

Special Education Program Overview and Improvement Planning

Exceptionality: Blind and Low Vision

Placement: Regular Class with Resource Support (K-12)



A. Definition

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.¹

TCDSB Determination:

As determined by the IPRC giving consideration to the following:

- Professional assessment:
 - An eye report from an optometrist or ophthalmologist that indicates a significant field loss, or visual acuity is 20/70 or worse after best correction in the better eye
- Classroom documentation:
 - Information about student's vision is obtained from student, parent(s)/guardian(s) and school personnel
- Educational assessment:
 - A functional assessment (visual or tactile) at the student's school

B. Placement options:

- Regular Class with Indirect Support
- Regular Class with Resource Support¹**
- Regular Class with Withdrawal Support
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Full-Time Special Education Placement

¹ Where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher. The student is placed in a regular class or a special education program for "other" needs (not related to B/LV) and receives direct instruction from a TDSB Itinerant Vision Teacher for 1 or more hours per week (as recommended by the TDSB Vision Program, based on student need) within the child's classroom. An IPRC is required to receive this level of support from the TDSB Vision Program.

C. Description:

Students in TCDSB schools whose vision is worse than 20/70 (after best correction in the better eye), or who have a visual field of less than 20°, are entitled to some form of support for their vision-related needs. The level of support depends on the severity of the eye condition and the results of a Functional Vision/Tactile Assessment that is conducted by the Toronto District School Board (TDSB) Vision Program. Once signed consent and medical documentation have been received by the Vision Program, the student is assessed within three to four weeks.

Depending on the needs of the student, Itinerant Vision Teachers can teach blind students how to read and write in braille, and they can help students with low vision learn to maximize their remaining vision to access the curriculum. A large part of what Itinerant Vision Teachers do is help classroom teachers develop appropriate teaching strategies and accommodations for learners who are visually impaired. The Vision Program also employs Orientation and Mobility Specialists who are certified to teach students who are visually impaired to travel within and to and from school independently and safely, with or without a white cane or dog guide.

Students who are visually impaired rely heavily on assistive adaptive technology to access the curriculum. TDSB Vision Program staff can teach students how to use, for example, a laptop computer with screen enlargement program and/or speech output, a braille embosser (printer), a scanner, a portable braille note-taking device, and a global positioning system (based on assessed need). Advances in assistive technology have helped students who are visually impaired access the curriculum with greater speed and independence.

If there are additional academic needs (identified or otherwise) that are not due to the visual impairment, the Special Education Teacher at the school may provide resource support for the academic needs. Collaboration between the B/LV, Regular Class, and Special Education Teachers is imperative.

“accommodations”:

The term *accommodations* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

*** *“modified”***

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. . (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

**** *“alternative”***

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses). (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

D. Planning Components:

Key Contact(s): System Design - TDSB Vision Program Coordinator Program Operation – TCDSB Special Education Program Coordinator for B/LV		
Grades	<ul style="list-style-type: none"> JK to Grade 12 Individualized service through TDSB Itinerant Vision Teacher 	Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements Individualized Service 	<ul style="list-style-type: none"> Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> 1 consultative visit per month OR 2 – 3 consultative visits per year Consultative service to staff as needed <i>NOTE: Time & Frequency are based on the assessed needs of the student as recommended by the TDSB Vision Program</i> 	<ul style="list-style-type: none"> Principal Regular classroom teacher Special education teacher TCDSB Program Coordinator TDSB Vision Program Coordinator TDSB Itinerant Vision Teacher TDSB Itinerant Vision Teacher, Regular Class, and Special Education Teachers (where appropriate) collaborate to support students SBSLT² (School Based Team and Joint Team)
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Appropriate space for withdrawal support (i.e., quiet space for instruction, shelf/desk space for assistive technology and braille/large print books etc.) Accommodated lighting and positioning of desk/work space (as per individual student needs) Schools accommodated for students with significant vision loss (e.g., training for fire and lock down; braille/large print signage; rumble strips before steps; contrasting paint strip before stairs) Access to networked computers in the classroom is essential for students who are visually impaired who use assistive technology 	<ul style="list-style-type: none"> School Principal Area Superintendent TCDSB Program Coordinator Superintendent of Special Services Superintendent of Safe Schools TDSB Vision Program Coordinator TDSB Itinerant Vision Teacher TDSB Orientation & Mobility Specialist

