CEASD

2019

HANDBOOK FOR CHAIRPERSONS AND TEAMS FOR CEASD ACCREDITATION VISITS

Table of Contents

Purpose of the CEASD Accreditation Handbook 4

Purpose of Accreditation 4

CEASD Team..... 5

CEASD Standards for Accreditation – Team Writing Assignments..... 5

Role of the CEASD Executive Director and Chairperson of National Accreditation Committee..... 7

Roles of the Chairperson of the CEASD Team..... 8

Responsibility to the School..... 8

Responsibility to the CEASD Team..... 11

Responsibility to the CEASD Board..... 14

CEASD Team Final Report..... 14

Writing the Final Report 15

Decisions on Standards and Accreditation Status 16

CEASD Chairperson's Checklist..... 17

Appendix 23

A. Sample Questions – Standards, Parent/Community Meeting, Faculty Forum, Students.....24
B. Checklist for Self-Study Review Prior to Visit.....30
C. Serving on a CEASD Accreditation Team.....34
D. Sample Site Visit Schedule.....35
E. Tips for Successful Joint Visits 38
F. How to Use Sign Language Interpreters Effectively.....40
G. Sign in Sheet for Interviews.....41
H. Classroom and Dormitory Observation Forms.....42
I. Fact Check Memo.....45
J. Introductory Letter/email to CEASD Team.....46
K. Final Report Template.....48
L. Corrective Action Report.....86
M. Indicators for the 12 Standards.....88
N. Tips for Completing Final Report for Chairpersons and Team Members.....104

O. Power Point for Parent/Community Meeting……111
P. Power Point for Exit Conference……112
Q. Addendum Template for Joint Visit Report…… 114

The Purpose of Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Handbook

This handbook is to serve as a guide for Chairpersons of CEASD Teams and Team Members. Reviewing the handbook and referring to it throughout the process should assist chairpersons and team members as they go through the process. Following these guidelines lends consistency to the accreditation process.

This handbook has been developed over a number of years and is based on the Middle States Association Accreditation for Growth (AFG) protocol. The following individuals provided input into various parts of the handbook: Claire Bugen, CEASD Board Accreditation Chairperson; Joseph Finnegan, retired Executive Director of CEASD; Joan Forney, CEASD Consultant on Accreditation; Rosemary Gallegos, CEASD Team Chairperson; and Barbara Raimondo, CEASD Executive Director. Chairpersons of CEASD teams and chairpersons of school steering committees also added valuable input to the project through their willingness to pilot test forms and templates in the handbook.

The Purpose of CEASD Accreditation

Accreditation has two interrelated purposes, school improvement and quality assurance that are addressed in a three-phase process.

1. **The Self-Study** The first phase of the accreditation process is the self-study. Every five years, or if a joint undertaking with the regional accreditation body the number of years required by the regional, a school undertakes a comprehensive self-evaluation, following defined procedures, that is the foundation of the accreditation process and provides the focus for the subsequent visit. Schools follow the *Self-Assessment Guide for Schools Seeking Accreditation, "The Guidelines"*. (Available on the CEASD website, www.ceasd.org). "The Guidelines" include instructions to complete the self-study including the12 standards and indicators under each standard that form the basis for the self-study protocol. The protocol is designed to demonstrate that the school met the *Standards for Accreditation* including developing a school improvement plan that strives towards continuous school improvement.

2. **Accreditation Visit by the CEASD Team** In the second phase of the accreditation process, the CEASD Team, composed of peers from other member schools, validates the self-study and provides the school and the CEASD Board with the observations and recommendations of experienced outside administrators and educators. It determines the school's compliance with the Twelve Standards for Accreditation and assists the school in setting the direction for future improvement. The CEASD Team follows a methodology in its work, the objective of which is reliability in the results. The team members and chairpersons are volunteers, and the CEASD Board appreciates their willingness to serve on the site visits.

3. **Follow-up** The final phase of the process is a follow-up by the school that assures effective action on recommendations and plans formulated during the self- study and CEASD Team phases. While adherence to standards provides a significant measure of quality, the best long-term assurance of quality is the school's commitment to ongoing school improvement.

What Happens Before the Visit?

A good visit begins with pre-visit planning, especially when conducting dual accreditation visits.

A Note of Grace:

As Team Chair, we ask that you are sensitive to the resources available to the school in regard to providing for the team's needs.

While each school is expected to show a degree of hospitality that indicates that the team is an honored guest of the school, each school culture varies in their degree of hospitality.

Regional Accrediting organizations typically conduct a pre-visit. If a joint visit is scheduled the Chair should either attend the pre-visit or consult with the Chair by phone ahead of the visit.

Additionally, discrepancies may arise, typically in dual visits. As Chair you are expected to reconcile discrepancies, however, if that is not possible you should feel free contact the CEASD Accreditation Chair.

CEASD Chair Contact Information:

Claire Bugen
Claire.bugen@tsd.state.tx.us
512-462-5300 or 512-844-8229

CEASD Team

The CEASD Team undertakes a three and one-half day visit to the school typically beginning on Sunday evening and concluding on Wednesday afternoon. Details of the visit are managed by the School and the Accreditation Chair prior to the visit. Approximately a month prior to the visit, the team receives the school's self-study either electronically or in hard copy. The team members' immediate task is to carefully review the entire school's self-study prior to the visit. The chairperson of the team makes the initial assignments of the standards and section reports to the team members. Team members may express preferences at the discretion of the Chair. Although team members are assigned specific standards for purposes of writing the final report, each member is responsible for the entire review.

Below is a sample of standard assignments and writing assignments for the chairperson to assign members. The **team member in bold** is assigned to write that particular section of the report. Generally, each team member will be responsible for 3-4 standards.

CEASD Standards for Accreditation – SAMPLE Team Writing Assignments

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 and Profile of School and Profile of Student Performance (Team Member #1 and **Team Member #2**)
- Standard 2: Governance and Leadership (Team Member #1 and **Team Member #2**)
- Standard 3: School Improvement Planning and Viability and Organizational Capacity Objective #1 (**Team Member #1** and Team Member #2)
- Standard 4: Finances (**Team Member #1** and Team Member #2)
- Standard 5: Facilities (Team Member #4 and **Team Member #2**)
- Standard 6: School Climate and Organization (**Team Member #1** and Team Member #2)

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

- Standard 7: Health and Safety (**Team Member #4** and Team Member #2)
- Standard 8: Educational Program and Student Performance Objective(s) (**Team Member 3** and Team Member #1)
- Standard 9: Assessment and Evidence of Student Learning (**Team Member #3** and Team Member #1)
- Standard 10: Student Services (**Team Member #4** and Team Member #3)
- Standard 11: Student Life, Student Activities, and Residential Living (**Team Member #4** and Team Member #2)
- Standard 12: Learning Resources and Information Technology (**Team Member #4** and Team Member #3) TjAs team members review the self-study, they should formulate questions that they plan to ask during interviews at the school to validate what is written in the self-study and to follow-up on areas that may need clarification. Sample questions for the meetings on each of the Standards, for the Parent-Community Meeting, for the Faculty Forum and for Meetings with Students are in *Appendix A*.

Working within the context of the school and the framework of CEASD Accreditation, the CEASD Team writes a report which includes the following: determination if standards are met, check of required evidence, references to the self-study, information from interviews, examples from classroom and dormitory observations, individual and group interviews, commendations on the school's programming and recommendations to address further school improvement. Though it is common to use sections of the school's self-study in the final report, it is also critical to provide as much anecdotal evidence from the visit as possible.

The *CEASD Team Final Report*, described more fully later, must first establish the credibility of the team as knowledgeable observers. The report includes commendations drawn from three sources: endorsement of strengths already identified by the school in the self-study, programs which are exemplary, and

exemplary practices. The report makes recommendations drawn from three sources: endorsement of recommendations the school has made for itself, indicators and or standards which are not met or which could be improved upon, and discrepancies between mission, policies and practices. The school is given an opportunity to complete a fact check of the draft report. The final report is sent to the CEASD National Office as well as the school.

Review of the School Improvement Action Plan

Part of determining the Standards of Quality involves the Team's review of the School Improvement Plan. The School Improvement Plan should have:

- Three, four, or five measurable objectives (at least two focused on student performance)
- Baseline data for at least one assessment for each objective
- Technical approval of objectives (This comes from the National Office Executive Director or their designee.)
- Comprehensive action plans
- Plan for regular monitoring and reviews of the Plan

Roles of the Executive Director of CEASD and Chairperson of the National CEASD Accreditation Committee

Several months before the scheduled visit, the Executive Director of CEASD and or the national chairperson of the CEASD Accreditation Committee contacts individuals to serve as the chairperson for a CEASD Visiting Team and also individuals to serve on the CEASD Visiting Team. As much as possible, the Executive Director and or national chairperson of the CEASD Accreditation Committee develops teams that are balanced (hearing status, gender, etc.).

Several months prior to the visit, the Executive Director of CEASD or his or her designee contacts the Superintendent/CEO of the school being visited to find out who will serve as the liaison between the CEASD Visiting Team and the school. At this time, arrangements are finalized regarding how the expenses for the accreditation visit will be handled, i.e. fees, travel, hotel, meals etc. A school may develop a contract with CEASD to reimburse members for travel and other expenses or reimburse the CEASD Visiting Team for expenses directly. Some schools make flight arrangements for the team. Other schools have team members make their own flight arrangements.

The school is directed to send a copy of their self-study to the National Office for review at least 6-8 weeks prior to the visit.

After it is determined the self-study meets the CEASD requirements, the school is notified to send electronic or hard copies of the self-study to the CEASD Chairperson and Team. The review checklist that the National Office uses to determine if all of the components are included in the self-study and the school is ready for the visit is in *Appendix B.*

The Executive Director of CEASD sends the document *Serving on A Visiting Team (*Appendix C*)* to each team member for review and for his or her signature. This document includes expectations for serving on a team and also states confidentiality requirements.

Role of the Chairperson of the CEASD Team

The chairperson of the team plays a pivotal role in the accreditation process with responsibilities to the school, the team and the CEASD National Office. Each of the responsibilities will be examined separately.

Responsibility to the School

Before the Visit

The Chairperson is the chief liaison, representing CEASD in the accreditation process. By seeking accreditation, the school commits to voluntary adherence to the Twelve *Standards for Accreditation* and willing participation in school improvement. The chairperson can do much to establish a positive and receptive attitude at the school.

The chairperson of the team should work with the school liaison to develop a schedule for the visit. "The Guidelines" include several samples for developing the schedule for the visit. One sample site visit schedule is located in Appendix D.

The chairperson of the team may arrange a pre-visit to the school when there is a joint visit with the regional accreditation body. The pre-visit includes the chairpersons of both the CEASD and regional accreditation organizations and allows for planning the visit and determining how logistics will be handled between the two teams. The pre-visit is an opportunity to reassure the school community concerning the professionalism of the accreditation process. The chairperson of the CEASD team and the chairperson of the regional accreditation team should arrange the pre-visit at a mutually agreeable time. An agenda should be developed to work out details on how the joint visit will be managed, i.e., interviews, observations, report writing, final report. Two documents entitled, *Tips for Successful Joint Visits between CEASD and a Regional Accreditation Association* and *How to Use Sign Language Interpreters Effectively* are in Appendix E and F.

During the pre-visit, when there is a joint visit, the chairpersons should invite the Superintendent/CEO to share any concerns and/or identify areas for committee focus. It is helpful to tour the school and meet with key people to answer questions. This is the time to set the tentative schedule for the visit and to make sure the arrangements for housing accommodations, meeting rooms, and computers for use by the teams are satisfactory. Expectations concerning classroom visits should be clarified. Arrangements should be made for visitors to come and go from classrooms and dormitories with as little interruption of activities as possible. The Superintendent/CEO should be asked to inform staff that the objective of the classroom and dormitory observations is not to evaluate staff but to validate the self-study. In developing the schedule, the chairpersons should protect the committee's working time and keep social events to a minimum, usually confined to a reception or dinner on Sunday evening.

If there is not a joint visit and consequently no pre-visit, the chairperson should cover the following items in a phone conference with the Superintendent/CEO and/or liaison:

- Invite the Superintendent/CEO to share any concerns and/or identify areas for the team focus.
- Set the tentative schedule for the visit and make sure that arrangements for travel, meals, housing accommodations, meeting rooms, and computers for use by the team are satisfactory
- Clarify expectations concerning classroom and dormitory observations. Arrangements should be made for visitors to come and go from classrooms and dormitories with as little interruption of activities as possible. The Superintendent/CEO should be asked to inform staff that the objective of the classroom and dormitory observations is not to evaluate staff but to validate the self-study.
- Develop the schedule with the school being sure to protect the committee's working time and keeping social events to a minimum, usually confined to a reception or dinner on Sunday evening

During the Visit

The chairperson should make introductions and say a few words to set the tone for the visit at the opening reception and at any school assembly. The chairperson may choose to use the power point on the CEASD website (CEASD Parent Community Meeting – a screen shot of the power point is in Appendix O) for the opening meeting to review the accreditation process with parents and the community. Prior to the opening meeting, the chairperson should add the school's logo and names of team members to the power point and change the background colors to align with the school's colors.

