Work Session** **Dorm Visits**	Team Members		
8:00 p.m.	**Back to Hotel**	Team Members	Driver	

TUESDAY

Time	Activity	CEASD Participants	School Participants	Location
6:30 a.m.	**Breakfast**	All Team Members		
7:30 a.m.	**Travel to School**	All Team Members	Driver	
8:00 - 9:30 a.m.	**Meet with Student Support Services Team** ☐ Standard 10: Student Services **Meet with CTS/CTE, 18+ Transition, Career Center Staff** ☐ Standard 10: Student Services **Classroom Observation**			
10:00 - 11:30 a.m.	**Meet with Principals** ☐ Planning Process ☐ Content of the Plan ☐ Standards 8 and 9 **Classroom Observation**			
11:30 a.m.	**Meeting with Elementary and Middle School**	Team Members		

| 12:30 p.m. | **Meet with High School and 18+/Transitional** | Team Members |
| | **Classroom Observations** | Team Members |

Time	Activity		
12:30 – 1:30pm	**Lunch**	Team Members	
1:30 – 3:00 p.m.	**Meet with Residential Supervisors, Student Development, Athletics** ☐ Standard 11: Student Life and Student Activities, and Residential Living **Meeting with Outreach Staff** ☐ Standard 8: Educational Program **Classroom Observations**		
3:00 – 5:00pm	**Meet with Technology Staff** ☐ Standard 12: Learning Resources and Information Technology		
3:45p.m.	**Faculty Forum**	All Team Members	All Teachers
5:00 p.m.	**Dinner**	All Team Members	
7:00 p.m.	**Team Work Session**	All Team Members	Hotel Work Room

WEDNESDAY

Time	Activity	CEASD Participants	School Participants	Location
6:30 a.m.	**Breakfast**	All Team Members		
7:30 a.m.	**Travel to School**	All Team Members	Driver	
8:00 – 12:00 p.m.	**Classroom Observations/ Final Meetings/ Interviews**	All Team Members		
12:00 p.m.	**Working Lunch**			
12:30 p.m.	**Team Meeting**	All Team Members		
	Meeting with Superintendent			
2:00 p.m.	**Exit Conference**	All Team Members	Community Invited	
3:00 p.m.	**Depart for Airport**	All Team Members	Driver	

Sample 2 – Site Visit Schedule

DAY 1 (1/2 day)

1:30	Arrive at The Happy School	Guest House
2:00	Begin Orientation meeting	Guest House
4:00	Introduction to Campus Master Plan and Facilities Tour *(All team members)*	Johnson Hall

- *Facilities standard*

5:00	Reception/Opening meeting Mr. Smith and Dr. Jones introduce Team members and preview the Team's visit.	Memorial Room: Library
6:00	Team dinner and work session	

- *Analyze school mission statement and beliefs*
- *Draft Facilities standard as a Team*
- *Discuss what to look for in: planning process and standards areas*

DAY 2

7:00-8:00	Breakfast with Board of Trustees	Guest House
8:00	Meet with Internal Coordinator(s) *(All team members)*	Small Room

- *Review School Context information*
- *Review Planning Process information*

9:00	Classroom visitations *(All team members)*	
10:00	Meet with Action Team representatives Large Room *(All team members)*	

- *Content of the Plan—Action Plan Review*

11:00	Meet with Selected Student Leaders Memorial Room *(All team members)*	

- *Student Activities standard*
- *Student Services standard*

12:00	Team lunch	Dining Hall
1:00	Meet with Senior Administrative Staff *(All team members.)* Conference Room	House

- *Staff and Administration standard*

2:00	*Team Members #1 & #2* Classroom observations *Team Members #3 and #4* Meet with librarian	Librarian's Office

- *Library Media Services standard*

3:00	Meet with Academic Council *(All team members)*	Memorial Room

- *Educational Program standard*

4:00	Team Meeting *(All team members)*	Meeting Room
6:30	Team Dinner `	Restaurant
8:00	Team work session	

- *Review standards on Educational Program, Library Media Services, Student Services, Student Activities, and Staff and Administration*
- *Discuss Planning Process observations*
- *Begin review of Action Plan content*

DAY 3

7:00-8:00	Buffet Breakfast	Dining Hall
8:00	*Team Members #1 and #2* Meet with Form Class advisers Room	