² SBSLT - School Based Support Learning Team – includes School Based Support Team and the Joint Team

Transportation	<ul style="list-style-type: none"> • Offered in home school • Bussing as per board policy • Vision support is provided by Itinerant Vision Teachers in the home school through the TDSB Vision Program, As such, there are no special transportation arrangements. 	<ul style="list-style-type: none"> • Principal • Transportation department • TDSB Vision Program Coordinator • TCDSB Program Coordinator
School selection criteria	<ul style="list-style-type: none"> • Not applicable student attends home school • Program is provided in the home school or other special education program based on other needs. 	<ul style="list-style-type: none"> • Not applicable student attends home school
Locations/schools involved	<ul style="list-style-type: none"> • Student attends home school 	<ul style="list-style-type: none"> • Principal
Accountability Framework	<ul style="list-style-type: none"> • Development of a framework for accountability and continuous improvement is in process] • SMART goals will be set by the committee, in accordance with overall goals from the Special Services Department, using the goal format approved by the Board 	<ul style="list-style-type: none"> • Special Education Framework • Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • According to TCDSB Early and Ongoing Identification Protocol for JK-Grade 1 • Intake meetings, case conferences, consultations, etc. • B/LV Early Intervention Program through Toronto Public Health (Ministry of Children and Youth Services—MCYS) 	<ul style="list-style-type: none"> • School Principal • TCDSB Program Coordinator • TDSB Vision Program Coordinator • TCDSB Early Identification Committee • Toronto Public Health Family Support Worker • B/LV Early Intervention Program • Classroom teacher (once in school)
Referral criteria	<p>Students who qualify for support from the TDSB Vision Program have:</p> <ul style="list-style-type: none"> • Medical documentation (through an Optometrist or an Ophthalmologist) of a visual acuity of 20/70 or worse after best correction in the better eye and/or have a severe visual field restriction. • Eligibility is dependent upon the above identified medical documentation <u>and</u> the recommendations in the TDSB Functional Vision/Tactile Assessment report. <p><u>Referral Process:</u></p> <p>Referral of students who meet the above medical criteria may be initiated by a parent/guardian, teacher, principal, school nurse, hospital, optometrist, or ophthalmologist.</p> <ol style="list-style-type: none"> 1. Contact the TDSB Vision Program at (416) 395-2145 to request a referral package. 2. A referral package will be sent to the child’s school (or home, if in preschool) with the following: <ul style="list-style-type: none"> • Letter to the principal outlining the referral procedure. • Blank Eye Examination Report (to be completed by an 	<ul style="list-style-type: none"> • TCDSB Program Coordinator • TDSB Vision Program Coordinator • Principal (once in school) • Classroom teacher (once in school)

2. STUDENTS

Components	Description	Responsibility
	<p>Ontario Optometrist or Ophthalmologist) NOTE: If prior documentation of the child’s visual impairment exists, a copy of that report may be submitted instead of the Eye Examination Report form.</p> <ul style="list-style-type: none"> • Referral Information Form—Parent/Guardian (to be completed by a parent/guardian) • Referral Information Form—Teacher/Counselor (to be completed by a classroom teacher or other school personnel). • Consent to the Release of Confidential Information (to be completed and signed by a parent/guardian). • Consent to Assessment form (to be signed by a parent/guardian). <p>3. Return all forms to: Toronto District School Board, Vision Program Yorkdale S.S., Room 158 38 Orfus Rd. Toronto, Ontario M6A 1L6 Attention: Dr. Carol Farrenkopf</p> <p>4. A team of Itinerant Vision Teachers will conduct a Functional Vision Assessment (FVA) or Functional Tactile Assessment (FTA) once the forms have been completed and returned to the Vision Program. If the results of the assessment indicate that the student qualifies for assistance from the TDSB Vision Program, an Itinerant Vision Teacher will be assigned to work with the student. A copy of the FVA/FTA is sent to the student’s school and parent/guardian.</p> <ul style="list-style-type: none"> • Students may require programming in alternative 	

2. STUDENTS

Components	Description	Responsibility
	<p>curricular areas (e.g., braille, assistive technology, social skills, Orientation & Mobility, career education, self-determination, etc.)</p> <ul style="list-style-type: none"> Students may also require accommodated curriculum expectations <p>IEP is required for B/LV students who receive weekly direct instruction from a TDSB Itinerant Vision Teacher.</p>	
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> Formal identification (B/LV) by the IPRC is required for Resource or Withdrawal Assistance Note: B/LV Students currently receiving Resource Assistance who have not been identified by the IPRC can continue to receive the appropriate supports. An eye examination report <i>and</i> the results of the TDSB Vision Program Functional Vision or Tactile Assessment must be presented at the IPRC by the TDSB Vision Program Coordinator (or representative). Reports from outside agencies require review by joint team members Assessments by the Regular Class teacher, as appropriate Parent Guardian consent Student consent, as appropriate 	<ul style="list-style-type: none"> School Principal and/or parent request IPRC and presents student information TCDSB Program Coordinator or principal chairs IPRC TDSB Vision Program Coordinator TDSB Itinerant Vision Teacher (as needed) TDSB Orientation & Mobility Specialist (if applicable) Regular classroom teacher Special education teacher Members of SBSLT as appropriate Parent Guardian <p>Student consent, as appropriate</p>
Placement decision by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> Parent Guardian consent Student consent, as appropriate Note: All students identified as B/LV receive Vision Program support in their home school or in a special education program for “other” needs (not related to B/LV), therefore, placement is not dependent upon the 	<ul style="list-style-type: none"> TCDSB Program Coordinator TDSB Vision Program Coordinator TDSB Itinerant Vision Teacher (as needed) TDSB Orientation & Mobility Specialist (if applicable) Parent Guardian

2. STUDENTS

Components	Description	Responsibility
	child's visual impairment.	<ul style="list-style-type: none"> • Student consent, as appropriate
Admission	<ul style="list-style-type: none"> • By IPRC decision • Based on the medical documentation <i>and</i> results of the TDSB Functional Vision or Tactile Assessment • Parental consent is required • Parent input is invited • Student input is invited as appropriate 	<ul style="list-style-type: none"> • TCDSB Program Coordinator • TDSB Vision Program Coordinator • School Principal
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required • They may be waived by parents / guardians under specific Ministry and TCDSB guidelines) 	<ul style="list-style-type: none"> • Principal chairs • Parent / guardian • Regular classroom teacher • TDSB Itinerant Vision Teacher • Special education teacher • TDSB Orientation & Mobility Specialist (if applicable) • TCDSB Program Coordinator (as needed) • TDSB Vision Program Coordinator (as needed)
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate • IEPs are updated at every reporting period as needed • IEPs are recommended for any student who meets the exceptionality criteria and is receiving support • Addresses accommodations and alternate curriculum • B/LV Equipment needs must be described in the IEP • Developed by TDSB Itinerant Vision Teacher, TDSB Orientation & Mobility Specialist (when applicable) and classroom teachers with input from the Joint Team, parents, and student as appropriate 	<ul style="list-style-type: none"> • School Principal • special education teacher and/or regular classroom teacher create the IEP with support and input from the TDSB Vision Program Itinerant Vision Teacher and Orientation & Mobility Specialist (as applicable). • Input from parent/guardians/student as appropriate
Assessment to inform	<ul style="list-style-type: none"> • As outlined in <i>Growing Success</i> (2010) 	<ul style="list-style-type: none"> • Regular classroom teacher

³ e.g., Canadian Achievement Test 4 (CAT4), EQAO, Ontario Secondary School Literacy Test (OSSLT)

