Format updated 5-2021 and 5-2022

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| **Program** **Design (PD)**  *For literacy focused programs for EC and K-12* *learners who are blind or who have low vision including those with additional disabilities and/or deaf-blindness (PD)*  **Organization will establish a self-study committee to assess and rate the organization on the following:** | Supporting Documentation  Indicate name of file or cite page in documents you provide to show compliance. | Review Committee Decision | | | | | |
| Fully Met | | Partially Met | | Not Met | |
| 1. The program design affords benefits and the same learning opportunities that support and provide equal opportunities as sighted peers. |  |  | |  | |  | |
| 2. There is coordination with other programs including State Boards of Education, other governing bodies and private service providers. |  |  | |  | |  | |
| 3. There is a written policy on the central role of literacy and communication as it relates to the areas of development and learning. |  |  | |  | |  | |
| 4. The instructional delivery system supports learning in a developmentally appropriate context; the instructional delivery system focuses on the unique learning and literacy medium/media needs of the individual. |  |  | |  | |  | |
| 5. Procedures are in force to ensure that individuals have access to a full continuum of placement, program services and literacy options. |  |  | |  | |  | |
| 6. Procedures are written for establishing class size and caseloads which support the provision of specialized instruction, taking into consideration travel distances, report writing and the unique educational service needs of the individual. |  |  | |  | |  | |
| 7. The program administrator has the education, experience, and qualification to facilitate the provision of appropriate instruction and services. |  |  | |  | |  | |
| 8. The program administrator facilitates participation of staff, parents and community in program development related to continuum of services. |  |  | |  | |  | |
| 9. The early intervention providers, teachers and specialists are educated, certified and licensed to provide services in their assigned specialty area of instruction. |  |  | |  | |  | |
| 10. The program ensures appropriate mentoring and professional development opportunities for all instructional and  support staff as it relates to their responsibilities and the maintenance of certification and licensure. |  |  | |  | |  | |
| 11. Organization works collaboratively to educate and support paraprofessionals. |  | |  | |  | |  | |
| 12. Education personnel have received education regarding the impact of vision loss on development and learning and the requirement for accommodations to be made in settings and activities. |  | |  | |  | |  | |
| 13. Instruction is implemented in safe home, school and community environments in which the education and related services are provided. |  | |  | |  | |  | |
| 14. Every 3 years, in conjunction with the state authority, the organization conducts a comprehensive assessment of services, and provides a written report to parents, staff, the public and interested parties that includes sanctions, corrective actions needed for compliance, and steps undertaken to come into compliance. |  | |  | |  | |  | |
| Total Standards |  | | /14 | | /14 | | /14 | |

Required Documents

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

* Self-Study (above)
* Policy and Procedures
* Program Philosophy, Mission and Goals
* Documented Coordination Efforts with State, Local, Public and Private Providers
* Resumes for Program Administrator and other Program Personnel and Verification of Applicable Credentials
* Examples of Parent, Staff and Community Involvement in Program Development
* Verification of Continuing Education/Professional Development Completed by Program Personnel
* Documented Evidence of Program’s Success
* Annual Program Assessment and Report
* Three Year Comprehensive Assessment Reports
* 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: