Rev 5-2022; updated and AERAC approved 11-21-2024; standard 10 approved 2-2024

|  |  |
| --- | --- |
| **K-12** **Programs** **(K-12)** | Review Committee Decision |
| Fully Met | Partially Met | Not Met |
| 1. The K-12 program is guided and directed by a process of assessment and is in compliance with statutory and regulatory mandates and consistent with the organization’s mission statement. |  |  |  |
| 2. K-12 curricula are aligned with established state and local standards |  |  |  |
| 3. The K-12 program is based on an assessment of learners’ needs, goal setting, planning, implementation, and evaluation. |  |  |  |
| 4. The K-12 program is based on the Core Curriculum and the Expanded Core Curriculum needs of learners.**The** **Expanded** **Core** **Curriculum** **includes** **compensatory** **or** **functional** **academic** **skills** **including;** **Assistive** **Technology,** **Career** **Education,** **Compensatory** **Skills,** **Independent** **Living,** **O&M,** **Recreation** **and** **Leisure,** **Self** **Determination,** **Sensory** **Efficiency,** **Social** **Interaction** |  |  |  |
| 5. An assessment of Expanded Core Curriculum needs will be completed once per year. |  |  |  |
| 6. Educators provide equal access to materials and resources to ensure equal education opportunities. |  |  |  |
| 7. An appropriate Individualized Educational Program exists for each learner and is in compliance with statutory and regulatory mandates. |  |  |  |
| 8. The Individual Education Program is based on assessment results and indicates determinations made about the appropriate learning media needs, technology and adaptive devices and orientation and mobility skills for the individual student. |  |  |  |
| 9. The program regularly evaluates individual learner’s progress toward achieving identified Individualized Education Program goals and objectives. |  |  |  |
| 10. Within one year after student graduation, information will be gathered to assess the student's status and attainment of IEP goals. |  |  |  |
| 11. The organization provides sufficient materials and special resources to support the educational program for learners. |  |  |  |
| 12. Educational team members, with input from parents and learners, determine and periodically review learning modalities in communication media (braille, large print, recorded) based on learners functioning levels and needs as determined by individualized assessments. |  |  |  |
| 13. Instructional materials are provided to learners in Braille, large print, recorded, or other accessible format based on individual student requirements which are stated in the Individualized Education Program |  |  |  |
| 14. Braille readers are instructed by Teachers of Children with Visual Impairments or Vision Rehabilitation Therapists using a convention tactile program or a functional tactile program based on the needs of the learner. |  |  |  |
| 15. All persons identified on the IEP who provide services, including parents, form a multidisciplinary team that works collaboratively and flexibly to meet the individual needs. |  |  |  |
| 16. Personnel work cooperatively with learners, families, and local and state education organizations to provide the appropriate placement for educational services. |  |  |  |
| 17. Learners have access to all academic, non-academic, and extra-curricular course work and activities that are required for earning credit and regular diplomas. |  |  |  |
| 18. Learners receive related services such as orientation and mobility, speech, physical and occupational therapy, as determined through doctor’s referral and/ or assessment by qualified staff. |  |  |  |
| 19. Learners with low vision receive a low vision evaluation and visual aids as determined by an assessment of needs. |  |  |  |
| 20. Learners who have been assessed and determined to be gifted receive instruction, experience, and practical application of academic and elective course work reflecting accelerated or enrichment activities. |  |  |  |
| 21. Counseling and psychological services are provided to students as determined by individual need. |  |  |  |
| 22. Written guidelines exist to establish parameters for behavior intervention, if needed. |  |  |  |
| 23. Written guidelines are provided for learners**’** transitions to higher/vocational education, employment or rehabilitation placement. |  |  |  |
| 24. Organization leadership supports and implements parent education, regular communication, and evaluation information assisting the parents/guardian in the role of being primary advocates especially in IEP and ECC development. |  |  |  |
| 25. Faculty, staff, and administration hold appropriate certification and licensure in their assigned area. |  |  |  |
| 26. Teachers meet state certification requirements in the area of visual impairment and state certification requirements in the subject/field in which they teach. |  |  |  |
| 27. Related services personnel hold a valid state license and certificate in the appropriate discipline. |  |  |  |
| 28. Personnel receive in-service training and continuing education in visual impairment and in the area in which they are assigned. |  |  |  |
| 29. Personnel are employed in sufficient numbers to meet educational objectives, health and safety needs of learners, and to meet state mandates for teacher-student ratios. |  |  |  |
| Total Standards | /29 | /29 | /29 |

*Organization:* *please* *provide* *an* *attachment* *to* *identify* *and* *explain* *any* *standard* *that* *is* *partially* *met* *or* *not* *met.*

III. (E) Required Documents

To illustrate compliance to the standards and to enable a full evaluation of the organization’s K-12 Program, please provide copies of the following documents:

• Policy and Procedures for K-12 Program

• Description of Program including Purpose, Goals and Objectives (brochure, website description, etc.)

• Criteria for Providing Service and Eligibility Requirements

• K-12 Curricula; and State and Local Standards

• Individual Needs Assessment Instrument/Tools

• Sample Assessment Results and Respective Sample Individualized Educational Programs (IEPs)

• Child Progress Reports that Provide Initial Goals, Baseline and Growth

• Verification of Credentials and Resumes for Program’s Instructional

Personnel, Administrators, and other Personnel

• Verification of Relevant In-service Training and Continuing Education Provided for and Completed by Personnel

• Total Number of Program Personnel Providing Instruction and Services; and Total of Children Served Daily, Weekly and Monthly

• Examples of Partner Collaboration Agreements for Service Delivery

• Examples of Parent and Family Involvement and Activities to

Encourage/Promote Parent and Family Involvement • Comprehensive Service Delivery Plans

• Low Vision Evaluations and Provision of Visual Aids Documentation

• Guidelines for Behavior Interventions, Counseling Services and

Psychological Services

• Behavior Intervention Reports

• Transition Plans

• Statewide Assessment Results

**See** **Section** **I.** **(G)** **Program** **Evaluation** **and** **Improvement** **Required** **Documents** **and** **Submit** **Each** **Item** **for** **K-12** **and** **Label** **“I.** **(G)** **K-12** **Program.”**

List of Members of Self-Study Committee:

Date Self-Study Completed:

Date of Board Meeting approving Self-Study: