

SELF-STUDY

VII. SELF-STUDY

During the candidacy stage, the school community is involved in completing a comprehensive examination of school operations. The activities, resources, curriculum, and services of the school are examined with respect to the school's written mission statement and compliance with the COSA Accreditation Standards. The self-study is conducted using a COSA approved evaluation instrument with guidance from the managing commission office and the assigned team chairperson.

The self-study is a developmental journey for the school community. The school is encouraged to evaluate itself by seeking opinions from all stakeholders of the community, including staff, parents, students, and leaders. In coming together to examine the information (data) discovered through self-study, the school community strengthens internal relationships and develops a clear understanding of what the school says it does versus what it actually does. The school uses the findings of the self-study to develop an improvement plan.

The result is a self-study report, a paper document that provides a reader, who is unfamiliar with the school, with a comprehensive understanding of the school. The self-study report addresses each of the COSA Accreditation Standards and presents explanation and evidence on how each standard is met through the school operations.

Commission representatives are available throughout the process for guidance and clarification. Schools may use outside consultant services during the self-study; however, school personnel must conduct the self-study. Those not associated with the school should not do the self-study. COSA will not accept a self-study that is not the work of a representative body of school staff. Remember, the full value lies in the process and that value is best realized when the school community is immersed in the self-study.

Schools seeking COSA accreditation must use a current edition of a self-study instrument that has been approved by COSA.

Self-Study Template

*Use in Accreditation Protocols Conducted by
The Commission for Oceti Sakowin Accreditation*

School Name

Address

Phone Number

Fax Number

Email and Website Address

Name and Title of School Leader

Part 1: Beliefs/Mission/Vision

State the written set of beliefs or shared values and the mission statement of the school.

Part 2: School and Community Profile

1. The School

- 1.1 When was the school established? Date _____
- 1.2 Indicate () the school's legal status
- | |
|---|
| <input type="checkbox"/> Tribal School |
| <input type="checkbox"/> Grant School |
| <input type="checkbox"/> BIE Operated School |
| <input type="checkbox"/> Private School |
| <input type="checkbox"/> Local Education Agency |
| <input type="checkbox"/> Other _____ |
- 1.3 Describe how the school came into being and its history.
- 1.4 Describe the attendance area assigned to the school or attendance area, indicating the relevant economic or cultural characteristics of the students.
- 1.5 Describe or give a copy of the schedule of the days, hours of operation, and months that the school is in operation.
- 1.6 Describe and provide evidence as to how the school is adequately financed and how money is budgeted to assure consistency and stability of quality services.
- 1.7 Describe how the school meets local and state requirements to operate as a legal school.
- 1.8 Describe the training provided by the school and any other training provided to the staff that applies specifically to the school operations.
- 1.9 Using the headings provided, please provide information about all staff members. For "Percentage of Employment" – Full-time equals 100%

Name	Position	% of Employment	Degree(s)	Years of teaching experience	License and Certification	When certificate expires
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1.10 Describe how the school advertises its services.

1.11 Does the school have multiple assessments for its students? Yes No
If yes, please list the assessment instruments.

1.12 What is the drop-out rate for grades 8-12, for the last 3 years?

8th ___% 9th ___% 10th ___% 11th ___% 12th ___%

8th ___% 9th ___% 10th ___% 11th ___% 12th ___%

8th ___% 9th ___% 10th ___% 11th ___% 12th ___%

1.13 Please indicate by grade/age levels or program areas the number of students enrolled over the past five years and this year. (Note: If school has been operating less than five years, go back only the number of years the school has been operating.)

Grade/Age/ PROGRAM	5 Years Ago	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
A.						
B.						
C.						
D.						
E.						
F.						
G.						

1.14 What percentage of students enrolled at the beginning of the school year complete the year at this school? _____%

1.15 List the current student to staff ratio.

Age or grade Level	Current Enrollment	Number of Teachers	Number of Assistants	Student: Staff Ratio
A.				
B.				
C.				
D.				
E.				