- *Student Services and Student Activities standards* *Team Members #3 and #4*

	Meet with Residential Life Group	Large Room

- *Student Services and Student Activities standards* *Team Members #1 & #3*

9:00	College Advising Meet with College Advising Staff Office-Science Bldg	

- *Student Services and Student Activities standards* *Team Members #2 & #4*

	Classroom observations	
10:00	Team Reflection and Writing Time Team work room	
11:00	Meet with Planning Team Representatives Memorial Room (*All team members*)	

- *Planning Process review*

12:00	Team lunch	Dining Hall
1:00	Meet with Senior External Administrative Bus. Office Staff Conference Room (*All team members*)	

- *Finance standard*
- *Staff and Administration standard*

2:00	*Team Members #1 & #4* Meet with randomly selected students	Large Room
	Team Members #2 & #3 Meet with parents.	Small Room
3:00	All School Faculty Meeting *(All team members)*	Library
4:00	Team Meeting *(All team members)*	Meeting Room
6:30	Team Dinner/Work Session	Restaurant

DAY 4

7:00-8:00	Buffet Breakfast	Dining Hall
9:00	Meet with Implementation Team #1 *(All team members)*	Large Room

- *Content of the Plan—Action Plan Review*

10:00	Meet with Implementation Team #2 *(All team members)*	Large Room

- *Content of the Plan—Action Plan Review*

11:00	Meet with Implementation Team #3 *(All team members)*	Large Room

- *Content of the Plan—Action Plan Review*

12:00	LUNCH with Internal Coordinator(s) *(All team members)*	Meeting Room
1:00	Private Team meeting	Meeting Room
P.M.	Classroom observations	

- *Final written work, written reports*

2:00	Meet with headmaster and Internal Coordinator(s) to preview oral report Headmaster's *(Chair only)*	Office
3:15	Oral report *(All team members)* School Community will be invited.	Chapel

Sample 3 – Site Visit Schedule

Day 1

12:00 – 6:30 pm	Validation Team Members arrive
6:30 – 8:30 pm	Team Welcome and Dinner:
	Validation Team, Supt. , Principal, Director of Student Services, Internal Coordinators
8:30 pm	Validation Team Meeting

Day 2

7:00 – 8:00 am	Breakfast
8:30 – 9:30 am	Meet with Internal Coordinators
9:30 – 10:45	School Tours: Validation Team Members tours
	assigned school
10:45 – 11:45 am	Meeting with Principal and Director of Student Services
11:45 – 12:45 pm	Lunch and Team Meeting
12:45 – 1:30 pm	Meet with Literacy Unit
1:30 – 2:30 pm	Meet with Program Managers, Admissions Coordinator,
	IEP Coordinator
2:30 – 3:10 pm	Meet with representative students
3:15 – 4:15 pm	Meet with Teachers and Aides
	Meet with Residential Education Staff and tour Resident Halls
5:00 – 7:00 pm	Dinner
7:00 – 9:00 pm	Team Meeting

Day 3

7:30 – 8:30 am	Breakfast with Curriculum Team
8:30 – 9:15 am	Meet with Academic Applications Specialists
	Meet with random students, teachers, staff
9:15 – 10:15 am	Meet with random students, teachers, staff
	Meet with Mental Health Team
10:15 – 11:15 am	Meet with Mental Health Team
	Meet with Teachers
11:15 – 11:45 am	Open Time
11:45 – 12:30 pm	Lunch in the Cafeteria
12:45 – 1:45	Meet with Director
1:45 – 2:45 pm	Met with Planning Committee
2:45 – 3:15 pm	Meet with Action Plan Development Members
3:15 – 4:00 pm	Meet with Family Educators
	Meet with Athletic Director
4:30 - 5:30 pm	Meet with Parents
6:00 - 7:30 pm	Dinner
7:30 – 9:30 pm	Team Meeting

Day 4

7:00 – 8:00 am	Breakfast
8:30 – 9:15 am	Meet with Support Services and
	Cochlear Implant Center Units
	Meet with Transition Team
9:15 – 10:15 am	Meet with Lead Teachers and Curriculum
10:15 – 11:15 am	Classroom Observations
11:15 – 12:00 pm	Meet with Early Childhood Coordinator
	Meet with Curriculum Coordinator
12:00 – 2:00 pm	Lunch, Meeting, Writing Time
2:00 – 3:00 pm	Team Leaders meets with Dean, Principal,
	Director of Student Services and Internal Coordinators
3:00 pm	Oral Report to Community

Sample 4 – Site Visit Schedule

Day 1

	Team arrives by
3:00	Accreditation Team Orientation and Training Meeting and lunch
	School provides a tour of city or areas to assist team members in better understanding the culture and unique situations of the school and its students
7:00 – 9:00	Welcome Social Event
	Evening or after school reception or dinner for the team members to meet school leadership, governing board members and steering committee members,