2. STUDENTS

Components	Description	Responsibility
student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • Frequent monitoring of progress by <u>B/LV teacher</u> and regular classroom teacher • Assessment and progress monitoring tools to be suitable for students with significant visual impairment (e.g., braille or enlarged materials). • Students who are B/LV to be accommodated appropriately for assessments, including assistive technology as appropriate • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level • TCDSB assessments and standardized assessments³ as appropriate and incorporating necessary accommodations • Other standardized assessments as applicable (e.g., EQAO, etc.) • IEP to be updated based on progress (measurable and observable learning expectations) • When assessing students who are visually impaired, consultation with the TDSB Itinerant Vision Teacher is critical. • Peer assessment and self-assessment by student as appropriate 	<ul style="list-style-type: none"> • Special education teacher • TDSB Itinerant Vision Teacher • TDSB Orientation & Mobility Specialist (if applicable) • School-based support teams, as required • Curriculum and Accountability resource staff, as required
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> • Medical documentation (through an Optometrist or an Ophthalmologist) of a visual acuity of 20/70 or worse after best correction in the better eye and/or have a severe visual field restriction. • Recommendations in the TDSB Functional Vision/Tactile Assessment report • Assessments by Audiology, Speech-Language, Psychology, or Social Work may be requested depending on student need 	<ul style="list-style-type: none"> • Principal • SBSLT members, as appropriate • TDSB Itinerant Vision Teacher, as appropriate Parental consent is required

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Assessment results are shared an/or discussed with <ul style="list-style-type: none"> ○ Parent and student ○ B/LV itinerant and Classroom Teacher(s) (with parental consent) ○ School principal • Assessment reports included in the Ontario Student Record – OSR (with parental consent) 	
Transition Process:		
Demission/ Change of placement	<ul style="list-style-type: none"> • For exceptional students, demission and change of placement can only be determined by the IPRC • Decision to demit/change from indirect support may be based on: <ul style="list-style-type: none"> ○ classroom based assessment data ○ TDSB Functional Vision / Tactile Re-Assessment ○ Medical documentation of improved visual acuity to better than 20/70 after best correction in the better eye ○ additional assessment data (e.g., data integration platform) ○ new formal assessment data where available ○ input from regular classroom teacher ○ input from Special Education Teacher ○ input from B/LV Teacher ○ SBSLT recommendation ○ Parental input/consent/request ○ Student input/request as appropriate 	<ul style="list-style-type: none"> • TCDSB Program Coordinator chairs IPRC (as needed) • TDSB Vision Program Coordinator • School principal chairs the SBSLT meeting • School Principal • Classroom teacher • Special education teacher • TDSB Itinerant Vision Teacher • Joint Team members present relevant information; • Parent and/or student presents relevant information • Parental /guardian / student participation as appropriate
Transition	<ul style="list-style-type: none"> • For students who are age 14 or older, a Transition Plan is required as part of the IEP • A transition plan is created and followed for change of support/placement • Students with significant vision loss may require specialized training and transition work in the new 	<ul style="list-style-type: none"> • Principal • parents and students • Student if 16 years or older • classroom teachers (both current and receiving school), • Special Education Teacher

2. STUDENTS

Components	Description	Responsibility
	<p>school/classroom from the TDSB Orientation & Mobility Specialist</p> <ul style="list-style-type: none"> • Exchange of information meetings from grade 8 to grade 9 as per board policy • B/LV Teacher input recommended at exchange of information meeting for transition from elementary to secondary • Consideration is given to transition to post-secondary • Transition Plan is created for post-secondary options as appropriate 	<ul style="list-style-type: none"> • TDSB Itinerant Vision Teacher and Orientation & Mobility Specialist (as applicable), • TDSB Itinerant Vision Teacher and Orientation & Mobility Specialist (as applicable) • SBSLT / Joint Team members create the transition plan in the IEP <p>Other elementary and secondary school staff as appropriate</p>