F.				
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- 1.16 With what community, business, civic, or charitable institutions has the school joined or formed an affiliation? Please describe.
- 1.17 What does the school do (or what plans does it have) to follow-up on the students who have completed the program?
- 1.18 What does the staff of the school believe to be the general strengths of the school?
- 1.19 In what general ways does the staff believe the school needs to improve?
- 1.20 What are the short-term (i.e. one to three years) goals of the school?
- 1.21 What are the long-range (i.e. four to six years) goals of the school?

2. Relationships

- 2.1 Describe the kinds of support the school regularly (annually) receives from the Tribe or Tribal entities and/or other schools in the area for the following areas.
 - 2.1.1 Training and Development
 - 2.1.2 Advice and Vision
 - 2.1.3 Management Support
 - 2.1.4 Materials
 - 2.1.5 Public Relations
- 2.2 When was the school's most recent quality review? Date _____
Summarize the results and any follow-up.
- 2.3 Describe the nature and frequency of discussions/planning among teachers, staff, administrator, and tribes.
- 2.4 How often and under what circumstances do school staff members interact with the staff members of other schools that serve Native American students? Please describe.
- 2.5 List the educational institutions in the school's area with which the school has a working relationship. Briefly describe the relationship.

Name of Institution	Description of Relationship
- 2.6 How often and in what ways does the school report to its parents?
 - 2.6.1 Academic Progress
 - 2.6.2 Educational Issues
 - 2.6.3 Financial/Other
- 2.7 What do the school staff members perceive as the strengths of the school's relationship with students?
- 2.8 In what ways can the relationship with the students and/or parents be improved?
- 2.9 Describe the relationship between the school and its former students and/or their families.
- 2.10 To what associations or groups of professional educators does the school (or its staff members) belong? Please describe.

- 2.11 Do staff members participate in national or regional professional associations? Please describe.
- 2.12 Are school facilities or resources used for cultural education within the community? Please describe.
- 2.13 What do the school staff members perceive as the strengths of the school's relationship with the community and other educational institutions?
- 2.14 What aspects of the relationships between the school and community and other educational institutions are in need of improvement?

3. Education Services

- 3.1 Describe the educational program.
- 3.2 What do the school's beliefs or mission say about:
 - 3.2.1 Staff relationship with students? (Cite evidence that the relationship is in effect.)
 - 3.2.2 Methods of instruction?
 - 3.2.3 Curricula?
 - 3.2.4 Success of the students
 - 3.2.5 Monitoring or reporting progress?
 - 3.3.6 Motivation of students?
 - 3.3.7 Counseling (or advising) students and parents?
- 3.3 Describe the type of instructional resources available to staff?
- 3.4 Describe the library and media resources and their availability to students?
- 3.5 Describe the technology resources and their availability to students and staff?
- 3.6 Does the school evaluate or assess its programs? Cite the results of the evaluation to improve its program for students and parents.
- 3.7 Cite evidence on how the school works to improve the educational services it provides to students and their parents.
- 3.8 Cite evidence that there are written goals and objectives for each student.
- 3.9 Accreditation standards require that all instructional staff have full understanding of and competence in the philosophy and methods of the school. Cite evidence of how this standard is met.
- 3.10 Accreditation standards require provisions for the continuous professional development of the staff members. Cite evidence of how this standard is met.
- 3.11 Accreditation standards require a complete set of records be kept on all students from the point of admission through completion of the program and any follow-up. Cite evidence of how this standard is met.
- 3.12 Accreditation standards require that each school have a written code of conduct for students. Cite evidence of how this standard is met.
- 3.13 Accreditation requires that print, software, and other supporting materials be on hand to supplement and support the students' in their programs. Cite evidence of how this standard is met.

- 3.14 What is the strength of the school's educational programs?
- 3.15 In what areas is student performance strongest? Cite specific assessment evidence.
- 3.16 In what ways are the school's programs in need of improvement? Cite objectives, goals, or targets that the school has designed to improve its programs and student academic performance.

Part 3: Documenting Student Progress and Analyzing Organizational and Teaching Effectiveness

- 1. Describe the methods used to document student academic and developmental progress and explain how this information is shared with parents.
- 2. Analyze the strengths and limitations of student progress.
- 3. Analyze the strengths and limitations of organizational and teaching effectiveness.