Day 2

7:30 – 7:50	Introduction to the School Staff Before school starts, 15-20 minutes
	A brief meeting is held to introduce the team members to the school staff and for the team leader to explain the purpose of the accreditation review.
8:00 - 8:30	School and site tour
9:30 – 10:30	Accreditation team meets with the head of school and steering committee members
	A presentation by steering committee describes the school, reviews the vision, beliefs and mission; explains how the self-study was conducted; summarizes the self-study findings and reviewing the proposed improvement plan.
10:30 – 11:00	Accreditation team meeting
11:00 – 12:00	Time to observe classrooms, services and activities
12:00 – 12:45	Lunch or refreshments at the school
12:45 – 2:00	Time to observe classrooms, services and activities
2:00 – 3:00	Interviews with student representatives
3:00 – 4:00	Interviews with teacher representatives
4:00 – 5:00	Accreditation Team Meeting

Day 3

7:30 – 8:00	Accreditation team meeting
8:00 – 9:00	Interview with parent representatives
9:00 – 12:00	Observe classroom, activities and services
	Interview individuals
12:00 – 1:00	Working lunch or refreshments at the school for team
1:00 – 2:00	Observe classroom, activities and services
	Interview individuals
3:00 – 4:00	Follow-up interview with steering committee members, if needed
4:00 – 6:00	Accreditation Team Meeting
	After dinner work session by accreditation Team

Day 4

7:30 – 8:30	Team Meeting
8:30 – 10:30	Final interviews and observations
10:30 – 1:30	Team report writing session and working lunch
2:00	Team leader meets with school administrator and head of the steering committee to review oral report
3:00	After school team oral report to the school highlighting the findings and recommendations

Appendix 9:   The Exhibit Room: Documents and Evidence Regarding the Standards for Accreditation

In addition to its own observations and information gathered from interviews with stakeholders, the Validation Team will examine documentation provided by the School as additional evidence of whether the school meets the Standards for Accreditation.

The documents and information listed in this exhibit, if in existence, may be provided in the Validation Team's Work Room for examination by the Team. Documents should be labeled clearly and arranged in the sequence shown below. It is also requested that these items, where possible, are placed in portable file boxes, or notebooks so the Team can have access to them in both workrooms—at the school and at the hotel/motel. Where items are available online at the school's website, printed copies should be made available for the team (with an indication of the availability on line). **(If the school chooses to use an electronic format, be sure to label each document clearly by standard and indicator and provide them on a flash drive for each team member.)**

The following are examples of documents that may provide additional evidence related to the Standards:

Standard 1: Philosophy/Mission

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Copies of the school/district philosophy, mission, beliefs, and/or objectives statements
- ☐ Policies related to philosophy, mission, beliefs, and/or objectives

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- ☐ Strategic/Long-Range Plan Document
- ☐ Public relations materials including links to specific pages on the school's/district's website
- ☐ Admission materials
- ☐ Student Handbook
- ☐ Posters of mission/philosophy, beliefs, and/or objectives (if available) or lists of locations displayed within the school
- ☐ Activity calendars, fliers, and daily announcements

c.) In addition, the Validation Team will use the following evidence:
- ☐ Interviews conducted during the Team visit
- ☐ Observations during the Team visit

Standard 2: Governance and Leadership

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Strategic/long-range plan documents
- ☐ Job description for the head of school and other key administrative personnel
- ☐ Appraisal tool and/or process description for head of school

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- ☐ Board policies
- ☐ Bylaws of Operation
- ☐ References to specific pages of the school's website
- ☐ Minutes of administrative meetings

  ☐ Lines of authority/chart of responsibilities
  ☐ School calendar
  ☐ School newsletters
  ☐ Job descriptions of all staff members
  ☐ Evaluations/job performance procedures for staff members
  ☐ Rosters of planning committees and meeting agendas
  ☐ Communication/public relations plan

c.) In addition, the Validation Team will use the following evidence:
  ☐ Interviews conducted during the Team visit
  ☐ Observations during the Team visit

Standard 3: School Improvement Planning, Outreach and Viability

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
  ☐ Summaries of strategic, financial, facilities, technology, staff development, marketing and other planning efforts