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Staff qualifications/training requirements	<ul style="list-style-type: none"> • Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements • Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements • Special education teachers require Special Education Part One qualifications • TDSB Vision Program support is provided by specially trained personnel qualified in the area of visual impairment. B/LV is a restricted teaching area. • TDSB Itinerant Vision Teachers hold Specialist Additional Qualifications in “Teaching Students who are Blind”, including certification in the contracted English Braille Code. • TDSB Orientation & Mobility Specialists hold specialist certification in Orientation & Mobility through Mohawk College or equivalent training institution. This is a CUPE position (i.e., non-teaching), but an Itinerant Vision Teacher may hold additional certification as an Orientation & Mobility Specialist. • Additional personnel may also be assigned depending on student needs: <ul style="list-style-type: none"> ○ Education assistant ○ Deafblind Intervenor for students who have dual sensory impairment of B/LV and D/HH (as assessed by the Provincial School Branch, Deafblind Consultant) • Deafblind Intervenor have a diploma from George 	<ul style="list-style-type: none"> • School Principal • TCDSB Area Superintendent • TDSB Superintendent of Elementary Teaching • TDSB School Principal • TCDSB Program Coordinator Teacher(s)

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	Brown College in Deafblind Intervention.	
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • TDSB Vision Program personnel are mentored by appropriately qualified colleagues in the TDSB Vision Program. • PD opportunities for TCDSB teachers and support staff are offered by the TDSB Vision Program as needed and requested. • TDSB Vision Program personnel receive training and updates regarding TCDSB policies, procedures, IEP writing, and reporting. • PD opportunities offered at the local school level by members of the TDSB Vision Program. • Training in assistive technology use • Training in Data Integration Platform (DIP) use • PD opportunities offered by TCDSB Special Services, Curriculum and Accountability and Student Success central Teams • PD opportunities offered at the local school level by members of the SBSLT • SBSLT to provide support and mentoring as needed • Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> • Principal • Teacher (Regular classroom and special education) • TCDSB Program Coordinator • TDSB Vision Program Coordinator • Home school support staff • TDSB Vision Program personnel • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT
Reflective practice: tools to inform teacher learning and practice	<ul style="list-style-type: none"> • May be used periodically by Vision Program personnel to guide practice and by school teams, and groups of regular classroom and Special Education teachers to guide practice, with participation of the Education Research Department 	<ul style="list-style-type: none"> • School Principal • Teachers • Education Research Department • TCDSB Program Coordinator • TDSB Vision Program Coordinator • TDSB Vision Program Personnel
Staff Appraisal	<p>TCDSB:</p> <ul style="list-style-type: none"> • Teacher Performance Appraisal (TPA) • EA and CYW appraisal, as appropriate 	<ul style="list-style-type: none"> • School Principal • TDSB School Principal

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Deaf Blind Intervener, as appropriate <p>TDSB:</p> <ul style="list-style-type: none"> All TDSB Itinerant Vision Teacher Performance Appraisals (TPA) are conducted by TDSB administration in TDSB schools (elementary) only 	

Resources

Components	Description	Responsibility
Classroom resources/materials	<ul style="list-style-type: none"> School block budget and Special Services funding Elementary and secondary curricular resources (numeracy and literacy) Adapted elementary and secondary curricular materials as needed (e.g., braille/large print versions of textbooks, handouts etc.) Supplementary materials suitable for working with students with significant vision loss Alternative curricular materials specific to students with visual impairment TCDSB Curriculum and Accountability, Student Success and Special Services resources Ministry of Education documents Differentiated Instruction resources/materials <i>A list of recommended resources has been included at the end of this document</i> <p>Other Policy and Resource Documents</p> <p>Elementary:</p> <ul style="list-style-type: none"> Aboriginal Perspectives: A Guide To The Teacher's Toolkit Ontario Schools Kindergarten to Grade 12: 	<ul style="list-style-type: none"> School Principal Teacher(s) – Regular Class and Special Education TDSB Vision Program Coordinator (as needed) TDSB Itinerant Vision Teacher TDSB Orientation & Mobility Specialist (if applicable) TCDSB Program Coordinator Areas Superintendent Consult with SBSLT Curriculum and Accountability, Student Success and Special Services teams

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> <u>Policy and Program Requirements, 2011</u> • <u>Policy and Program Requirements, 2011</u> • <u>Environmental Education: Scope and Sequence of Expectations, 2011</u> • <u>English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007</u> • <u>The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft), 2004</u> • <u>Choices into Action: Guidance and Career Education Program Policy, 1999</u> • <u>Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation</u> • <u>Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000</u> • <u>Supporting English language learners: A practical guide for Ontario educators Grades 1 to 8, 2008</u> • <u>The Ontario Curriculum Grades 1-8, English As a Second Language and English Literacy Development – A Resource Guide, 2001</u> • <u>Ontario Curriculum Unit Planner</u> • <u>Ontario Schools Code of Conduct, 2001</u> • <u>Ontario Student Record (OSR) Guideline, 2000</u> • <u>The Ontario Student Transcript (OST) Manual, 2010</u> • <u>Pathways for success – Samples timetables for supporting students at risk, 2003 (PDF, 221 KB)</u> • <u>Policy/Program Memoranda</u> • <u>Provincial Model for a Local Police/School Board Protocol, 2003</u> 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators, 2007 • Supervised Alternative Learning: Policy and Implementation • Standards for School Boards' Special Education Plans, 2000 • The Trillium List • Who's Responsible for Your Child's Education? <p>Kindergarten:</p> <ul style="list-style-type: none"> • The Extended-Day Program – Full-Day Early Learning – Kindergarten Program (draft) • The Full-Day Early Learning – Kindergarten Program (draft) • Full-Day Early Learning Kindergarten Program for Four- and Five-Year-Olds: A Reference Guide for Educators • The Kindergarten Program, 2006 (revised) <p>Secondary:</p> <p>Curriculum Documents: By Grade</p> <p style="text-align: center;">By Subject</p> <ul style="list-style-type: none"> • Aboriginal Perspectives: A Guide To The Teacher's Toolkit • Course Codes 2010 • Cooperative Education and Other Forms of Experiential Learning, 2000 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Course Descriptions and Prerequisites, Grades 9 to 12, 2011 • Education Policy and Program Update • Environmental Education: Scope and Sequence of Expectations, 2011 • Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation • Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000 • The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft), 2004 • Ontario Curriculum Unit Planner • Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011 • Ontario Schools Code of Conduct, 2001 • Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 • Ontario Student Record (OSR) Guideline, 2000 • The Ontario Student Transcript (OST) Manual, 2010 • Pathways for success – Sample timetables for supporting students at risk, 2003 • Provincial Model for a Local Police/School Board Protocol, 2003 • Policy/Program Memoranda • Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators, 2007 • Standards for School Boards' Special Education Plans, 2000 • Supervised Alternative Learning: Policy and Implementation 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • The Trillium List • Who's Responsible for Your Child's Education? 	
Special Education Amount (SEA)	<ul style="list-style-type: none"> • Based on individual learning needs, as recommended by a relevant qualified professional • Equipment must be essential for access to the curriculum for a claim to be made • Must meet Ministry of Education SEA criteria • Students with B/LV may be eligible for SEA funding for equipment (e.g., closed circuit television, screen magnification software, braille note-taking device, braille embosser etc.) if essential to access curriculum (must meet Ministry of Education SEA criteria) • All B/LV SEA claims are prepared by the TDSB Vision Program Coordinator in conjunction with TDSB Itinerant Vision Teachers and TCDSB school personnel and then submitted to the TCDSB SEA Lead and Program Coordinator. 	<ul style="list-style-type: none"> • TDSB Vision Program Coordinator prepares Teacher(s) • School Principal is responsible for claims • TDSB Vision Program Coordinator prepares all B/LV claims • TCDSB SEA Lead • TDSB Itinerant Vision Teacher • TDSB Orientation & Mobility Specialist (if applicable) • TCDSB Program Coordinator • Superintendent of Special Services • SBSLT staff • Information technology staff, as required • Ministry of Education
Special Incidence Portion (SIP)	<ul style="list-style-type: none"> • Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria • Students with B/LV and significant additional needs/exceptionalities causing safety concerns may be eligible for Ministry of Education funding for extra staff (must meet Ministry of Education SIP criteria) 	<ul style="list-style-type: none"> • School Principal (based on Joint Team recommendation) • Teacher(s) • Support by SBSLT and special services staff • TCDSB Program Coordinator • TDSB Vision Program Coordinator • Superintendent of Special Services • Area Superintendent • Ministry of Education
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Training and consultation support by TDSB Vision Program personnel • Ongoing program and student support is provided by TDSB B/LV Teacher and SBSLT members 	<ul style="list-style-type: none"> • School principal • Teacher(s) (regular classroom and special education) • TDSB Vision Program Coordinator