Part 4: Organizational and Curriculum Alignment

- 1. Identify the gap between present performance and desired results for student learning.
- 2. Describe the process of curriculum alignment and assessment.

Part 5: School Improvement Action Plan

- 1. List short- and long-range improvement goals.
- 2. Identify plans to achieve goals, including methods of evaluation.

Part 6: Implementing the School Improvement Action Plan and Documenting Results

- 1. Describe the methods that will be used to implement the improvement plan and monitor progress toward meeting the goals.
- 2. At the end of the evaluation cycle the school staff must show evidence of progress concerning the implementation of the action plans in Part 5.

Part 7: Standards Checklist

Standard 1: Legal Status and Financial Adequacy

Met Not Met

Standard 2: Educational Services and Education Personnel

Met Not Met

Standard 3: School Improvement and Development

Met Not Met

Standard 4: Cultural Relevance

Met Not Met

Standard 5: Management and Supervision

Met Not Met

Standard 6: Student Attendance/Conduct/Records/Counseling

Met Not Met

Standard 7: Communications/Relationships/Safety/Media

Met Not Met

Additional Comments:

Standards Checklist – Early Childhood Education

Standard 1: Social and Emotional Development

Met Not Met

Standard 2: Language and Literacy Development

Met Not Met

Standard 3: Mathematical Thinking and Expression

Met Not Met

Standard 4: Scientific Thinking and Technology

Met Not Met

Standard 5: Social Studies Thinking

Met Not Met

Standard 6: Creative Thinking and Expression

Met Not Met

Standard 7: Health, Wellness, and Physical Development

Met Not Met

Additional Comments:

SELF-STUDY - STANDARDS CHECKLIST

1. LEGAL STATUS and FINANCIAL ADEQUACY

The legal status of the school is clearly defined and the school is approved for its operations by the tribal governing body within whose jurisdiction it is located. The school is adequately financed. Levels of income and expenditure are in reasonable balance. Overall financial resources are sufficient to assure the continuity and stability of services. Debt service or lines of credit are managed in such ways as to assure school governance/policy remains under the control of school authority.

- | | | | | | |
|-----|---|---------------------|--------------------------|-----------------------------|-------------------------|
| 1.1 | All documents that define and describe the legal status of the school are on-site and readily available. (i.e., articles of incorporation, charter, by-laws, proprietary registration, partnership agreement, contracts, etc.) | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.2 | There is a charter, tribal resolution, contract, license, or permit issued by the tribal governing body that indicates the schools governing body has the authority to operate within that jurisdiction. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.3 | There is identified access to legal counsel qualified to advise the school in its legal status, rights, and responsibilities in the jurisdiction and in regard to other public or private contractual agreements. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.4 | Documents that define and describe pending or current legal proceedings are available for examination. (Public documents only; attorney/client correspondence is privileged.) | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.5 | The school conducts no regular business activity that is outside the corporate or civil sanctions established by its legal status and the school has a governing or advisory body that provides advice and assistance to the school. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.6 | The Educational Leader (i.e. Superintendent, Principal, etc.) is given the authority to make administrative decisions without undue interference from parents, community, staff or the Board. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 1.7 | The accounts of the school are maintained in accordance with accepted accounting procedures and are audited annually. The report of the annual audit is on-site and available to evaluators. Any concerns regarding un-allowed costs have documented abatement plans to resolve the issue. Audits are submitted annually to | | | | |

	the Tribal governing body.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met
1.8	The income from all regular sources appears sufficient to support all regular expenditures.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met
1.9	Financial institutions that have loaned money to the school or have credit extended to the school derive no control of school governance/policy from the loan or the credit agreement.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met
1.10	Evaluators have access to a balance sheet that describes the overall financial operations and financial condition of the school.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met

COMMENTS: _____

2. EDUCATIONAL SERVICES and EDUCATION PERSONNEL

The educational mission of the school is clearly documented and supported by school, staff, and administration. The curriculum is well-defined and rigorous. Methods and materials are professionally sanctioned and instruction is in groups of a size that encourages and permits the effective treatment of individual differences. An effective program for students provides a balance of educational experiences which actively involves each child in learning activities, is based on knowledge of human growth and development, and relies on sound learning principles. The school presents convincing demonstration that each member of its educational and administrative staff is fully qualified to perform the duties assigned. The school evaluates the performance of each member of its staff and provides appropriate interventions, consultation and guidance. School personnel will adhere to all background requirements.