During the visit, the chairperson should monitor reactions to the team, being alert to misunderstandings and asking for feedback from the school. A list of school personnel should be posted in the committee's work room and checked frequently to be sure that all departments are interviewed before the committee departs. Similarly, the chairperson should be sure that enough classes and dormitories are visited to be representative and that all constituencies have been interviewed. A list of educational and dormitory schedules should be available in the workroom so that team members can initial which classrooms and dormitories are visited.

It is essential that the schedule be followed as closely as possible. It can be helpful to assign someone in the group to keep the team on schedule. Document who is interviewed by using the sign in sheet in Appendix G for all meetings, interviews, etc. Classroom and Dormitory Observations should be documented on the forms in Appendix H. All sign in sheets and observation forms should be turned into the chairperson who should shred them after the final report is complete.

The school is hosting the team at the end of an arduous process of self-study. The chairperson must be sensitive to the school and project a high degree of professionalism during the visit. The school is hosting evaluators – almost always a cause for some anxiety and possible defensiveness. The school has invested great effort in the self- study and tried to explain its programming.

Remind the team to be sensitive to the feelings of the school. Stress how important it is at the end of the visit for the

school to feel that the team has been attentive and understands the program. Also, be sure that everyone at the school had an opportunity to discuss concerns with a member of the team. The manner in which the team represents itself will determine how the school responds to the team's recommendations. Be alert to any discomfort team members may be generating at the school and intervene if necessary. The sections of the draft report should be reviewed and edited to assure accuracy and clarity. Be careful that recommendations include items the school has control over and do not require hiring specific staff or increased financial commitments by the school.

Exit Interview

No matter how prepared the school is, the visit causes a level of tension and resultant defensiveness. The chairperson and members of the team should conduct a preliminary exit interview with the Superintendent/CEO and key people chosen by the Superintendent. This is a time for the chairperson to thank the school, to outline general areas of focus for the team's report, and to bring closure. The chairperson should discuss some of the recommendations and commendations with an understanding that this is just a preliminary assessment. The accreditation status that will be recommended to the CEASD Board is announced. The chairperson should explain that this is a recommendation only and that the CEASD Board has final authority over the accreditation status of a school. If it is a joint visit with a regional association and the regional does not announce an accreditation status, CEASD will still announce the status recommendation that will be made to the CEASD Board. The chairperson should explain that the school will receive a draft report in 6-8 weeks following the visit and will be able to make any factual corrections to the report at that time. The Exit Meeting, which may be a school assembly or a meeting of selected individuals, covers similar information as the pre-exit meeting with the Superintendent/CEO. A power point for the Exit Meeting is available on the CEASD website and a screen shot of it is in Appendix P. Prior to the Exit Meeting, the chairperson and team members add the main commendations and recommendations to the power point.

After the Visit

The chairperson compiles and edits the report as soon as possible after the completion of the visit. All team members are encouraged to submit their sections of the report before leaving on Wednesday. At times, it is necessary for team members to complete their reports after they arrive home. Set a due date for any reports that are not completed by the end of the visit. The chairperson completes the *Final Report* and e-mails it to the Superintendent/CEO for a check of factual accuracy and to the team members for comment within 4 weeks. A sample memo to send with the draft report for the fact check is in Appendix I.

After receiving comments back from the school from the fact check, the chairperson completes any final edits to the final report and sends it to the CEASD National Office. The Executive Director of CEASD will present the team's accreditation status recommendation to the CEASD Board. The Board will act upon it at their next regularly scheduled Board Meeting. The Executive Director will send the final report to the Superintendent/CEO.

Responsibility to the Team

The team is composed of educators and administrators in the field of Deaf Education who gather for four days of intensive work and then disperse. It is the chairperson's job to provide strong leadership to allow this group to work productively together and to learn from the experience. Throughout the visit, the chairperson should be vigilant in balancing work with time to relax. Try to end work at night at a reasonable hour.

Before the Visit

The members of the team are volunteers with varying amounts of experience with the accreditation process. The visit will proceed much more smoothly if the chairperson takes steps early to help team members feel comfortable. A letter of introduction and welcome should be sent by e-mail once the membership of the team is confirmed. This letter will solicit information to help the chairperson make assignments. It should stress that all members of the team are generalists, although each will have a specific responsibility for drafting one or more sections of the report. A sample letter/email is included in Appendix J. Team members should read the entire *Self-Study Report* and make notes prior to the visit, as there will not be time once the team arrives at the school. The chairperson should assign responsibility for writing specific standards to all team members who are encouraged to write preliminary drafts of parts of the report from the self-study. These preliminary reports should then be revised and additions made to the sections based on interviews and classroom and dormitory observations during the site visit.

During the Visit

The chairperson should arrive at the hotel early in order to welcome team members and make sure they find their accommodations in order. It is important at the meeting on Sunday afternoon to take time for introductions. Two of the major agenda items of this initial meeting are to discuss and begin to understand the mission of the school as well as orient the team to the purpose of the visit. In addition, the chairperson will confirm assignments for writing sections of the report and review the schedule.

The chairperson should be directive in providing clear organization for the team. The chairperson can do much to reassure team members that they are fitting into a well thought out plan and help them focus their energies on observing and interacting with the school.

The chairperson will provide the Report Template to the Team Members and instruct them on how to complete the template.

The chair will develop an orientation PowerPoint for the School and the Team. Samples are included in Appendix O. The Team Chair will ensure that the appropriate groups are sampled in the School Accreditation Schedule. Samples of whom should be interviewed are also provided in Appendix D.

The chairperson should orient the team to the task of accreditation. Even though most will have some background, it is wise to come to a common understanding. Emphasize:

- The focus of accreditation is on encouraging school improvement.

- The format for the visit is the school's self-study and it is important to understand the school on its own terms.
- Narrative sections of the *Self-Study Report* may be cut and pasted into the *Team Final Report.* Include comments/quotes from interviews and examples from classroom and dormitory observations in the narrative sections.
- The team should be attentive to what the school says but should not advise/consult or provide solutions based on their own personal beliefs and experience.
- Meet with faculty, staff, students, parents, alumni, administrators, trustees, and other members of the school community as available including those who prepared the sections of the *Self-Study Report* which you are reviewing.
- Classroom and dormitory observations are important to the process.
- Take notes, compile notes, begin writing early. (It is helpful to designate one team member as the note taker and then shares those notes with all team members.)
- The school has spent over a year preparing for the visit; be sensitive to their expectations. The team needs to gain the school's confidence if it wants the school to implement its recommendations.
- Recommendations come from three sources: endorsing recommendations the school has made for itself, standards which are not met or which could be improved upon, and inconsistencies between mission, policies and practices. They should define issues and may suggest directions in which the school may proceed, but they should not be prescriptive and should be confirmed with evidence from more than one source.
- Take time at the initial meeting to allow members to discuss impressions from the self-study and questions they have. Help team members plan what they will do on Monday morning.

Generally, the chairperson will write the introduction, context and conclusion of the *Final Report*. Sharing these sections with the team either at the first team meeting or via e-mail is helpful in providing team members a sample of what is expected. The chairperson should delegate most of the other written work in order to remain free to monitor the visit and follow-up on issues, which emerge unexpectedly.

It is important for the chairperson to follow the schedule, in order to complete all work with enough time for the entire team to review all sections of the report and approve all recommendations. During the visit, let the committee explore, but keep everyone on schedule, arrange for sharing of observations, and be sure that the job is completed thoroughly. The chairperson must also be vigilant in maintaining the appropriate tone. Keep the big picture in the foreground during team discussions. Watch for swings to narrow or judgmental perspectives and refocus the team back to its larger purpose.

Check frequently on who remains to be visited; post a list of all school personnel and ask members to initial the list when they interview someone. Remind the team that the final report is the work of the entire team and that everyone should be comfortable with all the recommendations.

The visit might proceed as follows:

Sunday The team arrives at the hotel and then around 2:00 the team travels to the school for an initial team meeting, a brief tour of the school, a parent/community meeting, and a social/dinner with the administration and the steering committee of the Accreditation Visit. Re-convene back at the hotel for a short meeting with the team to review logistics.

Monday The team should be encouraged to devote Monday morning to listening and observing in an open-ended fashion, seeking to gain an understanding of how the school operates and an appreciation of its distinctive culture. The team should reconvene in the early afternoon to share perceptions, identify issues, and test preliminary conclusions. The chairperson should encourage full participation in the discussion, stressing that the entire report must convey the conclusions of the entire team. The team should have free time between the close of school and dinner to organize their notes, make any edits to descriptive sections of the *Self-Study Report* they had copied into their reports, and begin drafting the rest of their report including commendations and recommendations. Conduct a discussion on Monday evening to identify where attention is needed; assign members to research standards in question and to bring back proposed language for recommendations. It is not too early to begin reviewing draft reports on each standard. The chairperson should reserve time for the team as a whole to review and discuss the draft reports on the standards. A template for the final report is on the CEASD website and in Appendix K.

Tuesday The team should begin Tuesday with a clear agenda of people to see and issues to research. The chairperson should check to make sure that a representative number of classes are visited. The team should reconvene at noon or early afternoon to share observations and have a preliminary discussion of the school's *Self-Study.* The team should have free time between the close of school and dinner to organize their notes and begin drafting their remaining sections of the report. Members should be aware that the team will share first drafts of all sections of the report no later than Tuesday evening, leaving time for final revisions overnight. The chairperson should reserve time for the team as a whole to review and discuss the draft report, to reflect on the most salient issues that have been identified, and to identify possible major commendations and recommendations. Develop the power point for the Exit Meeting to be held on Wednesday. Include no more than two recommendations and commendations for each standard. The CEASD Accreditation Exit Conference power point is on the CEASD Website and a screen shot of it is in Appendix P.

Wednesday The team will visit the school on Wednesday only to check on specific items, which were missed. Otherwise, the morning is spent finalizing the sections of the report including discussing standards to determine if they are met, agreeing on major commendations and recommendations, completing the power point for the exit conferences, and determining the overall recommendation on accreditation status to be made to the CEASD Board.

Again, the team members must be reminded that:

- The report as a whole comes from the entire team.
- The team should decide on the "spirit" of the standards and not fail a school on a narrow, technical interpretation.
- The test for passing a standard is: "The experience of the students is supported." The test for failing a standard is: "The experience of the students is compromised."
- A school cannot receive full accreditation unless it passes all standards.
- All recommendations must be clearly documented in the narrative and receive the concurrence of the full team.
- The language and findings of the report should reflect the judgment of the full team.
- A corrective action plan must be developed if the team makes a decision to recommend provisional accreditation or no accreditation to the CEASD Board. A template for the Corrective Action Plan is in Appendix L. The Corrective Action Plan should be included in the Final Report on the page where the Provisional Accreditation or No Accreditation status is listed.
- The chairperson should contact the chairperson of the CEASD National Accreditation Committee and/or the Executive Director of CEASD for guidance if the team is considering making a recommendation of either Provisional or No Accreditation for the school.

Once the chairperson has received drafts of all sections of the report, the team is thanked for their efforts and reminded about the confidentiality of the work. The team should be told that they will receive a draft for comment, but that the chairperson will exercise final editorial judgment. The team should leave the school after the conclusion of the Exit Meeting.

After the Visit

The chairperson should email a draft of the *Final Report* to the team members and the Superintendent/CEO within 4-6 weeks, giving team members one week to respond with proposed corrections or suggestions and the Superintendent/CEO one week to respond to errors of fact only. If there is no response during that time, the report should be submitted to CEASD as is.

Responsibility to the CEASD National Office

The chairperson is responsible for preparing the *Final Team Report* and for communicating a recommendation concerning accreditation status. Preparation of the report will be discussed below.

Final Team Report

The *Final Team Report* is written for two audiences: the school and the CEASD National Office. The most important audience is the school community for whom the report validates months of self-study. The report should be written in a way that recognizes it will receive wide distribution within the school community and may even come into the possession of the press. It is an occasion to commend the school for what it does well and should provide support and assistance to the school's efforts at improvement. To be effective in this latter function, the report must convey understanding and appreciation of the distinctive mission and qualities of the school, be sensitive to

issues the school is grappling with, and offer recommendations designed to help guide the school in the years ahead. The Executive Director of CEASD will present the Team's recommendation for accreditation status to the CEASD Board.

Writing the Final Report

Review of Assignments

At the Sunday orientation meeting, the chairperson should confirm the assignments for team members. Each team member is responsible for writing one or more sections of the report using the report template located on the CEASD Website and in Appendix K. The chairperson should remind the team members that they do not evaluate individual faculty, staff, or administrators, and cannot comment on the performance of individuals or identify anyone by name in the *Final Team Report.*

The chairperson may complete one Standard write-up and present this to the team as a model. Additionally, the chairperson of the team is responsible for combining the drafts from all the members of the team into one document. The chairperson will do this after the team leaves the school.

Format

The *Final Report* should follow the template on the CEASD Website. Appendix N includes tips for completing the report for the chairperson and team members and also additional tips for how to handle the report when it is a joint visit.

