

<p>2</p> <p>School education programmes (education programmes)</p>	<p>SEPs in the provision of education by the school correspond to the records in the Register of Schools and School Facilities.</p> <p>SEPs have the required structure and are developed in compliance with the Education Act.</p> <p>SEPs are developed in compliance with principles of FEP (results of the comparative analysis).</p> <p>SEPs and their arrangement focus on the goals of education and on the support for the development of pupils' personality.</p> <p>The school identifies strengths and weaknesses in the context of the preparation and implementation of their SEPs (SWOT, ISO, CAF and so forth).</p> <p>Changes made in SEPs are justified and the adopted measures are based on school self-evaluation, principles and goals of the valid Education Act and priorities of the development of education expressed, for example, in Long-term Policy Objectives and the Long-term Policy Objectives of individual regions.</p> <p>The school creates a positive climate for meeting the goals encompassed in SEPs.</p>	<p>Sec. 5 School Education Programmes, Sec. 142 (1) Effects of a Recording in the Register of Schools and School Facilities of the Education Act.</p> <p>Further legal regulations</p> <p>Decree No.74/2005 Coll.^{2f)}, Decree No.108/2005 Coll.^{2g)}, relevant FEPs, Sec. 150 Removal from the Register of Schools and School Facilities of the Education Act</p>
<p>3</p> <p>School management</p>	<p>The level of management corresponds to the type of school; decision-making powers are harmonised with executive competences and relevant resources; the organisational structure supports the current needs and strategic objectives of school development.</p> <p>School management evaluates and introduces innovations into strategies and plans for the implementation of SEPs on an ongoing basis.</p> <p>Other employees of the school participate in strategic management and self-evaluation; internal regulations (for example the Rules of Order) describe the rights and obligations of all participants of education well; there is regular monitoring and evaluation of whether such regulations are respected (for example Pedagogical Boards).</p> <p>The school reports true data on its activities (for example statistical reporting), the structures of Annual Reports of schools are correct and Annual Reports are based on the results of self-evaluation or on the basis of findings gathered from external evaluations and checks.</p> <p>School management implemented measures adopted to remove deficiencies detected by the Czech School Inspectorate in the past period.</p>	<p>Sec. 10 Annual Report, Sec. 12 (2) Evaluation of Schools, School Facilities and the System of Education, Sec. 28 (5) Documentation of Schools and School Facilities, Sec. 30 School Rules of Order and Scholarship Rules, and Sec. 164 Head teachers of Schools and Directors of School Facilities of the Education Act.</p> <p>Further legal regulations</p> <p>Sec. 150 Removal from the Register of Schools and School Facilities of the Education Act.</p> <p>BSSs, SSSs and TPSSs Decree No.15/2005 Coll.^{2h)}</p>
<p>2f) Decree No.74/2005 Coll. on Education in After-School Centres/Clubs, as amended</p> <p>2g) Decree No.108/2005 Coll. on School Educational and Boarding Facilities and School Facilities for Special Purposes</p> <p>2h) Decree No.15/2005 Coll. laying down Requirements for Long-Term Policy Objectives, Annual Reports and School Self-evaluation, as amended</p>		