2.1	There is a written statement of mission, philosophy, values, outcomes and goals which has been developed by the community and staff of the school; it is annually reviewed and is available to the public.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met
2.2	The curriculum is defined by scope and sequence or other similar progressive processes. There are content standards, performance standards, and benchmarks at specific exit levels. Positive methods of motivation are used. There is evidence of cultural integration in all content areas.	()	()	()	()
		Fully	Marginally	Not Presently	Cannot
		Met	Met	Met	Be Met
2.3	Materials and methods of instruction are consistent with the mission, philosophy,				

- values and goals of the curriculum and of the school. Instructional methods and materials reflect the culture of the tribal community.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.4 The school meets the requirements for a program of learning which leads to a diploma or other form of completion and preparation for the next level of learning/life.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.5 There is a continuous professional development plan for staff including an implementation phase.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.6 The interpersonal relationships between staff and students enhance learning.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.7 All teaching employees have a credential or certification from a state, meet regional accrediting standards, meet national or federal standards or regulations, or, in specialty areas such as art or tribal languages, have a portfolio of educational, personal, or professional evidence that reveals they are fully qualified to perform the duties assigned to them.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.8 The educational leadership in charge of the school evaluate the professional performance of each member of the staff and results of the evaluation are privately shared with persons evaluated, with appropriate counseling and plans of assistance, as needed.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.9 The school conducts yearly staff evaluations and maintains confidentiality of individual staff evaluations.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.10 Staff members are in sufficient number as to effectively perform all educational and administrative functions of the school. No staff member is regularly overloaded.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |
- 2.11 All school personnel will follow and adhere to federal and tribal background requirements upon employment to be renewed every five (5) years.
- | | | | |
|-------|------------|---------------|--------|
| () | () | () | () |
| Fully | Marginally | Not Presently | Cannot |
| Met | Met | Met | Be Met |

COMMENTS: _____

3. SCHOOL IMPROVEMENT AND DEVELOPMENT

The school staff conducts a collegial self-study followed by an external peer review and action plan. The school maintains a disciplined knowledge of its future with projections of income, expense, enrollment, special populations, and trends in which the school operates. The school maintains long-range planning (or strategic planning) documents which reveals how it will maintain continuous improvement. The plan is distributed to the community.

3.1 The school has conducted a self-study that successfully defines its philosophy, mission, values, student outcomes, and goals.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

3.2 The self-study contains self-evaluations that identify strengths and areas for improvement. The self-study is (in general) confirmed by a team of evaluators using peer review procedures.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

3.3 The school maintains projections that reveal trends and tendencies underway in its various sub-systems including income, expense, enrollment, and special populations.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

3.4 The school has a plan for its future that indicates goals, needed resources based on data analysis, and identifies those responsible for their accomplishment.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

3.5 The school shows evidence of regular monitoring of the School Improvement Plan.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

2.1 The school will distribute school improvement and other plans to the community.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

COMMENTS: _____

4. CULTURAL RELEVANCE

The learning climate reflects a positive cultural image. Specific tribal culture, history, and language are integrated into the curriculum. Community members and tribal elders contribute to classroom instruction. Tribal language and customs are valued. School staff are given training to increase their understanding of tribal culture and values. The school offers cultural sensitivity professional development to staff.

4.1 The physical appearance of the school reflects the tribal culture and a cultural

	climate permeates the school environment.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.2	Instruction is made relevant to the students by integrating cultural aspects in all applicable content areas.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.3	Staff receive training in how to integrate tribal culture into the curriculum.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.4	Tribal language(s) is incorporated into the curriculum.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.5	Community members and students are involved in the design of the cultural instruction.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.6	Community members, including tribal elders, are involved in the classroom.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.7	Tribal members make up an equitable portion of certified staff.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
4.8	Instructional materials are reviewed for bias and historical accuracy.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met

COMMENTS: _____

5. MANAGEMENT AND SUPERVISION

There is a table of organization. Lines of authority, relationship, and accountability are defined. Job descriptions and work schedules are regularly reviewed. There is a plan for staff development. Staff appointment and termination practices reflect consistency and freedom of bias. Periodic state-of-the-school reports are issued. An up-to-date policies and procedures manual is printed and reviewed annually.