1. **Standard Narratives**: Each standard narrative in the *Final Report* begins with a Narrative Summary. This is a brief summary of the school's position with regard to the indicators (Appendix M) in the standard and may use information from the school's *Self-Study Report*. In the narrative, include information, which comment on the team's findings based on observations and interviews. Include direct quotes from individuals in interviews. Also include evidence for the commendations and recommendations that the team is recommending for the standard. There must be a specific explanation for any failed standard including the indicators not met. Commendations refer to truly outstanding practices or aspects of the school, and are an excellent way to affirm the school and to demonstrate the committee's understanding and appreciation for the school. Recommendations identify issues that warrant attention and should not be prescriptive. All failed standards must have a related recommendation, which identifies the standard indicator by number and must be addressed by the school within one year. The condition to be addressed, necessary to bring the school into full compliance with the standard, should be clearly spelled out in a recommendation and the school should have no difficulty understanding the reason for the decision of the committee. A corrective action plan should be developed for any standard deemed as not met. (Appendix L)

2. **Evidence:** Check all evidence listed in the template under each standard and indicate if the evidence was reviewed on the chart. Add anything that was reviewed that was not listed on the template.

3. **Provide Commendations and Recommendations:** Commendations should identify areas where the School has exceeded expectations or has a model or innovative practice in place. Each recommendation should come from one of three sources: a recommendation which the school has made for itself in its *Self-Study Report*; a standard which is not fully met, for which the school has not made a recommendation; a discrepancy between the school's mission and/or stated policy and its practice; a failure to seek input or involve the community in the work or a complete absence of the requirements of the Standard/Indicator. Recommendations and Commendations should be listed following the narratives for all of the standards. These commendations and recommendations should be significant items and be agreed upon by all team members. These are drawn from within the body of the report. The school must report on the progress they have made on the recommendations in their next CEASD accreditation visit in five years.

   Crafted as part of the team report, a Recommendation is given to the school by the Visiting Team and indicates an action the school SHOULD address. Typically, in the professional opinion of the members of the Team, the action would enhance the effectiveness of the school and would result in further improvements. It may be a revisiting of findings by the school through its self-study or may be a new suggestion provided as a result of the external peer review process.

4. **Overall Recommendations and Commendations:** The report concludes with overall recommendations and Commendations. These are the findings that the Team deems most critical for the continued success of the School.

5. **Conclusion:** The conclusion of the report summarizes the over-all visit and provides closure to the report.

Style

The *Final Report* should be concise and to the point. The most important stylistic consideration should be attention to the two primary audiences: the school and the CEASD National Office. In writing the report, the team should not hesitate to draw upon the information in the *Self-Study Report,* reproducing sections verbatim, as appropriate. The report should be suitable for publication by the school to its constituency, so careful attention to appearance, grammar and spelling is called for in this regard. In the editing process, it is important to read the report from the perspective of the school and to be sensitive to the choice of words and the phrasing of recommendations. The purpose of the report is to encourage and support action by the school; therefore, the team should cast the report in a way, which will facilitate acceptance. The second audience is the CEASD National Office. In this regard, clarity of description and full explanation of recommendations are the most important qualities.

Determining Accreditation Status

The team must determine if a Standard is met or not met. Additionally, any standard with a failed rating must indicate what indicators were not met and provide evidence of why the indicator was not met.

Remind the team to decide on the "spirit" of the standards and not fail a school on a narrow technical interpretation of a standard if the purpose is being met. As stated before the test to be applied for judgment as to whether a standard is passed or failed is to ask, "Is student experience supported (standard is passed) or compromised (standard is failed) by the school's position with regard to this standard?" The chairperson should recognize that one issue may impact multiple standards and should approach this circumstance thoughtfully.

Standards Versus Indicators

- Each Standard is a comprehensive statement of the expectations for quality
- Each Indicator amplifies the Standard by providing examples of how the Standard can be met
- There are no "silver bullet" indicators
- We do not us a percentage approach
- We give schools flexibility in HOW and Standard is met but not IF a Standard is met!
- Decisions about meeting standards are based on:
- EVIDENCE
- OBSERVATIONS
- INTERVIEWS

The team will also recommend the accreditation status to be recommended to the CEASD Board.

The following types of recommendations are possible for a school seeking accreditation:

- **Full Accreditation** (all standards met)
- **Provisional Accreditation** (If one or more standards are not met and provisional accreditation is recommended, a corrective action plan must be developed and the school will have one year to remediate.)
- **Denial of accreditation**

It is suggested that the chairperson use the following checklist to assure all components of the process have been completed before, during and after the site visit to the school.

CEASD Committee Chairperson's Checklist

Before the Visit

- ☐ (Re) familiarize yourself with the process, role, and purpose of CEASD accreditation by reviewing the accreditation section of the CEASD website. http://ceasd.org/accreditation/what-is-ceasd-accreditation
  **If this is a joint visit, also visit the website of the regional body to familiarize yourself with their standards and process.*
- ☐ If this is a joint visit, contact regional accrediting chairperson to coordinate activities.
  - ○ Establish rapport and discuss each groups vision and goals for the visit.
  - ○ Discuss use of interpreters and the role of voice off/ASL.
  - ○ Determine if the teams will be at the school the same number of days.
  - ○ Share the introduction and final Power Point formats and discuss their use.
  - ○ Determine to what extent the report can be written as a joint effort.

**Often standards that overlap are addressed as a team effort and compiled by the regional group and CEASD standards not covered can be written as an addendum and compiled by the CEASD Chairperson. Use the Addendum Template for Joint Visits with*

the Regional Body (Appendix Q) as your guide and change the language to fit the school. Remove the information for the standards covered in the regional report. Discuss whether CEASD will be able to review the Regional report before it is finalized.

- Discuss how commendations/ recommendations will be handled and how the regional group and CEASD will handle announcement of accreditation recommendation and the final presentation to the community.
  **CEASD announces their recommendation to the community; the Regional Accrediting group typically does not.*
- If possible (or if circumstances warrant), make a joint visit to the school prior to the scheduled accreditation visit to meet with the school's accreditation coordinator.

☐ Obtain the self-study from the school. Prior to the chairperson receiving the self-study, it should be reviewed by the National Office to assure it includes the critical areas listed below. (If the report lacks any critical areas, it may be that the school is not ready for the visit – if you have concerns, contact the CEASD National Office nationaloffice@ceasd.org immediately.)

☐ The report should be available 6-8 weeks before the visit .

- ☐ All standards need to be addressed (*If this is a joint visit, there should be a clear cross walk between the Regional Report requirements and CEASD standards).
- ☐ Check to see the self-study includes these items:
  - A commitment to continuous planning to grow and improve student performance
  - Mission, vision, belief statements
  - Student performance objectives and optional organizational capacity objectives
  - Action plans/school improvement plans to achieve the objectives

☐ Communicate with the school regarding your expectations for the schedule and materials (one-two months before visit) to make sure the team has resources it needs (faculty, staff, classrooms, teachers, administrators, schedule, report, artifacts, bell schedule, accommodations, arrival and departure info.) to complete the review.

☐ Dialogue with the school regarding the schedule they have drafted and negotiate changes as needed.

☐ Make sure that meetings are set up with individuals and groups who can expand on and validate each of the standards i.e. community, teachers, board members, parents, students. (Parent and community representatives should not be employees of the school.)

☐ Clarify if the school plans to hold an assembly for the exit conference or a meeting only with selected staff. **Before meeting with the larger school community, it is advisable to review the presentation with an administrative team and/or superintendent/CEO of the school.*

☐ Make sure interpreters are available and clarify modes of communication used at the school and that team members have appropriate access.

☐ Ask for a list of names and titles of individuals in each interview group. Have individuals sign in to each of the meetings/interviews.

**Check that interview groups are not dominated by administration so there is opportunity to gather teacher/provider perspectives on their involvement in the self-study process.*

- Send a welcome E-mail to your team and refer them to the CEASD website to familiarize the team with the accreditation process. (CEASD standards, questions, indicators, manual, power points) Information can be found on the CEASD website at http://ceasd.org/accreditation/what-is-ceasd-accreditation. Depending on the experience of your team, you may want to build in time when your team arrives to review parts of the information. In the e-mail also communicate to the team that:
  - You will be sending assignments for the standards. If you prefer, ask their preferences with the caveat that you will do your best to assign preferences but will need to make sure that all the standards are covered.
  - Share the schedule that the team will follow with the CEASD team if available. If the entire schedule is not available, make every effort to share the schedule for the first day.
  - Send the standard assignments and have the school send the self-study to all team members electronically as soon as possible before the visit (one month) and ask them to:
    - Review the self-study before the visit
    - Bring copies of their standards and questions.
    - Begin to draft their standards using the report format in the CEASD Final Report Template http://ceasd.org/accreditation/resources-schools-teams

      **Drafting standards prior to the visit is very helpful especially if this is a joint visit where all reports must be completed and given to the chairperson before the team leaves the school. Drafts can be composed using the self-study as a resource and then validated and edited during the visit.*

      **If this is a joint visit, it is advisable that the CEASD chairperson does not assign him/herself standards. The chairperson focuses on coordinating with the Regional Chairperson, getting additional needed information from the school, supporting the team members in their writing and drafting commendations and recommendations.*
- Continue to communicate with the school about the schedule:
  - Ensure they will have artifacts (electronic or hard copy) ready for the team to review.
  - Check that they have a workroom with materials (paper, pencils, snacks, computers, printer).
  - Check the schedule to see that all standards are covered with staff/faculty that can address each.
  - Encourage the school to schedule a tour of the school on the first afternoon (Sunday afternoon).

- Prepare documents and presentations
  - Ask team members to send contact information and current title indicating how they would like it to appear in the report.
  - Complete the context portion of the final report filling in the names of the team, school information and summarizing the background of the school prior to the visit. The report template can be found in Appendix K or on the CEASD website.
  - Fill in school information, logo, colors and CEASD information in the PP template for the community meeting (Bring on a flash drive or lap top) Appendix O
  - Fill in the school information, logo, colors and CEASD information for PP template for the exit conference (Bring on a flash drive or lap top) Appendix P

*(*All CEASD templates can be found at http://ceasd.org/accreditation/resources-schools-teams)*

- Match team standard assignments to the meeting schedule.
- All team members attend Sunday evening events and first meetings on Monday morning where the mission and vision is reviewed. At least 2 team members should be at the other meetings.
  - Send the schedule out to the team for comment.
  - Make adjustments to the schedule as indicated.
- Typically, air and ground travel is arranged by each team member and reimbursed by the school. The school arranges hotel accommodations. The CEASD office provides initial travel guidance.
- Remind team to make travel arrangements and copy their itinerary to the rest of the team and the school.
- Forward any information from CEASD or the school regarding travel to the team members.
- If the school has not communicated about accommodations and travel from the airport, contact them.

On Arrival at the School

- Check that all team members have arrived and arrange for a team meeting before or after the first evening's event to:
  - Review and as needed revise team member interview/observation schedule.
  - Review purpose of the visit and role of team members.
  - Begin drafting first impression recommendations/commendations.
  - Red Flags?
  - Questions for staff?

  **If this is a joint visit, arrange a meeting with the Chairperson of the Regional team to review the schedule, establish face-to-face rapport and confirm how the teams will coordinate writing the report, visiting classrooms, interviews and team meetings.*

During the Visit

- Community and parent meeting tips – Introduce family, community and team; Use the ppt to help explain the CEASD process; Leave majority of time for parent comments; Be sure to ask "If there is anything else you would like to tell us not covered in our questions?"
- Team should visit as many educational, after school programs, and dormitories as possible. Document classroom and dormitory observations on the observational forms.
- Maintain a list of additional artifacts needed and work with school accreditation coordinator to retrieve.
- Before each community meeting (parents, Board members, teachers) briefly explain the CEASD accreditation process.
- Discuss with team which areas need further probing and address those areas during the course of the visit.
- Throughout the visit, team members should be drafting their observations and considering recommendations and commendations. Check with each member on his/her progress.
- At the end of each day, the chairperson should work with the team to draft recommendations/commendations in each area.

Evening Before Last Day of the Visit

- Finalize Commendations and Recommendations in the presentation Power Point.
- Gain consensus from team on accreditation recommendation (Full, Provisional, or No Accreditation).
- Make a note of any final documents needed and request them from the school.
- Finalize formatting the Power Point for the exit conference.
- Divide up standards for the exit presentation among members (not necessarily the areas observed by each team member).
- Retrieve reports from team members.
  **If this is not a joint visit, the report may be completed at home by the team members and sent electronically to the chairperson by an assigned date; this is at the discretion of the chairperson.*

Last Day of the Visit

- Review any final documents
- Continue writing reports
- Retrieve any additional reports from the team
- Develop the ppt for the exit conference
- Set up for exit conference
  **Questions are not taken during the exit conference and team members should leave the school right after the meeting. Any questions should be referred to the team chairperson.*

After the Visit

- E-mail team and Superintendent/CEO (separately) thanking each for their participation and informing them of a projected timeline for receipt of the report – typically a month is the goal. Copy

the National Office so they know that the visit was completed.

