Format Updated 5-2021 and 5-2022

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| **Short-term** **(STP)** **and** **Support** **Services** **Programs** **(SSP)**  Short-Term Programs (STP) have a detailed, specific curriculum to address specific learning needs that support inclusion in the school program. STPs typically run over a period of 1 – 5 weeks/yr;  Support Services Programs (SSP) are stand-alone special services, not integrated into other services covered by other accreditation standards.  **Organization will establish a self-study committee to assess and rate the organization on the following:**  NOTE: Items with an asterisk (\*) indicate Absolute Standards. The other items are Critical Standards. See Accreditation Handbook for Organizations, page 5 of 17: “All absolute standards must be fully met to receive accreditation. Critical standards must be at least partially met to receive accreditation.” | |  | Review Committee Decision | | |
| Supporting Documentation  Indicate name of file or cite page in documents you provide to show compliance. | Fully Met | Partially Met | Not Met |
| 1.\*Written policies and procedures approved by governing authorities are in place for the establishment of any program(s) to ensure that the program is consistent with the organization’s mission, as well as its long-range plans for personnel and funding to support goals and outcomes. | |  |  |  |  |
| 2. The organization’s organizational chart locates this program within its administrative structure. | |  |  |  |  |
| 3. The organization’s chart of funding accounts reflects the revenues and expenses for this program including any grants and donations. | |  |  |  |  |
| 4. Planning for this program is broadly based with provision for appropriate participation by interested representatives from governance, administration, staff, volunteers, consumers and consumer groups, specialized consultants, personnel from related organizations, community planning and funding bodies, and other appropriate local, state, regional, and national groups. | |  |  |  |  |
| 5. A written financial plan that includes a budget is prepared for each fiscal year. | |  |  |  |  |
| 6. There is a written annual program plan that includes a statement of measurable outcomes. | |  |  |  |  |
| 7. A written annual program plan identifies the required personnel, facilities, equipment, supplies. | |  |  |  |  |
| 8. Written service plans are developed and implemented for the persons served by this program and are included as a part of the individual’s plan (IEP, IFSP or IPE). | |  |  |  |  |
| 9. Personnel involved in this program maintain open channels of communication through meetings and exchange of written messages to facilitate day-to-day planning, and problem solving. | |  |  |  |  |
| 10. Personnel maintain coordination with ongoing services provided by this organization and other organizations that serve the individual. | |  |  |  |  |
| 11. Sustained efforts are made to coordinate the organization’s own planning for this program with planning efforts by related local, state, regional, and national groups**.** | |  |  |  |  |
| 12. A designated staff member is assigned to coordinate or supervise the program. | |  |  |  |  |
| 13. The designated staff member responsible for coordination and supervision of the program is qualified by education and experience and understands vision loss and additional disabilities when present. | |  |  |  |  |
| 14. The responsible staff member demonstrates skills in program administration, coordination and supervision. | |  |  |  |  |
| 15. An adequate number of personnel are assigned sufficient working time to implement the program efficiently. | |  |  |  |  |
| 16. Staff members are qualified by education, experience and certification as required to carry out their duties effectively. | |  |  |  |  |
| 17. Volunteers are recruited, screened | , selected, oriented, |  |  |  |  |
| trained, appropriately placed, supervised, evaluated, and given recognition in accordance with Personnel, Administration, and Volunteer policies. | |  |
| 18. Provision is made in the organization’s staff development plan for an ongoing program of in-service training for all personnel, including volunteers, involved in this program. | |  |  |  |  |
| Total Standards | |  | /18 | /18 | /18 |

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization’s Short Term and Support Services Self-Study, with sub-folders labeled for each of the following documents:

* Self-Study (above)
* Name of Program/Service and Description that includes Goals and Objectives
* Policy and Procedures Approved by Governing Authority
* Program Budget
* Program Committee/Planning Team Members and Meeting Notes
* Comprehensive Program Plan
* Individual Service Plan Items included in IEP or IPE
* Resume and Job Description for Primary Program Coordinator
* List of Personnel and Volunteers Assigned to Program
* Training Materials Provided to Personnel and Volunteers
* Consumer Progress Reports
* **See** **Section** **I.** **(G)** **Program** **Evaluation** **and** **Improvement** **Required** **Documents** **and** **Submit** **Each** **Item** **for** **Short-term** **and** **Support** **Services** **Program** **and** **Label** **“I.** **(G)** **Short-term** **and** **Support** **Services** **Program.”**
* Narrative to explain any standards you rated as partially met or not met.
* Any other Narrative Remarks

List of Members of Self-Study Committee:

Date Self-Study Completed:

Date of Board Meeting approving Self-Study: