CEASD

CONFERENCE OF EDUCATIONAL ADMINISTRATORS
OF SCHOOLS AND PROGRAMS FOR THE DEAF, INC.

Lead • Educate • Advocate

_____, 2021

CEASD SELF-STUDY REPORT

----- School for the Deaf

Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Self-Study Accreditation Report for _____ School for the Deaf

(Fill in the template following the directions in green. Remove the green printed directions after completing the report.)

Steering Committee/School Improvement Team

(List all members of the school improvement team and all standard committees that prepared the self-study including titles of the members. Be sure to include a diverse group of individuals including parents and students.)

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Introduction

The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) is a non-governmental, nonprofit, peer-administered organization of diverse educational programs committed to the highest quality of education for students who are deaf and hard of hearing. CEASD's purpose is to ensure the continuous improvement of its member schools through effective leadership, self-study, peer evaluation, accreditation, exemplary programs, and supportive services.

The primary purpose of the self-study is to complete an in-depth analysis of the school and should include the following components:
   a. Analysis of the Student/School/Community profile
   b. Formulation of beliefs and development of the school's mission/vision
   c. Analysis of results of student learning
   d. Analysis of the extent to which instructional and organizational practices within the school are aligned to support student learning
   e. Examination of the individual program and support services
   f. Develop the School Improvement Plan and its process for review and implementation.

The CEASD School Improvement process should be ongoing. A school improvement plan, developed by a planning team of representative stakeholders from the school and community, should be consistent with the vision of the district's strategic plan. It should contain, at a minimum, the following components: mission, beliefs, two to four measurable student performance objectives, an optional organizational objective, and action plans that detail activities, timelines, individuals/groups responsible, and resources provided to accomplish these objectives.

In addition, a planning process should be in place that will ensure that the school has both the capacity and the will to implement its action plans. The planning process typically includes an internal coordinator responsible for monitoring the plan, procedures for communicating planning activities to the school community, provision for annual reviews of the plan, and one or more action plan teams responsible for implementing the plans.

By choosing the CEASD School Improvement process, the school has made several commitments.

   1. It commits to decision-making and direction-setting that is mission-shaped and mission-driven.
   2. It commits to systematic school planning in a strategic context.
   3. It commits to continuous growth in student achievement.
   4. It commits to broad involvement of constituents throughout the process.
   5. It commits to compliance with the CEASD guidelines and the Twelve Standards outlined in the guidelines.

Context of the School

The Context of the School describes the context in which the school exists. It presents a portrait of the school's "distinctive personality" and the unique characteristics of the school. The Context presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its mission and to ensure the highest levels of student performance. The Visiting Team does not evaluate the data and information contained in the Context of the School, but the Context provides history and current status of the school providing a "snapshot" of the school for the Visiting Team.

The Context of the School

- Accreditation Process

(Briefly describe the process your school used to develop the self-study.

- Profile of the School's Community

(Describe demographic data of the community including a description of the characteristics of the community. Insert graphs and charts if indicated.)

- Profile of the School

    (Describe the history and demographic data of the school including a description of the characteristics of the school i.e., student demographics, staff demographics, (ethnicity, socioeconomic factors, disability statistics, graduates/alumni follow-up studies.) Insert graphs and charts if indicated.)

- Profile of Student Performance

(Describe current performance levels for student achievement. Include achievement scores from at least two different tests and graph and/or chart results as compared to district, state and/or national standards. Analyze the student performance results in terms of critical need and local, state and national expectations for student performance.

- External Scan of Demographic Social, Political, Educational and Technological Factors.

(Describe the external factors that will likely face a school community in the future. These external factors may impact the school but the school may have limited control over them. Consider ways to manage such changes in effective ways.)

- Mission/vision and Belief Statements

(List the mission/vision statement and belief statements that reflect the purpose and intent of the school to support student learning. Describe the process used to develop these statements.)