- ☐ Gather the reports from team members (if not already done so), compile and edit report.
  **If this is a joint visit, communicate with the regional chairperson on review of each other's reports before they are finalized and ask for an electronic copy of the final Regional report.*
  **If this is a joint visit, often standards that overlap are addressed as a team effort and compiled by the Regional group and CEASD standards not covered can be written as an addendum – the template is available on the CEASD website.*
- ☐ Communicate with the school and the team members as needed to complete the report.
- ☐ Send the report to the Superintendent/CEO for a fact check
  **Observations of the accreditation team cannot be changed only incorrect facts may be corrected.*
- ☐ Edit for any appropriate corrections sent by the school
- ☐ Finalize and send to CEASD National Office to send to the school
  **If this is a joint visit, also send the final Regional report to the National Office.*

**Checklist compiled May 22, 2013 by Rosemary Gallegos and edited by Joan Forney and Joseph Finnegan 7/20/2013*

Making and Accreditation Recommendation:

A Team's Accreditation Recommendation is based on:

- Meeting the 12 CEASD Standards for Accreditation
- Following all aspects of the Planning Process
- Developing a Plan for Growth and Improvement

When we do this, we ask ourselves Did the School…

1. Meet all the CEASD Standards
2. Meet the requirements of the Self-Study Protocol
3. Have the capacity to carry out the Plan for Growth and Improvement

The Team may recommend:

1. Full Accreditation
2. Provisional Accreditation
3. No Accreditation

Conclusion

The CEASD Board would again like to recognize the volunteer efforts of the chairpersons and team members of the CEASD Accreditation process. We sincerely hope that this handbook will assist you in your endeavors and help to make our accreditation process consistent and seamless. If you have questions implementing any parts of this handbook and have any questions regarding the accreditation process, do not hesitate to contact the CEASD National Office.

CEASD

APPENDIX
A. Sample Questions – Standards, Parent/Community Meeting, Faculty Forum, Students
B. Checklist for Self-Study Review Prior to Visit
C. Serving on a CEASD Accreditation Team
D. Sample Site Visit Schedule
E. Tips for Successful Joint Visits
F. How to Use Sign Language Interpreters Effectively
G. Sign in Sheet for Interviews
H. Classroom and Dormitory Observation Forms
I. Fact Check Memo
J. Introductory Letter/email to CEASD Team
K. Final Report Template
L. Corrective Action Report
M. Indicators for the 12 Standards
N. Tips for Completing Final Report for Chairpersons and Team Members
O. Power Point for Parent/Community Meeting
P. Power Point for Exit Conference
Q. Addendum Template for Joint Visit Report
*All of the above documents are for chairpersons and team members to use during the accreditation visits. These documents may be cut and pasted and used as needed. It

is suggested that the CEASD Logo be added to each of the documents when they are used in the accreditation process.

APPENDIX A

Sample Questions – Standards, Parent/Community Meeting, Faculty Forum, Students

CEASD

QUESTIONS FOR THE TWELVE STANDARDS

STANDARD 1: Philosophy, Mission, Beliefs, and/or Objectives

Focus Questions

1. What is the process for establishing and building understanding of and commitment to the mission, vision and beliefs among stakeholders?
2. How is the school's mission, vision and beliefs publicized to the school community?
3. How would you evaluate consensus of the staff to the mission and belief statements?
4. In your opinion, do all stakeholders (staff, parents, community) understand the mission and belief statements?
5. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?
6. What are your plans to evaluate your mission statement to assure the school is meeting the mission?

STANDARD 2: Governance and Leadership

Focus Questions

1. Explain the relationship between the governance and the leadership of your school.
2. What issues if any are important for us to know?
3. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?
4. Explain how the school's governance impacts the viability of the school.
5. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?
6. How do members of the Leadership Team provide input and oversight into the budget?

7. How do you orient members of the School Board/Advisory Council?
8. How do you recognize the achievements of staff and students?
9. How do you evaluate the superintendent/CEO?

STANDARD 3: School Improvement Planning and Viability

Focus Questions

1. Describe the participation and input from stakeholders the school had when developing the school's improvement plan.
2. Describe the school's planning process, its improvement plans and goals and the results of implementation.
3. How is the school improvement plan reviewed and shared with stakeholders?
4. Describe the analysis completed on historical data, baseline performance information, trend data and projections on which the school improvement plan was developed.
5. Does your school participate in any external reviews other than CEASD accreditation?
6. Describe your school's capacity to implement the action plans/improvement plan developed for this accreditation visit?

STANDARD 4: Finance

Focus Questions

1. What is the process for establishing policies and procedures for maintaining control of the financial integrity of the school?
2. Describe the budgeting process, i.e., how the budget is developed, input from leadership, stability of the budget, financial oversight.
3. Discuss the internal and external audit process and any findings from these audits in the past 4 years.
4. Describe the process used to communicate financial obligations to stakeholders, i.e., parents, school districts.
5. Describe the grants your school receives?
6. Do you receive funds from foundations or other funding sources?

STANDARD 5: Facilities

Focus Questions

1. What is the process for building maintenance, repair and maintenance and capital requests to assure buildings are maintained and meet current standards for schools, dormitories etc.?
2. How does the leadership ensure that the allocation of financial resources is supportive of the building repair, maintenance and capital needs of the school?
3. What process is used to ensure students and staff are provided with an

environment that meets health and safety requirements, i.e., inspection for effective operation, codes, etc.
4. How does your department assure that your school meets its vision/mission?

STANDARD 6: School Climate and Organization

Focus Questions

1. Describe the organizational structure of your school indicating how the leadership of the school provides coordination, supervision and direction for the educational program, student services, and student activities.
2. Describe your organizational chart, job descriptions for staff, qualifications of staff, performance evaluation and opportunities for professional development of staff.
3. Describe your personnel policies and procedures for the operation of the school, for orientation of new staff, for handling grievances and indicate how staff know about the policies and procedures.
4. Describe your written code of conduct for students and staff.
5. Describe an agenda for a typical leadership meeting at your school.
6. How would you rate the satisfaction that students, parents, alumni and other stakeholders have with the school?
7. Do staff feel that there is adequate communication about school operations and activities?

STANDARD 7: Health and Safety

Focus Questions

1. What is the process for ensuring that all buildings meet health and safety requirements?
2. How does the leadership insure that health and safety standards are met for students and staff?
3. What procedures are in place to manage emergencies, warning systems, drills, etc.?
4. What types of background and reference checks are completed on new hires, contractual workers, students in training, and volunteers?
5. What processes are implemented to ensure that all staff is well-prepared to meet the health and safety needs of students?
6. How would you rate the safety of this school on a scale of 1-5?

STANDARD 8: Educational Program

Focus Questions

1. Describe your process for school wide curriculum development including

implementation and assessment of its effectiveness.
2. Describe one strength of your school and one challenge you are facing.
3. How would you rate the satisfaction of these stakeholders with the educational program (staff, students, parents, alumni, other stakeholders)
4. How does the educational program develop the whole child--cognitive, psychomotor, affective skills, knowledge competencies, and career knowledge in students?
5. Describe the transition services for students at your school?

STANDARD 9: Assessment and Evidence of Student Learning

Focus Questions

1. How does your school fit in with the state accountability system?
2. What types of assessment results are tracked for students and then how are the results communicated to classroom teachers and parents and used for decision making?
3. How do you measure growth and determine that your students are performing at the expected levels?
4. Describe the process used to track graduates of the school

STANDARD 10: Student Services

Focus Questions

1. Describe the student support services, including career services, provided by your school.
2. How are transportation services provided at your school?
3. Describe the food services program at your school.
4. What services are provided for students who have disabling conditions in addition to deafness.
5. Describe your admissions and placement policies and procedures.

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

Focus Questions

1. Describe your student life program including how you build skills in handling responsibility, how you develop independent living skills, the code of conduct followed by the school, parental involvement in the program and how you recognize the accomplishments of students.
2. Describe your supervision monitoring process of students whereabouts and describe how you provide privacy in the dormitory.
3. Describe student special events or recognition celebrations held by your school.
4. Describe opportunities for dorm and school staff to work together at your school.
5. Describe how your school develops self-advocacy and social skills in students.

STANDARD 12: Learning Resources and Information Technology

Focus Questions

1. Describe the resources and technology available to the school.
2. How would you characterize the budget support for the technology area?
3. Describe the staffing in the Informational Technology area and describe the qualifications of the staff.
4. How do you orient new staff to the technology available at the school?
5. Describe your technology plan and the types of input various staff have in the planning process.
6. How do you support technology integration into the curriculum?

QUESTIONS FOR THE FACULTY FORUM

1. What do you see as your school's greatest strength?
2. Do you have any suggestions for your school?
3. How does your school communicate with parents on a daily, weekly, monthly, annual basis?
4. What role did you have in the CEASD accreditation process, i.e., filled out a survey, served on a Standard committee.
5. How would you rate the safety of this school?
6. What do you see as your greatest challenge as a teacher?
7. What would you like to tell us about your school that we have not asked?

QUESTIONS FOR PARENT-COMMUNITY MEETING

1. What do you see as your school's greatest strength?
2. Do you have any suggestions for your school?
3. How does your school communicate with you on a daily, weekly, monthly, annual basis?
4. What if any role did you have in the CEASD accreditation process, i.e., filled out a survey, served on a Standard committee?
5. How would you rate the safety of this school?
6. Is there anything else you can tell us about your school that we have not asked?

QUESTIONS FOR MEETINGS WITH STUDENTS

1. What do you like best about your school?
2. What would you like to change or improve about your school?
3. Do you feel safe at your school?
4. Is there bullying at your school?
5. Do you feel challenged in your classes?
6. Describe your communication with your teachers.

7. What is your favorite class?
8. Is there anything else you can tell us about your school that we have not asked?

APPENDIX B

CEASD Self-Study Preview Checklist

Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Self-Study Checklist

School:
Date:
Completed by:

COMPONENT	INCLUDED	NOT INCLUDED	COMMENTS
School/District/Community Profile			
Internal/External Scan of Demographic Social, Political, Educational and Technological Factors			
Report on Previous CEASD Recommendations			
Narrative for each Standard			
Standard Survey Results (Compiled)			
PARENT, COMMUNITY, ALUMNI SURVEYS etc. (Compiled)			
Strengths and Weaknesses			
Standard Assessment			
School Improvement Action Plan			
Evidence			
Readiness for Site Visit from CEASD			

APPENDIX C

SERVING ON A VISITING TEAM

Congratulations on being invited to serve on a CEASD Visiting Team! As a Team member you will be one of a handpicked group of educators representing the CEASD with the responsibility to conduct a thorough validation of the school's self-study and to make an accreditation recommendation to the CEASD Board. The school's stakeholders have spent countless hours conducting a self-study and developing a planning process focused on improving student performance and the school's capacity to effect that improvement. The Visiting Team will serve both as external reviewers and as "critical friends," with the goal of leaving the school in a better position to achieve its mission and objectives than it was before the Team's visit.

Qualifications for the Visiting Team Member

Following are the qualifications for serving on a Visiting Team:

- A practicing or retired educator, either a teacher or administrator, with well-developed professional knowledge and skills/experience with CEASD Accreditation (when appropriate exceptions are granted)
- Available for service for four days including evening work sessions
- Able to stay overnight in the Team's hotel/motel for three nights
- Ability to make objective observations and conclusions based on evidence presented
- Ability to work intensively and to cooperate with other Team members in meeting the expectations for the Team
- Excellent writing skills
- Ability to use a computer and to use Microsoft Word, Google Docs for writing reports
- A team member who has no conflict of interest with the school, i.e., previous consultant to the school within the past three years, family member who works at the school, etc.

CEASD School Improvement Protocol for Accreditation

The CEASD protocol for accreditation focuses on improvement in student performance and in the school's capacity to affect that growth. The protocol establishes or builds upon various planning and school growth and improvement efforts, with an emphasis on the actual results in improved student performance. All schools are required to establish objectives for improving student performance based on its vision of a preferred future for the students and goals and objectives and will also include objectives for organizational improvement. (Some of the regional accrediting associations have specific requirements for student performance objectives if it is a dual visit.) Thus, the accreditation process is aimed at continuous improvement; it is a future-oriented and visionary process. In addition, the CEASD protocols provide for a continuous review of programs and services and of the results of student performance.

The Role of the Visiting Team

The Visiting Team is charged with the responsibility of making a recommendation to the CEASD Board regarding the school's accreditation status based on the following:

- Does the school meet all twelve CEASD Standards for Accreditation? The twelve Standards for Accreditation set expectations for quality in all aspects of the school's programs and services. All twelve Standards must be met for a school to be recommended for Full Accreditation.
- Does the school meet the expectations of the CEASD Guidelines? The CEASD Guidelines requires that the school
    - Developed organizational elements and processes that lead to an ethic of continuous planning to grow and improve student performance.
    - Implemented a mission to establish a vision of a preferred future and a set of beliefs to guide the school's work and its improvement efforts.
    - Identified student performance objectives and may include organizational capacity objectives.
    - Developed action plans/school improvement plans to achieve the objectives.