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Community / outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements • Consultation and direct support as appropriate by TCDSB staff including the APT/PAT, psychology, social work, speech and language pathologist • Consultation support by TCDSB central staff (e.g., Special Services, Curriculum and Accountability, Student Success) 	<ul style="list-style-type: none"> • TDSB Itinerant Vision Teacher • TDSB Orientation & Mobility Specialist • SBSLT staff as appropriate • TCDSB Special Services, Curriculum and Accountability, Student Success central teams
Support documents	<p>Ministry Documents:</p> <p>Blind and Low Vision:</p> <ul style="list-style-type: none"> • Guidelines for Programs and Services for Students who are Blind or Low Vision (draft) (Ministry of Education, 2010) <p>Special Education Policy Documents</p> <ul style="list-style-type: none"> • Individual Education Plans: Standards for Development, Program Planning and Implementation – 2000 • Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. • Standards for School Boards' Special Education Plans – 2000 • Ontario Secondary Schools, Grades 9 to 12 – 1999 • Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12 – 2000 • Choices Into Action – 1999 • Elementary And Secondary Report Card • Funding for Special Education. • Education Quality and Accountability Office (EQAO) 	<ul style="list-style-type: none"> • School Principal • Teacher • TCDSB Program Coordinator • TDSB Vision Program Coordinator • TDSB Itinerant Vision Teacher • TDSB Orientation & Mobility Specialist • Special Services Superintendent • Special Services Department • Curriculum and Accountability Department • Student Success Department •

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>Special Education Regulations</p> <ul style="list-style-type: none"> • Regulation 181/98: Identification and Placement of Exceptional Pupils • Highlights of Regulation 181/98 • Regulation 306: Special Education Programs and Services • Regulation 464/97: Special Education Advisory Committees • Regulation 298: Operation of Schools-General • Regulation 296: Ontario Schools for the Blind and Deaf <p>Resource Documents</p> <ul style="list-style-type: none"> • Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 • Effective Educational Practices for Students with Autism Spectrum Disorders • Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities • Individual Education Plan (IEP) Samples • The Individual Education Plan (IEP), A Resource Guide, 2004 • Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011 • Education for All (Ministry of Education, 2005) • Planning Entry to School – A Resource Guide, 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p style="text-align: center;"><u>2005</u></p> <ul style="list-style-type: none"> • Publications for Parents • Resolving Identification or Placement Issues (Procedures for Parents/Guardians) • Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs • Special Education, A Guide for Educators, 2001 • Transition Planning: A Resource Guide, 2002 <p>Funding</p> <ul style="list-style-type: none"> • Funding for Special Education • Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011-12 • Special Education Funding Guidelines: Special Incidence Portion (SIP), 2011-12 <p>Additional Information on Special Education</p> <ul style="list-style-type: none"> • Categories of Exceptionalities, 2011 • Differentiated Instructional Resources and kits <p>TCDSB Documents:</p> <ul style="list-style-type: none"> • TCDSB Special Services document • Special Education Guide for Parents • Student Success High Yield Strategies (TCDSB 2010) • Supporting Student Success in Literacy (TCDSB 2009) <p>TDSB Documents:</p>	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • TDSB Special Education Plan, 2010 <p>External Documents:</p> <ul style="list-style-type: none"> • Documents on evidence based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc. • D’Andrea, F.M. & Farrenkopf, C. (Eds.). (2000). <u>Looking to Learn: Promoting Literacy for Students with Low Vision</u>. New York: AFB Press. • Koenig, A.J. & Holbrook, M.C. (Eds.), (2000). <u>Foundations of Education, (2nd ed.), Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments</u>. New York: AFB Press. • Presley, I. & D’Andrea, F.M. (2008). <i>Assistive Technology Assessment for Students Who are Blind or Visually Impaired</i>. New York: AFB Press. • <i>Journal of Visual Impairment & Blindness</i>, New York: AFB Press <ul style="list-style-type: none"> • www.cnib.ca • www.tsbvi.edu 	

4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • TDSB Itinerant Vision Teacher and classroom teacher and special education teacher communicate with parent/guardian frequently or as required • Parent-teacher interviews • Initial IPRC's and annual IPRC reviews 	<ul style="list-style-type: none"> • Principal • Classroom teacher • TDSB Itinerant Vision Teacher • Program coordinator • Parent/guardian
Shared Solutions	<p>Follow process outlined in <i>Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Needs</i> (2007)(Ministry of Education)</p>	<ul style="list-style-type: none"> • School principal • Superintendent of Special Services • Area superintendent • Regular class teacher • Special education teacher • B/LV itinerant teacher • Parent / guardian • Program Coordinator
Parent Guide	<ul style="list-style-type: none"> • TCDSB Parent Guide to Special Education 	<ul style="list-style-type: none"> • Superintendent of Special Services
Parent Involvement	<p>Parent involvement is required for:</p> <ul style="list-style-type: none"> • Ongoing communication • Parent evening sessions – curriculum nights • Individual Education Plan • Parents participate in Identification Placement Review Committee (IPRC meetings) • Parent Teacher Interviews • School and School Board Information Fairs 	<ul style="list-style-type: none"> • School Principal • Classroom/special education/ B/LV itinerant teachers • Program Coordinator

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TDSB Vision Program brochure • TCDSB Website / Portal (<i>under development</i>) • TCDSB DHH Program brochure (<i>under development</i>) • Special Education Advisory Committee (SEAC) • Information Fair • TCDSB Special Services Parent Guide 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • TCDSB Program Coordinator • TDSB Vision Program Coordinator
Internal	<ul style="list-style-type: none"> • TCDSB Website / Portal (<i>under development</i>) • Email • Director's Bulletin • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Program Coordinator

K – 12 Board Improvement Plan – Special Education

System Priorities:

Nurturing Our Catholic Community

Improving Student Learning and Achievement

Building Capacity to Lead and Learn



School Year: 2010 - 2011

Focus: Blind and Low Vision

SMART Goal:

Specific	Needs Assessment: Which <u>specific</u> area have you targeted for improvement?
Measurable	Measures of Success: <ul style="list-style-type: none">• How are you <u>measuring</u> success in your area of concern?
Attainable	Targeted Evidence-Based Strategies/Actions <ul style="list-style-type: none">• What strategies/actions will help to <u>attain</u> your goal?

	<p>Professional Learning</p> <ul style="list-style-type: none">• What professional learning opportunities are planned to help <u>attain</u> your goal?
<p>Results-Oriented</p>	<p>Resources</p> <ul style="list-style-type: none">• What resources have you identified that can aid you in achieving desired <u>results</u>?
<p>Timeline</p>	<p>Monitoring and Responsibility</p> <ul style="list-style-type: none">• Identify who is responsible for monitoring each part of the BIP and <u>the timeline</u>.

Evaluation:

- Compare planned with achieved outcomes – What is different for students?

Recommended Resources

D'Andrea, F.M. & Farrenkopf, C. (Eds.). (2000). Looking to Learn: Promoting Literacy for Students with Low Vision. New York: AFB Press.

Koenig, A.J. & Holbrook, M.C. (Eds.), (2000). Foundations of Education, (2nd ed.), Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments. New York: AFB Press.

Presley, I. & D'Andrea, F.M. (2008). *Assistive Technology Assessment for Students Who are Blind or Visually Impaired*. New York: AFB Press.
Journal of Visual Impairment & Blindness, New York: AFB Press

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