

		<p>Programme (hereinafter FEP), (results of a comparative analysis)</p> <ul style="list-style-type: none"> <li>• SEPs and their form are focused on educational goals and support of personality development of pupils</li> <li>• A school identifies strong and weak points during preparation and implementation of SEPs (SWOT analysis, ISO, CAF etc.)</li> <li>• Changes in SEPs are justified and measures are taken and they result from a school self-evaluation, principles and goals of a valid Education Act and priorities of education development stated in e.g. the Long-Term Aim of Education and the Long-Term Aim of Education in Regions</li> <li>• A school creates a positive climate for achieving goals of SEPs</li> </ul>	
<b>3</b>	<b>School Management</b>	<ul style="list-style-type: none"> <li>• The form of management corresponds to a type of school. Decision powers are adjusted to related executive competences and sources. The organizational structure supports current needs and strategic plans of school development</li> <li>• The school management continuously evaluates and innovates strategies and plans for the implementation of the SEP</li> <li>• Other school employees participate in strategic planning and self-evaluation of a school. Rights and duties of all participants in education are clearly set in inner regulations (e.g. school rules and regulations). Their compliance is regularly monitored and assessed (e.g. by the pedagogical board)</li> <li>• A school provides true information about its activities (e.g. statistical audits). School annual reports meet the requirements for structure and are based on results of self-evaluation, eventually on findings of external evaluation and audits</li> <li>• The school management has implemented steps leading to removal of shortcomings which were found by the Czech School Inspectorate in the past period</li> </ul>	Section 10, Section 12 (2), Section 28 (5), Section 30 and 164 of the Education Act
<b>4</b>	<b>Personnel Conditions</b>	<ul style="list-style-type: none"> <li>• A school makes arrangements to minimize personnel risks in accordance with findings of its self-evaluation (e.g. qualifications, age structure, substitutability, turnover, accident occurrence)</li> <li>• The school's system of rewarding supports implementation of SEPs (among others</li> </ul>	Section 164 (1) Letter c) and e) of the Education Act, the Act on