While serving on the Visiting Team, you will be representing the CEASD, your own school and yourself. Therefore, it is important that you understand the expectations for the professional conduct of Team members:

- Remember at all times that you are a guest of the school.
- You have an obligation to review, observe, study, and inquire, but it is not your responsibility to tell your hosts how to do things. You are not a consultant.
- You are not there to "inspect" the school or only to find things wrong. And, you are not to compare the school to your own or to evaluate individual staff members.
- Instead, you are there to determine if the school meets the Standards for Accreditation and to validate its plan for growth and improvement in student performance. Be gracious, considerate, respectful, and open-minded.
- Questions should be open-ended and give the stakeholders the opportunity to tell how they meet the Standards and about their improvement plan.
- Avoid making "snap" judgments and voicing criticisms.
- Particularly, refrain from telling how things are done in your school.
- Remember, you are evaluating this school and its plan *in terms of its own mission, beliefs, and objectives and not your own values.*
- Remain objective and impartial.
- You have an obligation to not use the visit as a way for you to find employment at the school or recruit staff from that school to come to your school.

The deliberations you and your colleagues on the Visiting Team have are to be held in confidence during and following the visit. When you depart from the host school, your role and your responsibilities as a reviewer come to an end, but your obligation to maintain professional confidentiality remains with you as you resume your customary duties at

home. The Team's report itself is a confidential matter between the Chair, the school, and the CEASD Board.

The Work of the Visiting Team

Your Visiting Team Chair will introduce you to the team's schedule, the purposes and expected outcomes of the visit, and his or her expectations at an organizational and training meeting when you first arrive. You will spend most of your time during the visit interviewing representative stakeholders of the school–teachers, administrators, residential personnel, related service personnel, students, parents, community etc. The Team Chair will provide suggested questions and interview techniques. You will be asked to write a narrative of the Team's conclusions on one or more areas (e.g., planning process, content of the plan, or specific standards such as Student Services or Educational Programs). The Chair will have a template for the Visiting Team's written report. The Chair, however, is responsible for preparing and submitting the final report. The Team will do its work both during the day and in the evenings.

Logistics

Your lodging as well as your meals during the visit will be arranged and paid for by the school or provided. The host school will also reimburse you for your travel costs unless the school has a contract with the National Office. Travel expenses can include mileage, tolls, train fare, etc. Please retain all receipts. Professional dress is expected for the daytime, and comfortable casual clothes may be worn for evening meetings at the hotel. Since the report will be drafted during the visit, it is very helpful if you are able to bring a laptop computer with Microsoft Word to the visit and/or have the ability to use Google Docs.

Arrangements with Your Own School

In most cases, you have received this invitation because someone has recommended you to serve on a Visiting Team. Remember, serving on a Visiting Team is a voluntary service that CEASD member schools provide for each other. Therefore, you will not receive any monetary compensation from either CEASD or the host school.

In Conclusion

The CEASD greatly appreciates your willingness to further the quality of education and the process of school improvement through accreditation by serving on this Visiting Team. We wish you a very enjoyable and beneficial experience! Please sign the statement below indicating that you understand the expectations of serving on a visiting team and return it by e-mail to the CEASD National Office.

My name is _____. (Print Name)

I have read the above document, *Serving on a Visiting Team*, and agree to abide by the stipulations in this document during and after serving on a CEASD Visiting Team.

_____ (Signature)

_____ (Date)

APPENDIX D

SAMPLE VISITATION SCHEDULE

(Adjust to fit the school.)

SUNDAY

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

MONDAY

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

12:00 – 1:00p.m.	**Lunch**	All Team Members	
1:00 - 2:00 p.m.	**Meeting with the Governing Board/State** • Standard 2: Governance and Leadership		
2:00 p.m. – 3:00 p.m.	**Meet with Human Resources** • Standard 6: School Climate and Organization **Meet with Health Center, Risk Management, Social Workers** • Standard 7: Health and Safety **Classroom Observations**		
3:15 – 5:00 p.m.	**Meet with Curriculum, Outcomes, Principals** ▪ Standard 8: Educational Programs ▪ Standard 9: Assessment and Evidence of Student Learning		
5:00 p.m.	**Team Meeting**	All Team Members	Team Only
6:00 p.m.	**Team Dinner**	All Team Members	Team Only
7:00 p.m.	**Team Work Session** **Dorm Visits**	Team Members	
8:00 p.m.	**Back to Hotel**	Team Members	Driver

TUESDAY

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

12:30 p.m.	**Meet with High School and 18+/Transitional Students** **Classroom Observations**	Team Members Team Members		
12:30 – 1:30pm	**Lunch**	Team Members		
1:30 – 3:00 p.m.	**Meet with Residential Supervisors, Student Development, Athletics** • Standard 11: Student Life and Student Activities, and Residential Living **Meeting with Outreach Staff** • Standard 8: Educational Program **Classroom Observations**			
3:00 – 5:00pm	**Meet with Technology Staff** • Standard 12: Learning Resources and Information Technology			
3:45p.m.	**Faculty Forum**	All Team Members	All Teachers	
5:00 p.m.	**Dinner**	All Team Members		
7:00 p.m.	**Team Work Session**	All Team Members		Hotel Work Room

WEDNESDAY

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

APPENDIX E

TIPS FOR SUCCESSFUL JOINT VISITS BETWEEN CEASD AND A REGIONAL ACCREDITATION ASSOCIATION

1. The School must contact the National Office of CEASD as soon as it is determined there will be a joint visit and this will alert the National Office to make contact with the regional accrediting association.

2. CEASD requires there be 5 members from CEASD on the site visit team to allow for collaboration between the CEASD and Regional Team and assure all Standards are thoroughly covered.

3. The School should set up a phone conference or face-to-face meeting of the chairperson of CEASD and the regional accreditation association eight weeks before the scheduled visit. If a representative of the regional accrediting team plans to visit the school in advance of the team's site visit, then a representative of CEASD must be involved in that visit.

    a. Determine who will write the final report (CEASD, Regional Body with an addendum by CEASD or two separate reports) If the regional association writes the report, CEASD will provide input for the report and then write an addendum for areas not covered in depth by the regional body generally, i.e., **Finances, Facilities, Health and Safety, Student Services, Student Life/ Student Activities/Residential, and Learning Resources and Information Technology (Note: The Middle States Accreditation system is similar to CEASD's and has the same 12 Standards.)**
    b. If any of the report is going to be a joint venture, an agreement needs to be made that the regional body will include in the introduction of the report that this report is a joint venture between the regional body and CEASD. The regional body also must be willing to share the final report with the CEASD National Office. This report must be kept on file to validate that CEASD completed a comprehensive site visit.
    c. Determine when the teams will work together to write reports and determine recommendations and commendations for the final report. CEASD site teams work after school hours either at the hotel or on the school's campus to complete this work, and it is essential that the regional team join CEASD for these work sessions in order to provide a joint visit and report that is meaningful.
    d. Determine how interviews and classroom observations will occur.
    e. Determine how the standards will be covered by the teams, i.e., team members assigned specific standards or all team members handle all standards.
    f. Determine logistics of the visit
        i. Length of visit for each group

ii. Schedule for the visit, i.e., school tour, classroom observations, interviews
iii. Participation of school administration in interviews
iv. Meeting rooms
v. Computers
vi. Supplies and Materials
vii. Pre-exit meeting with Superintendent/CEO
viii. Plan for School Exit report with Staff for regional accreditation association and CEASD
ix. Interpreter guidelines for joint visits located at the end of this Appendix.

4. The School's self-study must address standards of both organizations. (It is not necessary to duplicate reports.)

    a. Analyze Standards from CEASD and Regional to determine overlap and/or gaps and indicate how you address this in your self-study. (For example, Standard 3 in AdvancED, "Teaching and Assessing for Learning", cross references to the CEASD Standard 8, "Educational Program" and Standard 9, "Assessment and Evidence for Student Learning".) The school will be responsible for addressing indicators that are in CEASD but not in the Regional, e.g. Outreach, Early Intervention, etc. (For guidance on matching AdvancED and CEASD Standards contact the National Office.)
    b. Be aware that the Regional Teams may require pre-approval of the student achievement goals.

5. The School must send the self-study to the National Office for a review at least 8 weeks prior to the scheduled visit.

APPENDIX F

HOW TO USE SIGN LANGUAGE INTERPRETERS

Speak at your natural pace but be aware that the interpreter may wait to hear and understand a complete thought before beginning to interpret. The interpreter will let you know if you need to repeat or slow down.

Look at and speak directly to the deaf person. Do not say “tell him” or “tell her”. The deaf person will be watching the interpreter and glancing back and forth at you.

• Remember that when the interpreter speaks, he/she is voicing the words of the deaf individual. The interpreter is not a participant in this interaction. Respond directly to the deaf person.

It is usually best to position the interpreter next to you (the hearing person) or the person presenting the information, opposite the deaf person. This makes it easy for the deaf person to see you and the interpreter in one line of vision.

If you are handing out materials during the accreditation visit give a copy to the interpreter. Remember to pause before giving your explanation of any visual aids so that the deaf person has time to see it, look back at the interpreter and still keep up with the information being presented.

Interpreters and hearing speakers should avoid standing with their backs to windows, bright lights or busy colorful designs. These backgrounds make it difficult to see and receive a clear message. A solid, dark colored backdrop or background is recommended.

Two interpreters will be assigned to a job over one hour in length. Interpreters working in a team allow communication to flow smoothly and thereby minimize distractions to the meeting process. One interpreter will actively interpret for 20-30 minutes while the other provides back up to the active interpreter. The interpreters switch every 20-30 minutes.

The interpreter is present to facilitate communication. If you have questions about the deaf person or sign language, ask the deaf person directly and the interpreter will interpret your questions. The interpreter will not give advice or their personal opinion on anything that is discussed.

If you have any further questions about how to work with a Sign Language Interpreter during the accreditation visit, please direct them to the CEASD Chairperson.

**Adapted from a Document from the Clerc Center

APPENDIX G

SIGN IN SHEET FOR INTERVIEW MEETINGS

Name of School: _____Date: _____TIME:_____

Meeting Title: _____

NAME	TITLE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

APPENDIX H

CEASD CLASSROOM OBSERVATION TOOL

Name of School: _____ Date: _____ Subject: _____
Grade Level: _____ Name of Observer: _____
Circle all that apply: Lesson/Beginning; Lesson/Middle; Lesson/End
Identify and document observable evidence of classroom environments in the following chart.

Student-focused Observations	Observed	Not Observed
A. EQUITABLE LEARNING ENVIRONMENT		
1. Access to classroom discussion, activities, resources and support are equitable.		
2. Access to differentiated learning opportunities.		
B. ENVIRONMENT OF HIGH EXPECTATIONS		
1. Access to high expectations in the classroom		
2. Provided higher order thinking skills when asked questions.		
C. SUPPORTIVE LEARNING ENVIRONMENT		
1. Provided a positive learning environment.		
2. Provided support and assistance to understand content and accomplish tasks.		
D. ACTIVE LEARNING ENVIRONMENT		
1. Engaged in the learning environment.		
2. Provided communication accessibility.		
E. PROGRESS MONITORING AND FEEDBACK ENVIRONMENT		
1. Responds to teachers' feedback to improve Understanding.		
2. Demonstrates understanding of the concepts.		
F. WELL-MANAGED LEARNING ENVIRONMENT		
1. Knows classroom rules, behavior, expectations, routines.		
2. Collaboration is evident		
G. DIGITAL LEARNING ENVIRONMENT		
1. Uses digital tools in lessons.		
2. Uses digital tools independently.		
H. POSTINGS IN CLASSROOM		
1. Emergency procedures		
2. Learning Standards/Common Core		

Provide additional notes on the back of this form.
** Adapted from the AdvancED Effective Learning Environments Observation Tool

EARLY CHILDHOOD CLASSROOM OBSERVATION TOOL

Name of School: _____ Date: _____ Subject/Activity: _____
Name of Observer: _____
Check all that apply: ___Lesson/Beginning ___Lesson/Middle ___Lesson/End

Identify and document observable evidence in the following chart.

	CEASD Early Childhood Standard 8 Indicators	Observed	Artifacts	Not Evident
8.17	Families have input into curriculum.			
8.18	Program reflects integrated approach to social, emotional, physical, cognitive and language needs.			
8.19	Educational program is everything during the day (while children play, eat, toilet, outside/trips, planned experiences, transitions).			
8.20	Child and adult-initiated activities included in daily plans.			
8.21	Young toddlers primarily receive individual attention with occasional small groups.			
8.22	Educational program provides: balance of quiet and active time			
	Flexibly incorporates learners' natural routines into day			
	Daily indoor & outdoor play, balance large & small muscle, organized & unstructured experiences			
	Early language & literacy skills through conversation, storytelling, singing, poetry, games, pretend, shared reading, etc.			
	Opportunities for increased independence in use of materials/equipment			
	Structured & unstructured opportunities for children's active involvement with people and materials			
	Spontaneous learning builds on children's repertoire & curiosity			
	Learning areas designed for individual & group exploration			
	Integration of routine daily activities into learning			
8.23	Educational program prepares students for successful transition to elementary school settings.			