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
  ☐ Results indicators for planning efforts
  ☐ Complete planning documents (financial, technology, staff development, staffing, student enrollment, development/institutional advancement, curriculum review, public relations, strategic plan)
  ☐ Action and implementation plans
  ☐ Minutes of planning team meetings
  ☐ Strategic planning communications and newsletters
  ☐ Minutes of School Improvement Meetings – list of participants

c.) In addition, the Validation Team will use the following evidence:
  ☐ Interviews conducted during the Team visit
  ☐ Observations during the Team visit

Standard 4: Finances

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
  ☐ A copy of the current operating budget
  ☐ A copy of a certified external audit
  ☐ Student tuition and fee schedule (where appropriate)
  ☐ Job descriptions for business management personnel and institutional advancement staff

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
  ☐ Summary of the budget planning process
  ☐ Development/institutional advancement plans
  ☐ Fund raising goals
  ☐ Long-range financial plans
  ☐ Report of Annual General Meetings
  ☐ Board of Education agenda and minutes
  ☐ List of grants and other funding sources

c.) In addition, the Validation Team will use the following evidence:
  ☐ Interviews conducted during the Team visit
  ☐ Observations during the Team visit

Standard 5: Facilities

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Facilities maintenance budget/ annual capital outlay budget
- ☐ Long-term facilities plans
- ☐ Floor plans

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- ☐ Plans/blueprints for facilities improvement
- ☐ Dedication books
- ☐ Maintenance schedule (repairs)
- ☐ Depreciation budget
- ☐ Space utilization charts
- ☐ Health/safety inspections

c.) In addition, the Validation Team will use the following evidence:
- ☐ Interviews conducted during the Team visit
- ☐ Observations during the Team visit

Standard 6: School Climate and Organization

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Organizational chart for the district
- ☐ All available job descriptions for central office administrative and support staff
- ☐ Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff
- ☐ Appraisal tool and/or process description for central office administrative and support staff
- ☐ Central office staff handbook

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- ☐ A chart of all central office administrative and support staff showing name, gender and nationality, years at the district/diocese, and certification status
- ☐ A second chart with the same information for part-time central office administrative and support staff
- ☐ District personnel policies
- ☐ Policies on school organization
- ☐ Contracts (e.g. union, collective bargaining agreements)
- ☐ Climate survey
- ☐ Professional development plans/programs/evaluations/calendar
- ☐ PIPS – Professional Improvement Plans

c.) In addition, the Validation Team will use the following evidence:
- ☐ Interviews conducted during the Team visit
- ☐ Observations during the Team visit

Standard 7: Health and Safety

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Code of conduct/behavior
- ☐ Policies on handling of minor and major infractions
- ☐ Policies on violence/substance abuse/weapons (reporting) policies

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- [ ] Schedule of emergency drills
- [ ] Posted fire drill routes/evacuation plans visible in each classroom
- [ ] Safety plan for the district/school
- [ ] Teacher and Student Handbooks-- Emergency procedures
- [ ] Student discipline data, including discipline referrals and suspensions
- [ ] Code Compliance system or records

c.) In addition, the Validation Team will use the following evidence:
- [ ] Interviews conducted during the Team visit
- [ ] Observations during the Team visit

Standard 8: Educational Program

a.) The following evidence must be provided in the Validation Team Work Room:
- [ ] Educational programs budget
- [ ] Curriculum guides
- [ ] Curriculum review cycle

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- [ ] Master schedule
- [ ] Printed program of studies (for students and families)
- [ ] Evidence of vertical and horizontal articulation/integration efforts
- [ ] Scope/sequence charts (showing vertical/horizontal articulation)
- [ ] Department meeting minutes
- [ ] Faculty memberships in curriculum organizations
- [ ] Awards from organizations for students and teachers
- [ ] Instructional materials such as textbooks used
- [ ] Teacher interviews/student interviews re: curriculum
- [ ] Written criteria for placement of students
- [ ] Ad hoc and standing curriculum committees
- [ ] Admissions criteria

c.) In addition, the Validation Team will use the following evidence:
- [ ] Interviews conducted during the Team visit
- [ ] Observations during the Team visit

Standard 9: Assessment and Evidence of Student Learning

a.) The following evidence must be provided in the Validation Team Work Room:
- [ ] Policies on assessment criteria/procedural documents on assessment
- [ ] Report cards/progress reports
- [ ] A description of the assessment program indicating assessments administered at various levels
- [ ] Testing data profiles (standardized, state, local)

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- [ ] Examples of assessment tools such as portfolios (audio, video, written products from students), projects, exhibitions, student demonstrations, etc.
- [ ] Assessment rubrics
- [ ] Post graduate survey