5.1	The school has an organizational chart and is able to effectively describe one in its discussions with evaluators.	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
-----	--	---------------------	--------------------------	-----------------------------	-------------------------

- | | | | | | |
|-----|---|---------------------|--------------------------|-----------------------------|-------------------------|
| 5.2 | Members of the staff can describe their duties with full understanding; they know what is expected of them; and they know to whom they are accountable. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 5.3 | The leader of the school is able to identify goals for the school's improvement/development and describe strategies for their attainment. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 5.4 | The activities of the school are structured, scheduled, and administered in ways that assure the stability, continuity, and reliability of events such as: Professional Development implementation, staff appointment, and policies and procedures. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 5.5 | Staff appointment and termination practices reflect consistency and freedom of bias. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 5.6 | Annual state-of-the-school reports are issued. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 5.7 | An up-to-date policies and procedures manual is printed and reviewed annually. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |

COMMENTS: _____

6. STUDENT ATTENDANCE/CONDUCT/RECORDS/COUNSELING

The school accounts for the presence of its students and meets all local regulations for maintaining their health and safety. Unexplained absences are reported to parents/guardians and legal authority in a timely manner. A student code of conduct is in written form and consistently enforced. Procedures for the expulsion of any student for cause are known and consistently applied. Counseling is provided as needed. Exit counseling is conducted prior to final exit from school. Records of admission, progress, achievement, and recommendations for future study are safely and securely preserved. Occasional follow-up studies of former students are conducted.

- | | | | | | |
|-----|---|---------------------|--------------------------|-----------------------------|-------------------------|
| 6.1 | There is a clearly designed format and procedures for recording the daily attendance of each student. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 6.2 | The school immediately notified parents (or other identified authority) of unexplained absences. | | | | |

	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.3	Guidelines for student rights, responsibilities, and student code of conduct are identified and known by all students, parents, and members of the staff.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.4	Procedures for the expulsion of any student for cause are established, written and consistently applied.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.5	The school environment and all operations are designed and developed with a conscious concern for the health and safety of all students and staff.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.6	Developmental, social/emotional, academic, and personal counseling relevant to academic progress are provided as needed.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.7	A structure is in place for the establishment and secure preservation of records of all students' activities from their admission through exit.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.8	Interventions are offered and exit counseling is conducted upon final exit from the school.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met
6.9	Follow-up studies of promoted or graduated students and/or their parents or the community are conducted.			
	() Fully Met	() Marginally Met	() Not Presently Met	() Cannot Be Met

COMMENTS: _____

7. COMMUNICATIONS/RELATIONSHIPS/SAFETY/MEDIA

Communications among staff and with students, parents, and schools that students regularly attend are clear and complete. All are informed of what they need to know in a timely manner. Relationships at all levels are constructive and mutually supporting. There is safe access and egress to and from all parts of the facility with adequate provisions for the movement of handicapped persons. Digital equipment and media required for the effective implementation of educational and administrative functions is adequate, up-to-date, and effectively used.

- | | | | | | |
|------|---|---------------------|--------------------------|-----------------------------|-------------------------|
| 7.1 | Members of the staff are provided with all the information they need concerning students, parents, school operations, and employment status. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.2 | Staff morale reflects positive staff attitudes toward the school, its students, the parents, the administration, and the school community. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.3 | There is evidence of communications with other appropriate professionals, schools, and agencies, such as public health and mental health agencies. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.4 | Provisions are made to assure records and other correspondence defining students' accomplishments are accurate and consistent with professional standards. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.5 | Relationships with former students are positive and productive. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.6 | The school's relationship with the other educational agencies are professional and productive. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.7 | Relationships with community members and other educational institutions are strong. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.8 | The school can provide evidence that all provisions and precautions needed to insure the health and safety of staff and students are in place. This should include Crisis and Emergency Response Plans. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.9 | Digital equipment and media used in instruction are up-to-date, functional, and appropriate for the purposes to which they are dedicated. Technology staff are knowledgeable of current and future trends. | ()
Fully
Met | ()
Marginally
Met | ()
Not Presently
Met | ()
Cannot
Be Met |
| 7.10 | Reporting to parents and outside agencies are timely and include at a minimum staff and student attendance, discipline, and progress toward goals. Frequent academic progress is reported to students and parents | () | () | () | () |