- <u>Analysis of Stakeholders Surveys (Parents, Students, Community Members)</u>

(Complete an analysis of the surveys completed with parents, students, and community members. Determine needs, strengths, and opportunities for improvement based on the survey results. Include graphs and charts if indicated. The School may choose surveys they find appropriate for their school. Various regional accreditation bodies have surveys and they also can be found on a variety of websites.)

CEASD Standards for Accreditation

INTRODUCTION

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, adopted from Middle States, 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 school's self-assessment and the team's findings related to the Standards leads to identifying the school's strengths and areas in need of improvement.

CEASD Standards for Accreditation for Schools:

Foundational Standards: 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.
- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning and Viability
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

*Operational Standards***:** Standards addressing best practices in delivering the education program, services, and activities to the students.
- 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
- 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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Mission/Philosophy. Rate adherence to the Standard.)

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

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

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

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:**

(List any recommendations for Standard 1 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 1: Philosophy/Mission

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 1 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 1

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 1.)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	****HC or E**
Copies of the school's philosophy/mission/belief statements	
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	
Marketing, recruitment, and admissions materials	
Policies related to the philosophy/mission/beliefs	
Strategic/Long Range Plan Document	
Student Handbook	
Activity Calendars, fliers, and daily announcements	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Governance and Leadership. Rate adherence to the Standard.)

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

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

_____ Parents __ **Other:** __

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**:

(List any recommendations for Standard 2 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 2: Governance and Leadership

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 2 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 2

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 3.)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Job descriptions for the head of the school, key administrative personnel, and all staff members	
Appraisal tool and/or description of the process used to appraise the performance of the head of the school and other staff members	
Chart of lines of authority/responsibilities (Organizational Chart)	
Policies related to governance and leadership	
Strategic/long range plan document	
Agendas and Minutes of administrative meetings and other pertinent planning meetings	
Communication/public relations plan	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

Standard 3: School Improvement Planning 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. The school utilizes data and research to determine the use of creative marketing, unique partnerships and visibility through community involvement to insure its long-term viability.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of School Improvement Planning and Viability. Rate adherence to the Standard.)

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

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

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

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

Committee: _____

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

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

(List any recommendations for Standard 3 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 3: School Improvement Planning and Viability

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 3 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 3

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 3.)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Strategic and/or long-range plan	
Development/institutional advancement plan	
Enrollment plan	
Policies related to school improvement planning	
Marketing plan for viability	
Community involvement and partnerships	
Complete planning documents (financial, technology, staff development, staffing, student enrollment, advancement, curriculum review, public relations, etc.)	
School Improvement/action plans	
Minutes of planning/school improvement meetings	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

(Fill in the charts below or develop a similar chart with the action plans for the school improvement plan. A minimum of two student achievement goals is required. Some regional accreditation bodies require that the student achievement goals be approved prior to implementation. One organizational goal may also be included. A school may develop as many action plans as they would like as long as they meet the minimum requirement. Link the action plan to a need identified in a specific Standard and indicate the Standard it addresses.)

Action Plan Standard				
Data Analysis:				
Goal #1:				
Objective:				
Benchmarks:	**Year 1**			
	Year 2			
	Year 3			
	Year 4			

Action Steps	Time Frame	Person(s) Responsible	Resources

Action Plan Standard				
Data Analysis:				
Goal #2:				
Objective:				
Benchmarks:	**Year 1**			
	Year 2			
	Year 3			
	Year 4			
Action Steps		**Time Frame**	**Person(s) Responsible**	**Resources**

Action Plan Standard				
Data Analysis:				
Goal #3:				
Objective:				
Benchmarks:	**Year 1**			
	Year 2			
	Year 3			
	Year 4			
Action Steps		**Time Frame**	**Person(s) Responsible**	**Resources**

(Write a narrative describing how the action plans/school improvement plans were developed. Include details on how data was gathered and analyzed and the reasons the action steps were developed.)

Narrative – Development of Action Plans/School Improvement Plans

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 available for school purposes are dedicated to the school's operations.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Finances. Rate adherence to the Standard.)