Comments:

CEASD DORMITORY OBSERVATION TOOL

Name of School: _____ Date: _____ Age Level: _____
Name of Observer: _____
Check all that apply: _____ Before School _____ After School _____ Evening

Identify and document observable evidence of dormitory environments in the following chart.

Student-focused Observations	Observed	Not Observed
A. EQUITABLE DORMITORY ENVIRONMENT		
1. Access to dormitory activities, resources and support are equitable.		
2. Access to age appropriate dormitory assignments.		
B. SUPPORTIVE DORMITORY ENVIRONMENT		
1. Provided a positive dormitory environment.		
2. Provided support and assistance to understand dormitory routines and expectations.		
C. ACTIVE DORMITORY ENVIRONMENT		
1. Engaged in the dormitory environment.		
2. Provided communication accessibility.		
2. Demonstrates understanding of the concepts.		
D. WELL-MANAGED DORMITORY ENVIRONMENT		
1. Knows dormitory rules, behavior expectations, routines.		
2. Collaboration is evident		
E. TECHNOLOGY IN THE ENVIRONMENT		
1. Uses digital tools in the dormitory.		
2. Uses digital tools independently.		
H. POSTINGS IN DORMITORY		
1. Emergency procedures		
2. Rules and expectations		

Provide additional notes on the back of this form.

** Adapted from the AdvancED Effective Learning Environments Observation Tool

APPENDIX I

Sample Memo Sent to School for Fact Check

Dear _____:

Attached to this e-mail is a draft of the final report for the CEASD Accreditation Team visit to _____ school held on _____.

Our accreditation team is sending you this draft for a fact check. We are asking that you review the report and check to be sure that there are no errors of fact, i.e., incorrect names of programs, incorrect titles of individuals, etc.

Please indicate any factual errors that you note, and the team will review these and make changes as necessary. We will only consider changes if there is a factual error.

After I receive the document back, I will confer with the CEASD Team and make any necessary changes. A final copy of the report will then be sent to you and the CEASD National Office.

Sincerely,

Chairperson of CEASD Accreditation Team

APPENDIX J

Sample Memo to Send to Team Members

Dear CEASD Accreditation Team Member:

Thank you so much for being willing to serve on the CEASD Accreditation Team for _____ School for the Deaf. Your expertise is valued and I look forward to working with you. I have always found accreditation visits to be a valuable professional learning experience.

The members of our accreditation team are:

You will receive a separate memo from _____ at the _____ School for the Deaf outlining the travel arrangements.

It is essential that all team members read the entire self-study prior to the visit. _____ from _____ School for the Deaf will e-mail you a copy of the self-study in the next few days. As you read the self-study, write some questions that you will want to follow-up on during the visit. A list of sample questions are on the CEASD website.

Below are the assignments for the _____ School for the Deaf CEASD accreditation visit. Two team members will attend the interviews for each Standard and one person will write the report for the Standard. The individual's name in bold type will write the final report for that Standard. All team members are responsible for all of the Standards but the divisions help us manage the workload. All of us will visit classrooms and dormitories. Our goal will be to visit each classroom and all dormitories. Covering the educational program is a huge job and that is the reason that team member writes two Standards instead of three or four.

Each of us should be prepared for recommending over-all commendations and recommendations for the final oral and written report by Tuesday evening. Our goal will be to have a written draft of each of our assigned standards completed before we leave on Wednesday.

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 (Team Member #1 and **Team Member #2**)
- Standard 2: Governance and Leadership (Team Member #1 and **Team Member #2**)

- Standard 3: School Improvement Planning and Viability (**Team Member #1** and Team Member #2)
- Standard 4: Finances (**Team Member #1** and Team Member #2)
- Standard 5: Facilities (Team Member #4 and **Team Member #2**)
- Standard 6: School Climate and Organization (**Team Member #1** and Team Member #2)

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

- Standard 7: Health and Safety (**Team Member #4** and Team Member #2)
- Standard 8: Educational Program (**Team Member 3** and Team Member #1)
- Standard 9: Assessment and Evidence of Student Learning (**Team Member #3** and Team Member #1)
- Standard 10: Student Services (**Team Member #4** and Team Member #3)
- Standard 11: Student Life, Student Activities, and Residential Living (**Team Member #4** and Team Member #2)
- Standard 12: Learning Resources and Information Technology (**Team Member #4** and Team Member #3)

The CEASD website (ceasd.org) contains a number of items that can be very helpful for you as you prepare for the accreditation visit.

Thank you so much for volunteering to serve on this accreditation team. I look forward to working with you.

Sincerely,

Chairperson for _____ CEASD Accreditation Visit

APPENDIX

TEMPLATE FOR THE FINAL REPORT

CEASD

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

Validation Team

Name, Chairperson
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

TABLE OF CONTENTS

FILL IN THE PAGE NUMBERS IN THE TABLE OF CONTENTS WHEN THE REPORT IS FINISHED.

Introduction .....

Context Of Name of School .....

CEASD Standards For Accreditation .....

Standard 1: Philosophy/Mission .....

Observations .....

Commendations .....

Recommendations .....

Standard 2: Governance And Leadership .....

Observations .....

Commendations .....

Recommendations .....

Standard 3: School Improvement Planning And Viability .....

Observations .....

Commendations .....

Recommendations .....

Standard 4: Finances .....

Observations .....

Commendations .....

Recommendations .....

Standard 5: Facilities .....

Observations .....

Commendations .....

Recommendations .....

Standard 6: School Climate and Organization .....

Observations .....

Commendations .....

Recommendations .....

Standard 7: Health And Safety .....

Observations .....
Commendations.. .....
Recommendations .....
Standard 8: Educational Program .....
Observations .....
Commendations .....
Recommendations .....
Standard 9: Assessment And Evidence Of Student Learning .....
Observations .....
Commendations .....
Recommendations .....
Standard 10: Student Services .....
Observations .....
Commendations .....
Recommendations .....
Standard 11: Student Life, Student Activities and Residential .....
Observations .....
Commendations .....
Recommendations .....
Standard 12: Learning Resources and Information Technology ....
Observations .....
Commendations .....
Recommendations .....
Summary Of Major Commendations And Recommendations .....
Accreditation Recommendation.....
Next Steps .....

Instructions for Completing this Report

1. Add school specific information for the red print.
2. Remove all of the blue instruction areas.
3. All black text remains.

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 chairperson of the Name of the School School for the Deaf accreditation team, Name of Chairperson(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	

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 1.

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.
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	
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	

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 2.

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.
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	
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	

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 3.

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.
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	
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	

Evidence	Visiting Team
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.	

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

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 4.

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.
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	
Floor plan of facilities	
Long-range facilities plan	
Maintenance/repair schedules	
Plans for any facilities improvements	
Policies related to facilities	

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 5.

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.
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	
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	

Evidence	Visiting Team
Policies related to school climate and organization	

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

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 6.

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.
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	
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	

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 7.

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.

	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	
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	

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

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 8.

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

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 9.

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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 10.

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	

Evidence	Visiting Team
• 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.

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 11.

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

After a review of the self-study, observations at the (Name of School) School for the Deaf, interviews with staff and a variety of stakeholders, the CEASD accreditation team determined that NYSSD (Met or Did not Meet) Standard 12.

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—
   a) The name of the Standard;
   b) The evidence seen and heard that led to the conclusion that the Standard is not met; and
   c) The action(s) the school must take to meet the Standard.
4. For requirements of the self study not met indicate the requirement(s) the school does not meet;
   a) The evidence seen and heard that led to the conclusion that the requirement is not met; and
   b) 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 Chairperson 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		

APPENDIX L

CORRECTIVE ACTION PLAN

Conference of Educational Administrators of Schools and Programs for the Deaf
Corrective Action Plan for _____ School for the Deaf
Site Visit – Date

Corrective Action Plan Submitted by _____, Chairperson and _____Team Member(s)

The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) requires that a school meet all twelve Standards in order to be recommended for full accreditation status. The _____School for the Deaf met _____ of the 12 Standards for accreditation. The following Standards were not met: (List the Standards not met.)

In order for Name of School to meet the Standards listed above and therefore be recommended for full accreditation, Name of School must develop a plan and implementation strategy for the following recommendations related to the indicators listed:

(List each Standard not met. Under each Standard, list the indicators not met. Then indicate what the school must complete in order to meet the Standard/indicators.)

In order for Name of School to meet Standards (List the Standards not met.) and therefore be recommended for full accreditation, Name of School must provide the following evidence:

1. A detailed plan must be developed describing how the above recommendations will be met and how the indicators will be met including specific timelines and targets. This plan/report must be submitted to the National Office prior to the date for the follow-up visit by CEASD.
2. Evidence that implementation of the plan has begun and progress toward targets noted on the plan must be provided to the follow-up team during the visit.

The CEASD site Accreditation Team is recommending that Name of School be awarded provisional accreditation for up to one year from the date of the last day of the accreditation visit, Date of Visit. Name of School may petition the National Office for an extension of the completion date for the Corrective Action Plan if Name of School feels that an extension would allow them to complete the requirements more efficiently. Extensions may be granted in 6-month increments. The following required stipulations are to be completed anytime within the one-year time frame or within the approved extended period:

1. Provide evidence that the recommendations and indicators listed above are met.

2. Schedule a follow-up team visit to verify that the recommendations and indicators have been met at Name of School's expense.
3. On completion of the follow-up visit, the chairperson of the CEASD Accreditation Team and the Team Members assigned to review all of the evidence for the indicators will make a final determination regarding whether or not the Standards listed in the Corrective Action Plan are met.
4. If it is determined that the Standards are met, the CEASD Accreditation Team will make a recommendation of full accreditation to the CEASD Board who will then act upon the recommendation at their next regularly scheduled Board Meeting.
5. If the team that completes the follow-up visit does not determine that all 12 CEASD Standards are met or if the Name of School does not meet any of the stipulations listed above, they will be required to start the accreditation process over if they are interested in accreditation through CEASD.

APPENDIX M

INDICATORS FOR THE 12 CEASD STANDARDS

THE INDICATORS LISTED IN THIS DOCUMENT ARE THE SAME INDICATORS LISTED IN *A SELF-ASSESSMENT GUIDE FOR SCHOOLS SEEKING ACCREDITATION "THE GUIDELINES".* THE INDICATORS ARE PROVIDED IN THIS DOCUMENT TO ASSIST ACCREDITATION TEAMS DURING THE ON-SITE VISIT

STANDARD 1 Philosophy /Mission

Indicators:

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

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

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

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

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

STANDARD 2 Governance and Leadership

Indicators

Governance

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

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

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

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

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

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

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

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

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

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

Leadership

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

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

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

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

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

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

STANDARD 3 School Improvement Planning and Viability

Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

3.14 There is evidence of collaborative projects with statewide stakeholders.

3.15 Outreach services are tracked and evaluated.

3.16 Outreach services are well publicized to potential consumers.

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

Standard 4 Finances

Indicators

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

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

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

4.4 Finances are currently stable and projections indicate continuing stability.

4.5 The school develops short-and long-range financial plans to ensure resources are available to deliver its educational program and services.

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

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

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

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

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

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

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

Standard 5 Facilities

Indicators

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

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

5.3 The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for: instruction, administration, conferences, student activities, student services, storage of school property, and storage for student belongings.

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

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

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

Standard 6 School Climate and Organizations

Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 7 Health and Safety

Indicators

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

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

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

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

7.5 The school safely stores equipment and supplies.

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

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

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

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

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

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

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

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

7.14 Staff members model positive health and safety practices.

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

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

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

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

Standard 8 Educational Program

Indicators

Indicators for schools (over-all indicators):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicators for schools with *early childhood programs:*

8.21 Families have opportunities to give input into curriculum development.

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

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

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

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

8.26 The educational program provides:

- a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.
- daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.

- early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.
- opportunities for increasing independence in use of materials and equipment.
- structured and unstructured opportunities for children's active involvement with people and materials.
- spontaneous learning and builds on children's repertoires and curiosity. learning areas designed for individual and group exploration and growth.
- the integration of routine daily activities into learning.
- varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.

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

Indicators for schools with elementary school programs:

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

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

Indicators for schools with middle school programs:

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

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

Indicators for schools with secondary school programs:

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

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

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

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

Indicators for students with special needs:

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

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

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

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

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

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

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

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

Standard 9 Assessment and Evidence of Student Learning

Indicators

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

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

9.3Assessment results are analyzed with appropriate frequency and rigor for: individual students as they move through the school cohorts of students as they move through the school comparable (local, state, and national) groups outside of the school

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

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

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

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

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

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

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

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

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

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

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

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

Standard 10 Student Services

Indicators

Student Support Services

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

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

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

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

10.5 Career awareness activities are provided as appropriate.

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

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

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

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

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

Transportation Services

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

10.12 Appropriate training is provided to transportation providers.

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

Food Services

10.14 Student dining areas are functional and hygienic.

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

10.16 Appropriate training is provided to food services providers.

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

10.18 Food service facilities are inspected regularly and meet the health and safety

requirements of all appropriate authorities.