□ Disaggregated data (by gender, race, socioeconomic status)
□ Samples of Individualized Education Plans

c.) In addition, the Validation Team will use the following evidence:
□ Interviews conducted during the Team visit
□ Observations during the Team visit

Standard 10: Student Services

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
□ Policies related to handling of medical emergencies and illnesses, dispensing of medicines, seat belt policy, etc.
□ Copy of student health record
□ Admissions policies
□ Admissions criteria
□ Job descriptions for staff in guidance, counseling, special needs, and admissions

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
□ Guidance and counseling procedures/program documents/handbooks/publications to assist with guidance and counseling
□ Sample transcript
□ Follow-up studies (colleges/work choices)
□ Health services forms
□ Admissions packet
□ List of community agencies working with the school/district
□ Policy for "how" students acquire psychological services
□ Sample IEPS, Special education records and plans
□ Records of CPR, first aid, medical emergencies training

c.) In addition, the Validation Team will use the following evidence:
□ Interviews conducted during the Team visit
□ Observations during the Team visit

Standard 11: Student Life, Student Activities, and Residential

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
□ Policies related to student behavior, residential life

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
□ Activity handbook; description of student activities
□ List of clubs with approximate numbers of members
□ Student activities budget outline
□ Student government constitution
□ Policies on academic eligibility
□ Samples of the yearbook/newspaper/literary magazine
□ Criteria/process for adding new student activities
□ Examples of work study programs and internships
□ Meeting minutes of student activity committees

c.) In addition, the Validation Team will use the following evidence:
□ Interviews conducted during the Team visit
□ Observations during the Team visit

Standard 12: Learning Resources and Information Technology

a.) The following evidence <u>must</u> be provided in the Validation Team Work Room:
- ☐ Job descriptions of learning resources staff and technology staff
- ☐ Technology plan
- ☐ Budget for learning media services and technology for the last three years
- ☐ Information services and technology usage policies

b.) The following evidence, where applicable, should be made available in the Validation Team Work Room:
- ☐ Summaries of learning resources inventory (of print and non-print materials as well as equipment)
- ☐ Technology inventory (hardware and software)
- ☐ Evidence that attention has been given to the American Library Association standards
- ☐ Calendar for information resources and technology staff development
- ☐ Data on student usage of learning resources services and technology
- ☐ Information skills curriculum
- ☐ Staff and student orientation programs for learning resources and technology

c.) In addition, the Validation Team will use the following evidence:
- ☐ Interviews conducted during the Team visit
- ☐ Observations during the Team visit

Appendix 10:   Logistics of Site Visits

These are things to consider when planning your site team visit. They are only guidelines and CEASD will accommodate special needs of its member schools.

Roles of Individuals Involved in the Visit
- Steering Committee/Planning Team Representatives
- Board Members
- Interpreters
- State team members if necessary
- Chief executive officer and academic officer of the institution
- Other key school representatives
- Key faculty, administrators, and other individuals identified by the school
- Parent and/or Alumni Groups

Interviews
- Combination of structured and unstructured
- Parents and Community members
- Students
- Principals, school personnel directors, teachers, and other key leaders.
- Curriculum Staff, Counselors, Admissions staff, Outreach staff, etc.

Observations of Classes, Dorms & Field Site Visits
- Team needs master schedules of classes to determine visit schedules
- Ensure that teacher names and room numbers are posted
- Teachers should be aware that team members may visit classes, but will not visit all classrooms
- Make sure that dorms are on the schedule

Exhibit Room
- Location and organization of visits
- Critical contents of exhibits
- Easy Team Access
- Organize by Standards

Sunday Evening Function
- Who should attend is school's decision
- Steering or Planning Committee representatives
- Location of dinner, option of school

Hotel/Motel Arrangements
- Location in relationship to campus
- Private rooms for team members
- Meeting room (with appropriate lighting) for team work sessions
- Payment of hotel expenses (direct billing to the institution or other means)

Work Room on Campus
- Computers, printers, clerical supplies, copying facilities, and other equipment for use by the team
- Comfortable well-lighted room with large work table
- Multiple computer workstations with access to internet
- Multiple computer workstations for team members
- Printing capacity in workroom and at hotel if possible
- Name and telephone number of technology support person

Travel Arrangements
- Nearest airport and ground transportation
- Arrangements to contact team members about travel and hotel logistics
- Travel between hotel and campus

Meals and Refreshments
- Recommendations for local restaurants for evening meals
- Arrangements for lunches on campus in workroom

**Conference of Educational Administrators of Schools
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