Fully
Met

Marginally
Met

Not Presently
Met

Cannot
Be Met

COMMENTS: _____

ADDITIONAL STANDARDS FOR EARLY CHILDHOOD EDUCATION

1. SOCIAL AND EMOTIONAL DEVELOPMENT

Adults support children's self-identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self-control and interpersonal problem-solving, and by encouraging positive approaches to learning and interacting with others.

1.1 Adults use positive guidance techniques and encourage children to engage in acceptable behavior.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

1.2 Adults provide opportunities for children to practice and develop self-help skills.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

1.3 Adults provide children with opportunities to develop social skills by providing support and reassurance.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

COMMENTS: _____

2. LANGUAGE AND LITERACY DEVELOPMENT

Adults use a wide range of strategies for children to comprehend, interpret, evaluate, and appreciate text. Children draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning, and their word identification strategies.

2.1 Adults provide children with a variety of activities to help develop language and literacy skills.

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Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

2.2 Adults speak their Native language to children and provide opportunities for children to practice speaking.

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Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

2.3 Through play and social interactions, children will use an increasing rich vocabulary.

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()

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Fully
Met

Marginally
Met

Not Presently
Met

Cannot
Be Met

COMMENTS: _____

3. MATHEMATICAL THINKING AND EXPRESSION

Children combine, sort, count, or describe the characteristics of small objects. Active, hands-on strategies for problem-solving, exploration, and experimentation, and scaffolding previous knowledge and interactions to learn new information are being used. Children learn motor control, patterns, and concrete ways to understand abstract ideas.

3.1 Adults encourage children, through exploration, play and social interactions to combine, sort, count and describe objects.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

3.2 Adults provide children a variety of activities to help develop exploring, processing and problem-solving skills.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

3.3 Adults provide a variety of opportunities for children to manipulate and explore objects.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

COMMENTS: _____

4. SCIENTIFIC THINKING AND TECHNOLOGY

Adults acknowledge and support children to extend their curiosity through the process of inquiry, observing, asking questions, forming hypothesis, investigating, gathering data, drawing conclusions, and building ideas that lead to new questions.

4.1 Adults provide children with opportunities for exploration and participation in their environment.

()
Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

4.2 Adults provide children a variety of activities to support their curiosity and interest in natural and man-made objects to encourage deeper thinking.

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Fully
Met

()
Marginally
Met

()
Not Presently
Met

()
Cannot
Be Met

COMMENTS: _____

5. SOCIAL STUDIES THINKING

Children learn about themselves and their role in their family and community. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

5.1 Adults provide opportunities for children to understand the relationships between themselves, their families, homes, extended families, schools and communities.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

5.2 Adults provide opportunities for children to make decisions and choices.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

5.3 Adults provide children with opportunities to build knowledge and understanding of native culture and traditions.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

COMMENTS: _____

6. CREATIVE THINKING AND EXPRESSION

Adults support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

6.1 Adults provide a variety of play experiences and materials that encourage children to use their imagination and creativity to express themselves.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

6.2 Adults encourage children to explore new ideas and materials to express their imagination and creativity.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

COMMENTS: _____

7. HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT

Adults model healthy and safe practices and promote healthy lifestyles for children. Adults provide opportunities to experience active indoor and outdoor play in which children use their bodies.

7.1 Adults plan opportunities for children to exercise and engage in active play.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

7.2 Adults introduce and sustain healthy choices and habits for children to follow.

()	()	()	()
Fully	Marginally	Not Presently	Cannot
Met	Met	Met	Be Met

COMMENTS: _____