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

_____ **Administration**	_____ **Faculty Staff**	_____ **Students**	_____ **Board Members**
_____ **Parents**	_____ **Other:**	_____	

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:**

Standard 4: Finances

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 4 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 4

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 4.)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Current operating budget (for main campus and each branch campus)	
Certified external audit letter conducted within the last two years (for main campus and each branch)	
Student tuition and fee schedule (if applicable)	
Long-range financial plan	
Evidence that the school has no contingent liabilities or on-going litigations that potentially could affect the school's ability to continue operation	
List of grants and other funding sources obtained in the last calendar year	
Publications provided to students outlining students' financial obligations	
Summary of the school's insurance coverage (for main campus and each branch)	
Policies related to finances, financial aid, refunds, personal student accounts and student organization fund raising.	
Summary of budget planning process	
Job descriptions of business management personnel	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Facilities. Rate adherence to the Standard.)

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

	Faculty		
_____ **Administration**	_____ **Staff**	_____ **Students**	_____ **Board Members**
_____ **Parents**	_____ **Other:**	_____	

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:**

Standard 5: Facilities

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 5 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 5

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 5.)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Floor plan of facilities	
Long-range facilities plan	
Maintenance/repair schedules/maintenance budget/annual capital outlay budget	
Plans for any facilities improvements	
Policies related to facilities	
Health/safety inspections	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of School Climate and Organization. Rate adherence to the Standard.)

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

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

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

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:**

Standard 6: School Climate and Organization

Recommendations from Previous CEASD Accreditation Visit:

Response:

Narrative

Self-assessment survey results – Standard 6

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E**
Organizational chart for the school and school system	
List of members of the professional and support staffs, job descriptions for staff, appraisal tool for staff	
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	
Contracts (e.g. union, collective bargaining agreements)	
Results of any climate survey	
Instruments used for evaluating the performance of the staff	
Professional development plan	
Policies related to school climate and organization	
Policy/procedure for handling grievances/complaints	
Climate Survey	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Health and Safety. Rate adherence to the Standard.)

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

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

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

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:**

(List any recommendations for Standard 7 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 7 Health and Safety

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 7 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 7

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 7)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E**
Emergency and crisis plans/safety plan	
Records of most recent health and safety inspections	
Posting of fire drill/evacuation plans visible in each classroom and dormitory room. Records of emergency drills	
Emergency Procedures section of Faculty Handbook	
Abuse and neglect policy/ violence/substance abuse/weapons/suicide/reporting policies	
Functional equipment to communicate emergencies	
Missing student procedures	
Staff training in CPR/or other such program and First Aid certification	
Wellness committee activities	
Code of conduct/behavior including policies on handling minor and major infractions and data on student discipline including discipline referrals and suspensions.	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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 school provides appropriate Early Intervention and Outreach Services to critical stakeholders.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Educational Programs. Rate adherence to the Standard.)

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

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

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

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

Committee:

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

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

Standard 8 Educational Program

Recommendations from Previous CEASD Accreditation Visit:

Response:

Narrative

Self-assessment survey results – Standard 8

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs)	
Scope and sequence charts showing vertical/horizontal articulation	
Written curriculum guides for each component of the educational program and review cycle	
Master schedule (staff and student)	
Policies (criteria for admissions, placement of students) and budget related to educational program	
Evidence of transition being addressed between each department and at time of graduation	
Department meeting agendas and minutes	
Report cards/transcript review	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Assessment and Evidence of Student Learning. Rate adherence to the Standard.)

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

_____ Administration   _____ Faculty Staff   _____ Students   _____ Board Members

_____ Parents   _____ Other: _____

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:**

(List any recommendations for Standard 9 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 9 Assessment of Student Learning

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 9 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard 9

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 9)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Example of student transcript and student report card	
Samples of Individualized Education Plans	
Reports of the results of assessments administered to students (disaggregated data by gender, race, socioeconomic status, etc.)	
Policies related to assessment of student learning and description of the assessment program	
Schools participation in the state assessment system	
Time schedule of testing and master test listing	
Examples of assessment tools such as portfolios, projects, etc.	
Post graduate survey	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

Standard 10: Student Services

The Standard: *The school implements written policies and procedures, in partnership with families and the community, that provides all students with, or refer them to, services that are age-and developmentally appropriate to optimize 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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Student Services. Rate adherence to the Standard.)