Services for Students with Special Needs

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

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

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

Admissions and Placement

10.22 The school implements written admissions policies and procedures.

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

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

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

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

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

Indicators

Indicators for all schools:

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

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

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

11.4 The school recognizes student accomplishments, contributions, and

responsibilities in meaningful ways.

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

11.6 The school holds events that include staff, families, and children.

Indicators for schools with residential programs:

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

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

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

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

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

Standard 12 Learning Resources and Information Technology Indicators

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

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

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

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

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

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

Technology

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

12.8 Technology resources are appropriately maintained and supported annually with

funding from the school's budget.

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

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

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

Indicators for schools that provide distance education:

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

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

APPENDIX N

TIPS FOR WRITING THE FINAL REPORT FOR THE CHAIRPERSON AND TEAM MEMBERS AND TIPS FOR REPORTS FOR JOINT VISITS

Use Arial 12 to type the final report.

Add school specific information where red print occurs in the template.

Fill in the names and titles of the CEASD Accreditation Team and school superintendent/CEO.

Remove all of the blue print instruction areas.

Leave all black text as part of the final report.

Write the context/overview of the school.

Instructions

Use text from the self-study to write the 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.

Instructions for All Standards (Check if Standard Met or Not Met)

- After considering all of the evidence seen and heard during the visit, make a determination whether the school meets each of the Standards for Accreditation.
- If the determination is that the school does not meet a Standard, the evidence to support this must be listed in the recommended stipulations.
- In order for a school to receive full accreditation by CEASD, the school must meet all 12 Standards.

Instructions for All Standards (Indicate what evidence was reviewed.)

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

Instructions for All Standards (Write observations in narrative form.)

The first paragraph of the narrative should include a summary of the Standard items pertinent to the school being accredited.

In the next paragraphs, summarize the observations for each Standard using the indicators for each Standard in the Guidelines (A Self-Assessment Guide for Schools Seeking Accreditation) as a guide. Include examples from observations and staff/parent/community interviews including direct or paraphrased quotes when appropriate. Using information from the school's self-study is also appropriate as part of the narrative. (In the final report template, there are specific suggestions for each Standard in blue print to assist individuals in writing the narrative for that Standard.)

Several of the Standards, i.e., Standard 8 Educational Programs, Standard 10, Student Services, and etc. contain a number of different areas. When writing the narrative report for those Standards, team members may want to add sub headings.

At the conclusion of each Standard narrative include a statement such as this:
After a review of the self-study, observations at the Name of School, interviews with staff, the CEASD Accreditation Team determined that Name of School met or did not meet Standard # of Standard.

List the commendations.

1. There is no minimum or maximum required.
2. Two or less of the commendations for each Standard that seem to be an over-all commendation for the school should be included in the over-all commendations. This should be a team decision and the team should work together on reviewing the language for these commendations.
3. Write the commendations beginning with this language: The CEASD Accreditation team commends Name of School for. . .

List the recommendations

1. There is no minimum or maximum required.
2. Two or less of the recommendations for each Standard that seem to be over-all recommendation for the school should be included in the over-all recommendations. This should be a team decision and the team should work together on reviewing the language for these recommendations.
3. Write the recommendations beginning with this language: The CEASD Accreditation team recommends Name of School (then use a verb to begin to write the rest of the recommendation.)

Review of School Improvement Plan in Standard 3
Fill in the chart in the template on the School Improvement Plan answering yes or no for each statement.

Summary of Major Commendations

1. List the major commendations.
2. There is no minimum or maximum number but generally there is a limit of two from each Standard unless special circumstances require more.
3. These should be over-all commendations that appear in the analysis of several Standards.
4. The entire team should agree on these commendations and the language for writing the over-all commendations.

Summary of Major Recommendations

1. List the major recommendations.
2. There is no minimum or maximum number but generally there is a limit of two from each Standard unless special circumstances require more. If a team is recommending provisional accreditation, it may be necessary to provide additional recommendations.
3. These should be over-all recommendations that appear in the analysis of several Standards.
4. The entire team should agree on these recommendations and the language for writing the over-all recommendations.

Accreditation Recommendation

The accreditation options are listed in this section of the report. 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.

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.
Provisional Accreditation may be granted for not meeting the requirements of the self-study.

For Standards for Accreditation not met, state—

- The name of the Standard;
- The evidence seen and heard that led to the conclusion that the Standard is not met; and
- The action(s) the school must take to meet the Standard.

For requirements of the self-study not met indicate the requirement(s) the school does not meet;

- The evidence seen and heard that led to the conclusion that the requirement is not met; and
- The action(s) the school must take to meet the requirement.

Conclusions

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. It is requested that the Chairperson 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.

SAMPLE STANDARD REPORT (This is a sample of how a narrative for a Standard should be developed in the report. This is Standard 1.)

X	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:

Evidence	**Visiting Team**
Data from Observations and Interviews	X
The school's philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X

Evidence	Visiting Team
Marketing, recruitment, and admissions materials (enrollment forms for CSD only)	X
Use of the school's website	X
Policies related to the philosophy/mission (policies under CSD)	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

As reported in the self-study and validated during interviews with various personnel, and a review of artifacts, the Team found that the _____ School for the Deaf ( ) has a clearly written and actively implemented statement of mission/vision and belief statements that convey 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. Staff and faculty gave input into the development of the school's mission/vision and belief statements. _____ is encouraged to include a diverse group of stakeholders including parents during the review of its mission/vision. It will also be important that a conscious effort be given towards assisting parents and other stakeholders in understanding and accepting the statements.

School handbooks, brochures, banners, the strategic plan and other _____ materials include the mission statement that was approved in _____ "The mission of the _____School for the Deaf, is
"_____"

In interviews, the staff said this about the mission statement.
"_____
In interviews of both the high school and middle school students, they reported that they_____

The _____ has _____ belief statements. These belief statements are:

In observations at the _____, the team observed
"_____

After a review of the self-study, observations at the _____School for the Deaf (), interviews with staff and a variety of different stakeholders, the CEASD accreditation team determined that _____ met Standard 1.

COMMENDATIONS:

1. The CEASD Accreditation Team commends the _____School for the Deaf for the prominence given to the posting of the mission/vision statements. i
2. The CEASD Accreditation Team commends the _____ School for the Deaf for their organizational set-up that allows them to provide staff development on new initiatives.

RECOMMENDATIONS:

---

1. The CEASD Accreditation Team recommends that the _____ School for the Deaf re-visit its mission/vision statement with full stakeholder input.
2. The CEASD Accreditation Team recommends that the _____School for the Deaf emphasize its full mission by expanding statewide programming for all students who are deaf and hard of hearing.

ADDITIONAL TIPS FOR WRITING THE FINAL REPORT AND/OR CEASD ADDENDUM REPORT IN JOINT VISITS

Comprehensive final reports are based on a thorough review of the school's self-study, complete and accurate observations that collect evidence, interviews with a variety of stakeholders that collect evidence, and a review of the hard copy and/or electronic evidence/artifacts provided by the school during the site visit.

When reviewing the self-study, begin to draft items for your final report. You may cut and paste from the school's self-study. When there is a joint visit, you may find the regional team drafts their final report from the self-study prior to the actual visit. They then add evidence to the report that they find during the visit from observations, interviews or evidence that they review on-site.

You may want to draft your reports prior to the visit in order to be fully prepared to work with the Regional Team. You will need to review copies of the Regional Template, the Full CEASD Final Report Template and the CEASD Addendum Report. You may want to begin your draft comments in the CEASD Final Report Template or use the Regional format. Use what you feel will fit your needs best. The Addendum report will include additional items that the CEASD team writes that are not included in the Regional report. It is not necessary to duplicate information.

Additionally, when reviewing the self-study, draft questions you want to ask in interviews to clarify items or to verify what is said in the self-study. Sample questions for each of the Standards are on the CEASD website.

The final report should be written in narrative form. The indicators for each of the 12 CEASD Standards should be the basis for your narrative. (The indicators are from the Resources for Schools and Accreditation Teams and a list of the indicators are also on

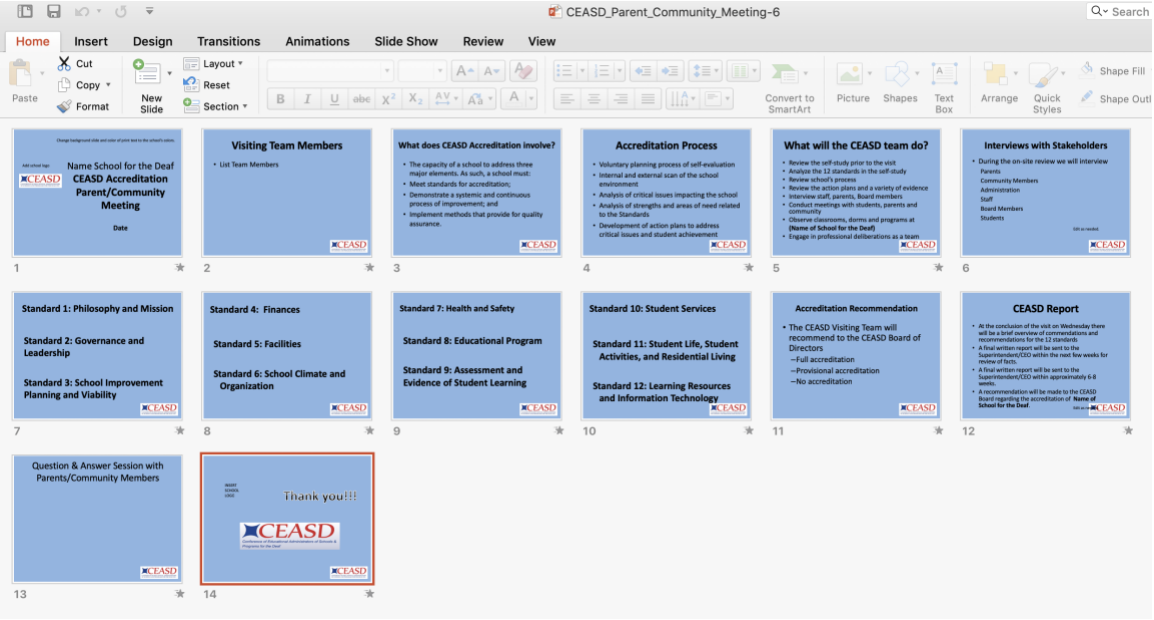
the CEASD website. Exact quotes of what is said in interviews and samples of what you observe in classrooms and dormitories should be included in your narrative.

As you are reviewing the self-study and then during the visit when involved in observations, interviews and a review of evidence, begin to determine recommendations and commendations that you are considering. The team will collaborate on recommendations and commendations and make a joint decision on which recommendations and commendations will be notated in the report.

Following the above suggestions and reviewing the power points on the CEASD website regarding Resources for Schools and Accreditation Teams (CEASD.org) will assist you in having a positive CEASD accreditation experience.

