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| DATE OF VISIT | Report on the Accreditation Site Visit  for the  SCHOOL FOR THE DEAF |

Conference of Educational Administrators of Schools and Programs for the Deaf

**Accreditation Recommendation: (Full, Provisional)**

**Through: (Date)**

# Validation Team

## Name, Chair

### Title

### (Name) School for the Deaf

## Name

### Title

### (Name) School for the Deaf

## Name

### Title

### (Name) School for the Deaf

## Name

### Title

### (Name) School for the Deaf

## Name

### Superintendent

### (Name) School for the Deaf

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1. Add school specific information for the red print.
2. Remove all of the blue instruction areas.
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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 CEASD and its Board of Directors affirm that this report is a privileged document. It is submitted to the chief executive officer of the school being reviewed, and only he/she is authorized to release the information contained in this report.

The CEASD affirms that the primary purpose of the On-Site Team has been to:

a. Collect and analyze the information in the Student/School/Community profile

b. Review the formulation of beliefs and development of the school’s mission

c. Review the identified results for student learning

d. Review the data analyzed to determine those results

e. Determine the extent to which instructional and organizational practices within the school are aligned to support student learning

f. Examine the individual program and support services

g. Review the School Improvement Plan and its process for review and implementation.

The CEASD School Improvement process is ongoing. A school site 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, 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.

The CEASD Validation Team is a group of professional educators appointed by the Executive Director of CEASD to visit a school using the School Improvement process. The purpose of the team visit is twofold. First, the team assesses the planning processes used by the school in developing the plan and determines the school’s adherence to planning requirements as outlined by the CEASD guidelines as well as whether the planning processes will ensure continuous improvement and commitment. Second, the team reviews the content of the school’s plan to judge the validity and clarity of the plans along with the level of commitment to implementation.

The # of team members members of the Validation Team to Name of School used the three and one-half day visit to review written documents regarding the plan and its development. The Team interacted with as many of the school’s stakeholders as possible regarding their knowledge, understanding and support for the plan. The groups interviewed included the various planning teams, faculty, staff, administration, student leaders, a selected group of students, parents, counseling team, outreach staff, admissions and family services staff, library staff, principals, department heads, and business and personnel staff. (Make sure this reflects the actual groups interviewed.) The team concluded that it had a full and rich observational experience of the school leading to the following report and assessment.

Once again the CEASD Team would like to thank the entire Name of School community for their warm hospitality. We would especially like to recognize Superintendent, Name, the chair of the Name of the School School for the Deaf accreditation team, Name of Chair(s), and staff who worked on the self-study for their work in preparing for the visit.

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 Context of the School consists of the following elements:

* Profile of the School’s Community
* Profile of the School
* Profile of Student Performance

The data and information contained in the Context of the School are not evaluated by the Visiting Team. Instead, the Context serves two purposes:

* To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
* To “introduce” members of the Visiting Team to the school, and as such, provides one of the lenses through which Team members will view and evaluate the school. Thus, the Context section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

**Instructions:**

**Use text from self-study to write your description/overview or context of the school. The observations about the context of the school may include a profile of the School’s Community, a profile of the School and a profile of Student Performance. This is an opportunity for the Team to report on what it found regarding the school’s history, culture, challenges, and accomplishments**

* A brief history of the community, its schools, and its traditions
* Descriptions of the demographic and social and economic characteristics of the community, its constituencies, and its schools
* The climate for teaching and learning in the school
* Description of the number and qualifications of the professional and support staffs
* Description of the number and characteristics of the student population

The community of the Name of School is the entire state of \_\_\_\_\_\_\_\_\_ since it is a \_\_\_\_\_\_\_operated school. The school serves students from continue…….

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 teams 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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
|  | It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is: (Include recommended stipulations.) |

**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| The school’s philosophy/mission |  |
| Samples of publications that communicate the mission/philosophy to the school’s community of stakeholders |  |
| Marketing, recruitment, and admissions materials |  |
| Use of the school’s website |  |
| Policies related to the philosophy/mission |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

State the observations related to the mission, vision, philosophy or beliefs. Describe their inclusiveness, how communicated, promotional materials, etc.

**COMMENDATIONS:** List the commendations. (There is no minimum or maximum required.)

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum required.)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.

2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Job descriptions for the head of the institution and other key administrative personnel |  |
| Appraisal tool and/or description of the process used to appraise the performance of the head of the institution |  |
| Chart of lines of authority/responsibilities |  |
| Policies related to governance and leadership |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe the governance, relationship to leadership, policies and procedures, governance involved in strategic planning and evaluation of leader. Describe communication with the community, mutual respect and understanding of roles.

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| 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 |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:**  (Narrative Form)

Describe the school’s planning process; it’s inclusiveness and how the process is aligned to the school’s philosophy/mission.