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

_____ **Administration**	__	**Faculty Staff**	__	**Students**	_____	**Board Members**
_____ **Parents**	__	**Other:**	__			

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:**

(List any recommendations for Standard 10 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 10 Student Services

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 10 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs. You may choose to write the narrative in sub sections, i.e., Student Support Services, Transportation Services, Food Services, Students with Additional Disabilities, Admissions and Placement, etc.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard10

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 10)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Guidance and counseling plan	
Examples of student schedules for support services	
Results of follow-up studies of graduates	
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	
Admissions policies and criteria (if applicable)	
Suicide Assessment Procedures	
MOUs with outside service providers	
Sample health service forms, student health record, and IEPs.	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

Standard 11: Student Life, Student Activities & 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, co-or extra-curricular and 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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Student Life, Student Activities, and Residential Living. Rate adherence to the Standard.)

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

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

Parents   **Other:** _____

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:**

Standard 11 Student Life, Student Activities, and Residential Living

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 11 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs. You may choose to write the narrative in sub sections, i.e., Student Life, Student Activities, and Residential Living, etc.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard11

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 11)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	
Budget for all athletic activities	
Budget for all non-athletic activities	
Policies on academic eligibility	
Policies related to student life and student activities and meeting minutes of student activity committees	
Examples of work study programs	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

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.*

(Rate each Standard based on the Standards Self-Assessment Survey)

	OVERALL STANDARD RATING

(Fill in the survey information below including the number of individuals and their titles surveyed plus list who compiled the report and list committee members with titles. List the significant strengths and significant areas of improvement in the area of Learning Resources and Information Technology. Rate adherence to the Standard.)

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

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

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

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:**

(List any recommendations for Standard 12 from the previous CEASD Accreditation Visit if applicable. Write a response to each recommendation.)

Standard 12 Learning Resources and Information Technology

Recommendations from Previous CEASD Accreditation Visit:

Response:

(Write a narrative for Standard 12 that explains your program. Use the indicators listed in a Self-Assessment Guide for Schools Seeking Accreditation ("The Guidelines") for Guidance. The indicators are listed as a tool to assist schools in analyzing their programs. You may choose to write the narrative in sub sections, i.e., Learning Resources, different types of technology, computers, hardware, software, etc.)

Narrative

(Analyze the Self-assessment survey results. Schools may write a narrative and/or chart the results.)

Self-assessment survey results – Standard12

(Indicate any proposed goals/objectives for the over-all school improvement plan based on the evidence gathered from the Analysis of Standard 12)

Objectives

Evidence (Indicate on the following chart if the Evidence will be supplied in hard copy (HC) in an evidence room during the visit or electronically (E) on a flash drive. Add items as necessary.)	**HC or E
The information resources and technology plan(s)	
Budget for information resources and technology for past 3 years	
Acceptable Use Policy and data on use	
Availability of information resources including hardware and software (inventory)	
Availability of information technology equipment	
Policies related to information resources and technology	
Job descriptions of leaning resources and information technology staff and professional development calendar for staff	

**HC   Hard Copy of Evidence
**E   Electronic Copy of Evidence

Conclusion

Briefly summarize your school's accreditation process including the planning process, development of the self-study.

Next Steps

- **Prepare for the Accreditation Visit**
  Develop the schedule for the CEASD accreditation Visit. Host the CEASD accreditation visit.

- ***Conduct Periodic Reviews of the School Improvement Plan***
  While CEASD does not "collect" evidence of the school's annual review of the School Improvement Plan, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required by the next Visiting Team.

  Follow-up on Major Recommendations: At the next visit the school will be expected to review progress and implementation on the major recommendations.

- **Prepare for Reaccreditation**
  At the beginning of the next cycle of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. CEASD is on a five-year cycle but will follow the cycle of the regional accreditation body if joint visits are initiated.