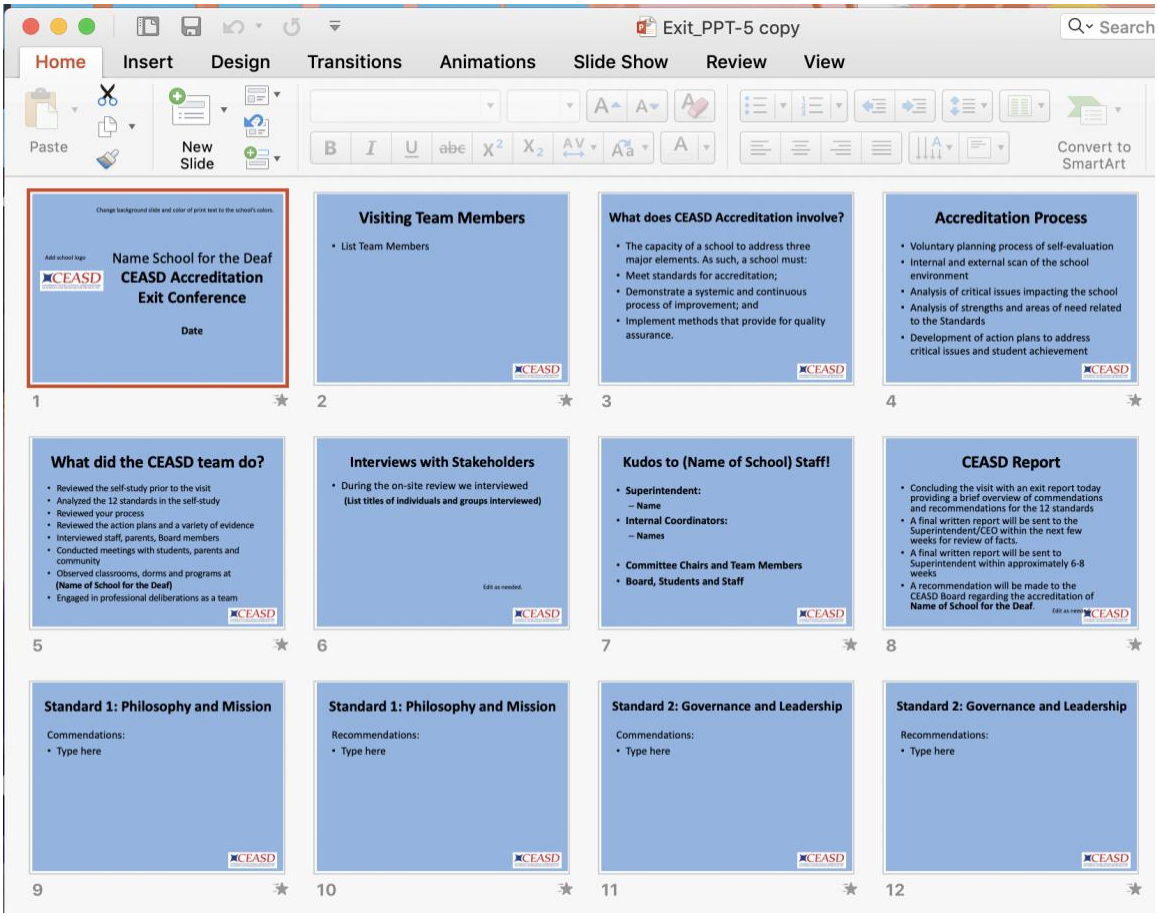
APPENDIX O

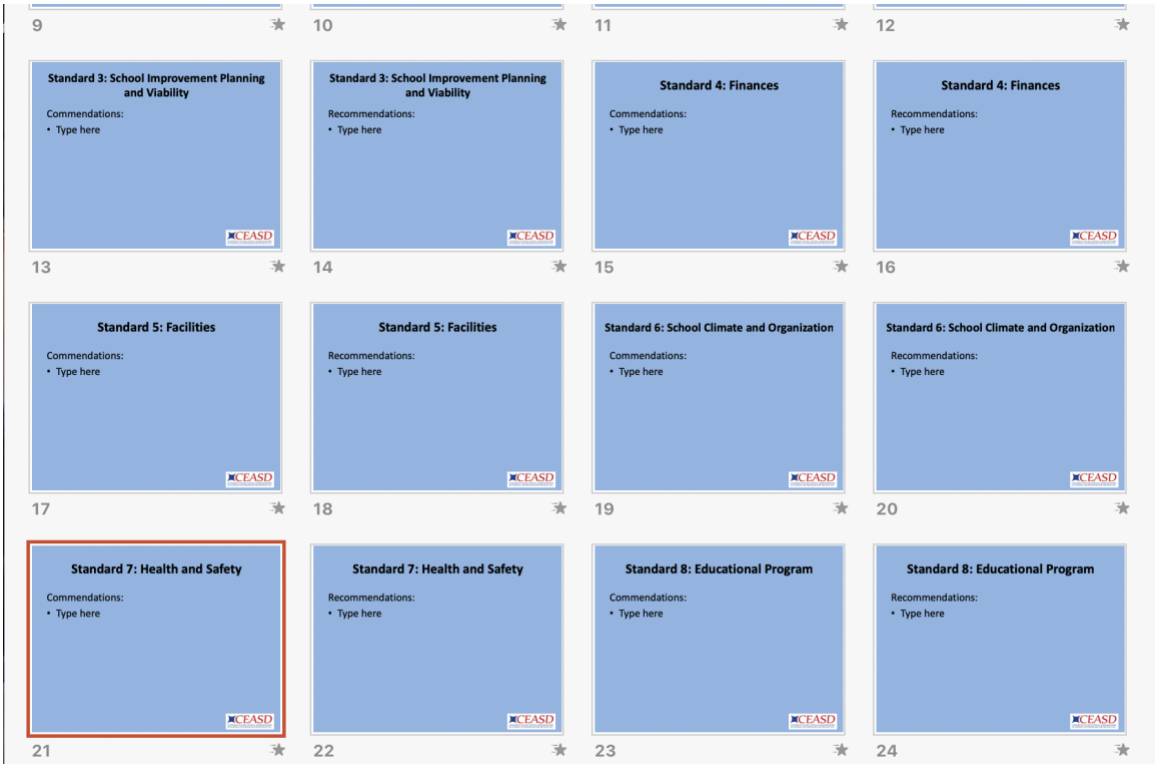
PARENT/COMMUNITY MEETING SCREEN SHOT OF THE POWER POINT



APPENDIX P

EXIT MEETING SCREEN SHOT OF THE POWER POINT




9
10
11
12
Standard 3: School Improvement Planning and Viability
Commendations:
• Type here
13
Standard 3: School Improvement Planning and Viability
Recommendations:
• Type here
14
Standard 4: Finances
Commendations:
• Type here
15
Standard 4: Finances
Recommendations:
• Type here
16
Standard 5: Facilities
Commendations:
• Type here
17
Standard 5: Facilities
Recommendations:
• Type here
18
Standard 6: School Climate and Organization
Commendations:
• Type here
19
Standard 6: School Climate and Organization
Recommendations:
• Type here
20
Standard 7: Health and Safety
Commendations:
• Type here
21
Standard 7: Health and Safety
Recommendations:
• Type here
22
Standard 8: Educational Program
Commendations:
• Type here
23
Standard 8: Educational Program
Recommendations:
• Type here
24

Standard 9: Assessment and Evidence of Student Learning
Commendations:
• Type Here
25
Standard 9: Assessment and Evidence of Student Learning
Recommendations:
• Type Here
26
Standard 10: Student Services
Commendations:
• Type here
27
Standard 10: Student Services
Recommendations:
• Type here
28
Standard 11: Student Life, Student Activities, and Residential Living
Commendations:
• Type here
29
Standard 11: Student Life, Student Activities and Residential Living
Recommendations:
• Type here
30
Standard 12: Learning Resources and Information Technology
Commendations:
• Type here
31
Standard 12: Learning Resources and Information Technology
Recommendations:
• Type here
32
Accreditation Recommendation
• The CEASD Visiting Team recommends, without reservation, to the CEASD Board of Directors
33
Accreditation Recommendation
FULL OR PROVISIONAL ACCREDITATION
34
Next Steps
35
FINAL THOUGHTS
• On behalf of the CEASD Team we extend:
– Our appreciation for your hospitality, support and professionalism
– Our respect and acknowledgement of the quality of your school
– Our congratulations on achieving a recommendation from the teams as a quality school
36
Slide 25 of 37
English (United States)

APPENDIX

ADDENDUM FOR THE FINAL REPORT FOR JOINT VISITS

CEASD

DATE OF VISIT	CEASD ADDENDUM REPORT For the Joint Accreditation Site Visit _____SCHOOL FOR THE DEAF

Conference of Educational Administrators of Schools and Programs for the Deaf

Validation Team

List Names and Titles

Name of Regional Team

Validation Team

List Names and Titles

Name of Superintendent,
Superintendent
_____ **School for the Deaf**

TABLE OF CONTENTS

CEASD Addendum

FILL IN THE PAGE NUMBERS IN THE TABLE OF CONTENTS WHEN THE REPORT IS FINISHED

Introduction .....

CEASD Standards For Accreditation .....

Standard 3: School Viability and Outreach .....

Observations .....

Strengths .....

Areas of Growth .....

Standard 4: Finances .....

Observations .....

Strengths .....

Areas of Growth .....

Standard 5: Facilities .....

Observations .....

Strengths .....

Areas of Growth .....

Standard 8: Early Intervention .....

Observations .....

Strengths .....

Areas of Growth .....

Standard 10: Student Services .....

Observations .....

Strengths .....

Areas of Growth .....

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

Observations .....

Strengths .....

Areas of Growth .....

Standard 12: Learning Resources and Information

Technology .....

Observations .....

Strengths.....

Areas of Growth.....

Summary Of Major Strengths and Areas of Growth .....

Accreditation Recommendation .....

Next Steps.....

Instructions for Completing this Report

4. Add school specific information for the red print.
5. Remove all of the blue instruction areas.
6. All black text remains.

Introduction

As noted in the clarification of the main body of this report, the Accreditation visit to the _____ School for the Deaf in City, State on Date was a joint effort between Name of Regional and CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf). The main body of this report reflects a joint writing effort between _____ and CEASD for those areas where there is overlap of focus areas and reflects the comments and research of all members of both teams. This addendum reports the following areas of focus either not covered by the WASC process or not covered at a level necessary to satisfy the CEASD 12 Standards:

(The standards covered below are a sample. This needs to be adjusted based on the school being visited and the regional protocols.)

Standard 3: School Viability, Outreach
Standard 4: Finances
Standard 5: Facilities
Standard 8: Early Intervention
Standard 10: Student Services
Standard 11: Student Life, Student Activities and Residential
Standard 12: Learning Resources and Information Technology

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, an 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.

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 _____ members of the CEASD Validation Team to _____ School for the Deaf and the _____ members of the _____ team 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 (adjust as necessary). The team concluded that it had a full and rich observational experience of the school leading to the joint report and addendum.

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

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.

The Standards that are bolded are covered in the main body of the report and those in italics are in this addendum. (Make adjustments based on the school and the standards covered in each of the reports. You may only write about part of the standard as in this sample. If you need additional standards than those in this sample cut and paste them from the full Final Report Template.)

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** *(Outreach and Early Intervention)*
- **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 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.
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:

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	
Development/institutional advancement plan (In process)	
Enrollment plan (In process)	
Marketing plan for viability (Not developed)	

THE VISITING TEAM'S OBSERVATIONS, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:
(Narrative Form)

Describe the Outreach Program at the school.

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

1.
2.

Areas of Growth. **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.*

	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:

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) (internal not external)	
Student tuition and fee schedule (if applicable)	
Long-range financial plan (Budget is the same every year.)	
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 (State of California owns the land.)	
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.	

THE VISITING TEAM'S OBSERVATIONS, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS:

1.
2.

AREAS OF GROWTH:

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.*

	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:

Evidence	**Visiting Team**
Data from Observations and Interviews	
Floor plan of facilities (Original Blueprints)	
Long-range facilities plan (Coordinated with CDE)	
Maintenance/repair schedules	
Plans for any facilities improvements	
Policies related to facilities	
Fire Code	

THE VISITING TEAM'S OBSERVATIONS, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS:

1.

2.

AREAS OF GROWTH:

1.

2.

Standard 8: Early Intervention

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.*

	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:

Evidence	**Visiting Team**
Data from Observations and Interviews	
Early Childhood Home Visit Plans	
Website on Outreach Services	

THE VISITING TEAM'S OBSERVATIONS, STRENGHTS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS:

1.
2.

AREAS OF GROWTH:

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.*

	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:

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, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS:

1.
2.

AREAS OF GROWTH:

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.*

	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:

Evidence	**Visiting Team**
Data from Observations and Interviews	

Evidence	Visiting Team
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	
Budget for all athletic activities (Budgets not broken down by department because of budget cuts.)	
Budget for all non-athletic activities (Budgets not broken down by department because of budget cuts.)	
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 4. Provisions for student privacy 5. Recreational programs 6. Provisions for religious practice (if applicable)	
Staffing Ratios	
Supervision Plans	
Residential Handbooks, Procedures, etc.	

THE VISITING TEAM'S OBSERVATIONS, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS:

1.
2.

AREAS OF GROWTH:

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.*

	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:

Evidence	**Visiting Team**
Data from Observations and Interviews	
The information resources and technology plan(s)	
Budget for information resources and technology (The budget is centralized at this point because of budget cuts.)	
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, STRENGTHS AND AREAS OF GROWTH

OBSERVATIONS:

STRENGTHS

1.
2.

AREAS OF GROWTH

1.
2.

Summary of Major Commendations and Recommendations

Summary of strengths and areas of growth were jointly agreed to by _____ and CEASD and can be found in the main body of the report. The Visiting Team has offered many strengths and areas of growth throughout the report, many of which echo _____ School for the Deaf's own conclusions within its Self-Study.

The major strengths and areas of growth to follow represent trends of data gathered or consistent themes from within the CEASD Visiting Committee's review of the Self-Study, interviews with staff, students, committees and other stakeholders and observational data supporting the standards in this addendum.

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

STRENGTHS

1.
2.

AREAS FOR GROWTH

1.
2.

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.

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.
Provisional Accreditation may be granted for not meeting the requirements of the self-study.
For Standards for Accreditation not met, state—

- The name of the Standard;
- The evidence seen and heard that led to the conclusion that the Standard is not met; and
- The action(s) the school must take to meet the Standard.

For requirements of the self study not met indicate the requirement(s) the school does not meet;

- The evidence seen and heard that led to the conclusion that the requirement is not met; and
- 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:

- 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.
- Do not introduce new concerns or recommendations to this section
- Rather, the purpose of the Conclusion is to highlight or synthesize those ideas already mentioned in other areas of the report.
- 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.
- Highlight the key challenges to the school in its growth and improvement efforts.
- Fill in the chart analyzing the Standards as either met or not met. If a Standard is not met, list the indicators not met.
- It is requested that the Chairperson 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		