School Improvement Plans/Action Plans describe the methods the school will use to accomplish its mission/philosophy and its student performance or organizational objectives. School Improvement Plans/Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next accreditation cycle. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team has examined the action plan(s) for the student performance and/or organizational objectives according to the criteria for effective action plans listed below.

| Does this action plan: | *YES* | *NO* |
| --- | --- | --- |
| Include strategies/action steps that are comprehensive in scope? |  |  |
| Include a logical sequence of strategies and/or action steps? |  |  |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan? |  |  |
| Include enough activities to ensure that the objectives will be achieved? |  |  |
| Address as many aspects of the institution’s programs, activities, and services as appropriate? |  |  |
| Address aspects of the CEASD Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards? |  |  |
| Identify the resources required to implement the action steps? |  |  |
| Identify the persons/groups responsible for implementing each action step? |  |  |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals? |  |  |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result? |  |  |
| Establish reasonable timelines for implementing the action steps? |  |  |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? |  |  |

**OBSERVATIONS**: (Narrative Form)

Describe the school’s improvement plans including its strengths and any possible weaknesses. Describe how it will be monitored.

**COMMENDATIONS: List the commendations including commendations for the planning process and the school improvement plan. (There is no minimum or maximum.**

1.

2.

**RECOMMENDATIONS: List the recommendations including recommendations for the planning process and the school improvement plan. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| 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 |  |
| Schedule of student tuition and fees (for non-public and proprietary institutions) |  |
| Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution’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 institution’s insurance coverage (for main campus and each branch) |  |
| Policies related to finances, financial aid**,** refunds, personal student accounts and student organization fund raising. |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe evidence of financial controls, policies and procedures related to finances, oversight (audits, etc) Grants, foundations, partnerships

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Floor plan of facilities |  |
| Long-range facilities plan |  |
| Maintenance/repair schedules |  |
| Plans for any facilities improvements |  |
| Policies related to facilities |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe facilities, safety, and cleanliness. Review schedules of preventative maintenance, funds for repair, and space needs of campus. Indicate timeliness of proper inspections.

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Organizational chart for the school and school system |  |
| List of members of the professional and support staffs |  |
| 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 |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe organizational structure, quality of staff, policies and procedures to deal with employees, compensation, evaluation and appraisal process, professional development opportunities, pride in school

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Emergency and crisis plans |  |
| Records of most recent health and safety inspections |  |
| Record of emergency drills |  |
| Emergency Procedures section of Faculty Handbook |  |
| Abuse and neglect policy |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe emergency policies and procedures, health care facilities and services, regular safety drills, student health and wellness activities, visitor policy, controlled access to campus, criminal history policy, sexual abuse prevention and intervention policies.

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
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**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs) |  |
| Scope and sequence charts |  |
| Written curriculum guides for each component of the educational program |  |
| Master schedule |  |
| Policies related to educational program |  |
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**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Teams may approach this standard with a narrative about curriculum, alignment with state standards, the varied learning environments, course descriptions, graduation plans, social skills, teaching strategies, integration of technology etc. in the entire school program with special attention to:

* Early Childhood: Describe focus of, balance of activities, structured and unstructured, builds on individual strengths,
* Career Technical Education: Describe programs, work experiences, transition services, career evaluation,
* Outreach Services: Describe services, staff, and collaboration with stakeholders, special programs

Teams may also choose to write this section of the report specific to school departments or organizational units

* EARLY INTERVENTION:
* EARLY CHILDHOOD:
* ELEMENTARY:
* MIDDLE SCHOOL:
* HIGH SCHOOL/CAREER TECHNOLOGY
* PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS
* OUTREACH

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
|  | It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is: (Include recommended stipulations.) |

**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Example of student transcript |  |
| Example of student report card |  |
| Reports of the results of assessments administered to students |  |
| Policies related to assessment of student learning |  |
| Schools participation in the state assessment system |  |
|  |  |
|  |  |
|  |  |

**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe how assessment and instruction are aligned, how the school analyzes assessment results, how multiple assessments are used, how information is shared with families, and how assessment polices and practices are communicated

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
|  | It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is: (Include recommended stipulations.) |

**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| Guidance and counseling plan |  |
| Examples of student schedules |  |
| Results of follow-up studies of graduates |  |
| Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education |  |
| Admissions criteria (if applicable) |  |
| Suicide Assessment Procedures |  |
|  |  |
|  |  |
|  |  |

**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe student support services including academic, social, personal and career, emphasis on non-academic needs of students, transportation, safety, services for students with special needs, clear admissions policies and practices, food and transportation services.

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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, 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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
|  | It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is: (Include recommended stipulations.) |

**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| 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 |  |
| ***For schools with residential programs*** | |
| Description of   * Programs to develop healthy relationships with adults * Plan for continuous and responsible supervision by responsible adults |  |
| Descriptions of   1. Provisions for student privacy 2. Recreational programs 3. Provisions for religious practice (if applicable) |  |
| Staffing Ratios |  |
| Supervision Plans |  |
| Residential Handbooks, Procedures, etc. |  |
|  |  |
|  |  |
|  |  |
|  |  |

**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe after-school programs, extracurricular. Athletics, residential services, healthy relationships, Residential and school staff working together, rules and policies governing residential life and supervision.

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

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.*

**Instructions for All Standards**

1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets the Standards for Accreditation.
2. If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations below.

|  |  |
| --- | --- |
|  | It is the Visiting Team's assessment that the school **MEETS**this Standard for Accreditation |
|  | It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is: (Include recommended stipulations.) |

**Instructions for All Standards**

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to each standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

| **Evidence** | **Visiting Team** |
| --- | --- |
| Data from Observations and Interviews |  |
| The information resources and technology plan(s) |  |
| Budget for information resources and technology |  |
| Acceptable Use Policy |  |
| Availability of information resources including hardware and software |  |
| Availability of information technology equipment |  |
| Policies related to information resources and technology |  |
|  |  |
|  |  |
|  |  |

**THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

**OBSERVATIONS:** (Narrative Form)

Describe technology and learning resource services, funding to support information technology, staff involved in technology decisions, acceptable use policies, adequate technology resources and integration in classroom, distance learning

**COMMENDATIONS: List the commendations. (There is no minimum or maximum.)**

1.

2.

**RECOMMENDATIONS: List the recommendations. (There is no minimum or maximum)**

1.

2.

Summary of Major Commendations and Recommendations

The Visiting Team has offered many commendations and recommendations throughout the report, many of which echo \_Name of School’s own conclusions within its Self Study. The major commendations and recommendations to follow represent trends of data gathered or consistent themes from within the Visiting Committee’s review of the Self-Study, interviews with staff, students, committees and other stakeholders and observational data supporting the standards.

Ultimately, the Visiting Committee developed a shared perspective that these conclusive major commendations and recommendations were the most important for the school to both recognize and utilize toward the enhancement of its continued growth.

**COMMENDATIONS List the major commendations. (There is no minimum or maximum.)**

1.

2.

3.

4.

5.

**RECOMMENDATIONS List the major recommendations. (There is no minimum or maximum)**

1.

2.

3.

4.

5.

Accreditation Recommendation

After its visit to the school, and after considering the evidence seen and heard during the visit, the CEASD Visiting Team is charged with making a recommendation to the CEASD Board regarding the accreditation action the committee should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school’s community of stakeholders, the Team recommends to the CEASD Board that it takes the following accreditation action. This recommendation will be acted upon at the next regularly scheduled CEASD Board Meeting.

Instruction: The accreditation options are shown below. Select the action recommended by the Team together with the definition of the action, change the color of the font to BLACK, and delete the remaining options.

**FULL ACCREDITATION**

An “Accredited” school is an educational organization that meets all CEASD Standards for Accreditation and meets the requirements of the self-study including the development of a school improvement plan.

**PROVISIONAL ACCREDITATION**

A school granted Provisional Accreditation does not meet one or more of the CEASD Standards for Accreditation and/or does not include all of the requirements of the self-study. The school is provided with specific corrective actions that must be followed in order for the school to be awarded full accreditation. The corrective actions are required within a specified time period. Provisional Accreditation is typically granted for a period of one year.

1. If the Team recommends Provisional Accreditation, it must list the 1) Standards for Accreditation and any 2) Indicator(s) of Quality the school does not meet.
2. Provisional Accreditation may be granted for not meeting the requirements of the self-study.
3. For Standards for Accreditation not met, state—
4. The name of the Standard;
5. The evidence seen and heard that led to the conclusion that the Standard is not met; and
6. The action(s) the school must take to meet the Standard.
7. For requirements of the self study not met indicate the requirement(s) the school does not meet;
8. The evidence seen and heard that led to the conclusion that the requirement is not met; and
9. The action(s) the school must take to meet the requirement.

Next Steps

## *Implement the School Improvement Plan*

When CEASD grants accreditation to a school, it does so with the understanding that the school will make a good faith effort to implement the School Improvement Plan that served as one of the bases for accreditation.

## *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.

Conclusion

Instructions:

1. There is no boilerplate text for this section, primarily because it should be unique to the school and based on the observations of the Visiting Team unique to this school.
2. Do not introduce new concerns or recommendations to this section
3. Rather, the purpose of the Conclusion is to highlight or synthesize those ideas already mentioned in other areas of the report.
4. Use this space to congratulate the school on its accomplishments, to reiterate recommendations that the Team considers vital to the continued success of the Plan for Growth and Improvement, and/or to point out areas of weakness that the school should address that aren’t quite covered in any other area of this report.
5. Highlight the key challenges to the school in its growth and improvement efforts.
6. Fill in the chart analyzing the Standards as either met or not met. If a Standard is not met, list the indicators not met.
7. It is requested that the Chair does not include the full text of his/her oral report as the Conclusion to the report. However, key elements of the oral report may be included within the body of the Conclusion.

We congratulate Name of School for their commitment to school improvement and the accomplishments they have met so far in the CEASD process. We wish Name of School much success in their continual work in implementing their comprehensive school improvement plan and hope that our recommendations will be helpful in ensuring a positive future for Name of School. Continue…

**ANALYSIS OF STANDARDS**

|  |  |  |
| --- | --- | --- |
| **STANDARD** | **MET** | **NOT MET (\*\*List indicators not met.)** |
| 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 |  |  |
| 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 |  |  |