Rev 5 - 2022

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| **Preschool** **Programs** **(PP)** | Review Committee Decision | | |
| Fully Met | Partially Met | Not Met |
| 1. The goals and objectives of the preschool program are consistent with the organization’s mission statement. |  |  |  |
| 2. The program service advocates for the early identification and care of preschool children who are blind and those with low vision. |  |  |  |
| 3. Eligibility criteria and service delivery options for preschool services are clearly defined. |  |  |  |
| 4. Services address the needs and priorities of the family with respect to the growth, development, and care of preschool children. |  |  |  |
| 5.The delivery of preschool services is guided by assessment of the needs of the children and their families.  **Indicators.** **Assessments** **of** **infant** **and** **preschool** **children** **include:** **developmental** **domains** **common** **to** **early** **childhood** **such** **as** **gross** **and** **fine** **motor,** **cognitive,** **self-care,** **communication,** **social-emotional,** **as** **well** **as** **areas** **that** **are** **particularly** **important** **for** **children** **who** **are** **blind** **and** **those** **with** **low** **vision** **such** **as** **movement** **in** **space,** **functional** **vision,** **and** **auditory,** **tactual** **and** **other** **sensory** **development.** |  |  |  |
| 6**.** An Individualized Educational Plan (IEP) exists for each child. |  |  |  |
| 7**.** The child and family are provided with a developmentally based program of instruction and support which includes the use of appropriate specialized curricula, assessment, materials, and equipment. |  |  |  |
| 8**.** Written guidelines and/or an Individualized Transition Plan are provided for the learner’s transition to, or integration with, other education programs. |  |  |  |
| 9**.** The service routinely provides written evaluations of each learner’s progress toward achieving her or his identified goals and objectives. |  |  |  |
| 10. Personnel are employed in enough numbers to meet the developmental and educational objectives and the health, safety, and therapeutic needs of the children being served. |  |  |  |

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| 11. Service providers and administrators hold appropriate education and experience, including certification and licensure as required, in their assigned areas. |  |  |  |
| 12. Personnel receive in-service training and continuing education in visual impairment, human development, and education. |  |  |  |
| 13. Physical facilities are suitably available with appropriate space and equipment to meet the needs of those being served and their families. |  |  |  |
| Total Standards | /13 | /13 | /13 |

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I. (D) Required Documents

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

• Policy and Procedures for Preschool Program

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

• Criteria for Providing Service and Eligibility Requirements • Individual Needs Assessment Instrument/Tool

• Sample Individualized Educational Plan (IEP) and Individualized Family Services Plan (IFSP)

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

• Verification of Credentials and Resumes for Program’s Instructional Personnel, Administrators, and other Personnel

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

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

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

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

**Reviewer** **Comments** **Section**

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