Format updated 5-2021 and 5-2022; updated and AERAC approved 11-21-2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Multiple** **Disabilities** **Programs** **(MDP)**  *A Program for K-12, multi-disciplinary, academic and ECC.*  **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.” | 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. \*Services for learners are in compliance with statutory and regulatory mandates and are consistent with the organization’s mission statement. |  |  |  |  |
| 2. A written Individualized Education Program has been implemented for each learner. |  |  |  |  |
| 3. The Individualized Education Program is based on assessment results and indicates decisions made about the appropriate learning media needs, technology and adaptive devices, and orientation and mobility skills for the individual learner. |  |  |  |  |
| 4. Learners receive related services such as speech, physical, occupational therapy**,** and orientation and mobility as determined through assessment and the Individualized Educational Program. |  |  |  |  |
| 5. Interdisciplinary team members, with input from parents and learners, determine and periodically review learning media, including use of digital and electronic devices and media, based on functioning levels and needs as determined by individualized assessments. |  |  |  |  |
| 6. Learners have access to academic course work with appropriate modifications as identified in their Individualized Education Program. |  |  |  |  |
| 7. Learners have access to an Expanded Core Curriculum to address disability-specific education needs.  **Indicators:** Expanded Core Curriculum includes:  Assistive Technology, Career Education, Compensatory Skills, Independent Living, O&M, Recreation and Leisure, Self Determination, Sensory Efficiency, and Social Interaction. |  |  |  |  |
| 8. Learners are grouped in consideration of chronological, learning, functional, and social needs. |  |  |  |  |
| 9. Physical spaces meet learner needs and are in compliance with statutory accessibility mandates. |  |  |  |  |
| 10. Written guidelines exist to establish parameters for behavior intervention. |  |  |  |  |
| 11. Personnel work cooperatively with learners, families, and local and state education organizations to provide the appropriate educational placement and services for each learner. |  |  |  |  |
| 12. Staff demonstrates knowledge of the combined effects of additional impairments including vision loss on the educational, social and emotional development of learners. |  |  |  |  |
| 13. Administrator holds applicable certification and licensure. |  |  |  |  |
| 14. Teachers meet state certification/licensure requirements for working with children who are visually impaired and meet additional state certification requirements for working with specific additional disabilities as required. |  |  |  |  |
| 15. Related services personnel hold a valid state license or certificates appropriate for their assignments. |  |  |  |  |
| 16. Personnel receive in-service training and continuing education in visual impairment and in the area in which they are assigned. |  |  |  |  |
| 17. 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. |  |  |  |  |
| 18. Instructional materials are provided to learners in Braille, large print, recorded, or other accessible format based on individual requirements which are stated in the Individualized Education Program. |  |  |  |  |
| 19. Learners in residential programs have a coordinated educational and residential program which ensures implementation of the Individualized Education Program. |  |  |  |  |
| 20. Organization leadership provides and implements parent education, regular communication, and evaluation information to assist parents in advocating for their child especially in IEP and ECC development. |  |  |  |  |
| 21. Written guidelines are provided for learner transitions to higher/vocational education, employment or rehabilitation placement as required by statutory mandates. |  |  |  |  |
| Total Standards |  | /21 | /21 | /21 |

Required Documents

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

* Self-Study (above)
* Policy and Procedures for Multiple Disabilities Program including Coordinating Services for Learners in Residential Programs
* Description of Program including Purpose, Goals, Objectives and the Curriculum Used (brochure, website description, and etc.)
* Criteria for Providing Services and Eligibility Requirements
* 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 and

Communications to Encourage/Promote Parent and Family Involvement

* Comprehensive Service Delivery Plans
* Guidelines for Behavior Interventions
* Behavior Intervention Reports
* Coordinating Service Plans for Learners in Residential Programs
* Transition Plans
* **See** **Section** **I.** **(G)** **Program** **Evaluation** **and** **Improvement** **Required** **Documents** **and** **Submit** **Each** **Item** **for** **Multiple** **Disabilities** **and** **Label** **“I.** **(G)** **Multiple** **Disabilities** **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: