

LOOKING AHEAD to 2019 - 2021 - BLIND AND LOW VISION (B/LV)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student use of assistive devices ✓ on a daily basis.</p> <p>Completion of BLV Special Equipment Amount (SEA) claims. ✓</p> <p>Teacher feedback from BLV ✓ professional learning (provided by the TDSB Blind/Low Vision Program).</p> <p>Area for growth: Improved BLV Special Equipment Amount (SEA) claim process and assistive technology support of previous BLV SEA equipment already in place.</p>	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> • 100% of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team. <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <ul style="list-style-type: none"> • 100% of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum. 	<p>School personnel will</p> <ul style="list-style-type: none"> • Consult/work with TDSB BLV personnel to write IEPs with appropriate BLV accommodations, including the inputting of BLV Alternative pages in the IEP. • Implement BLV IEP accommodations and strategies • Collaborate with TDSB BLV personnel in a timely manner to provide accessible materials to the student with BLV needs at the same time as his/her normally sighted peers <p>TDSB BLV Program personnel will:</p> <ul style="list-style-type: none"> • Provide professional learning opportunities to appropriate schools • Provide or coordinate training to students (and staff, if needed) who use BLV-related assistive technology • Provide BLV-specific information to be included in students' IEPs <p>Students with BLV needs will:</p> <ul style="list-style-type: none"> • Use their assistive technology as independently as possible • Be included in the regular classroom as independently as possible • Have access to the curriculum (with BLV accommodations) as independently as possible 	<p>Central staff will:</p> <ul style="list-style-type: none"> • Monitor effectiveness of professional learning in conjunction with the TDSB Blind/Low Vision Program Coordinator <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> • Monitor inclusion of students with Blind/Low Vision needs and their ability to access the curriculum as independently as possible <p>Administrators will:</p> <ul style="list-style-type: none"> • Monitor, together with teachers, the implementation of IEP goals specific to the learning profiles of students with Blind/Low Vision needs <p>Teachers will:</p> <ul style="list-style-type: none"> • Monitor students using assessment for learning strategies