



## SPECIAL EDUCATION ADVISORY COMMITTEE

### AGENDA

November 17, 2016

6:00 p.m.

Grimsby Lincoln Room – Education Centre  
STUDENT VOICE

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1. Quorum / Welcome / Introductions.....Linda Morrice
  2. Approval of the Agenda of November 17, 2016..... Linda Morrice
  3. Approval of the Minutes of October 13, 2016.....Linda Morrice
  4. Business Arising from the Minutes October 13, 2016..... Linda Morrice
  5. “Make the Move to High School” .....SSS Staff
  6. Deaf/Hard of Hearing/Blind/Low Vision ..... SSS Staff
  7. Special Education Report ..... Nikki Train
  8. Association and Board Information **(please bring written submission)**
  9. Correspondence
  10. Questions and Answers
  11. Adjournment


**NEXT MEETING:** December 8, 2016 – Grimsby Lincoln Room, 6:00 p.m.

# RESOURCE SUPPORTS FOR STUDENTS WITHIN THE DSBN

## BLIND LOW VISION AND DEAF AND HARD OF HEARING

SEAC NOVEMBER 17<sup>TH</sup>, 2016

PRESENTERS: CHRISTINE BITTNER, SUE DEMPSEY AND  
KATHERINE LATCHAM



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# MINISTRY OF EDUCATION DEFINITIONS

**Blind Low Vision**  
A condition of partial or total impairment of sight and vision that even with correction affects educational performance adversely.

**Deaf and Hard of Hearing**  
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

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# DEFINITIONS OPERATIONALIZED

**Low Vision**  
A visual acuity of 20/70 or less in the best eye with correction or a visual field loss of greater than 20 degrees.

**Legally Blind**  
A visual acuity of 20/200 or less in the best eye with correction or a visual field loss of 20 degrees or less in the best eye.

**Deaf and Hard of Hearing**  
Two criteria are considered:

- the student must demonstrate permanent hearing loss in one or both ears (varying degrees of loss are considered)

and

- The student does not meet age or grade level expectations in communication, language or literacy because of the hearing loss.

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## OTHER IMPORTANT DEFINITIONS

### Cortical Visual Impairment

A visual impairment that occurs due to damage to the visual centers of the brain. This affects the communication between the eyes and the brain. The eyes are able to see but the brain has difficulties interpreting what is being seen.

### Binocular Dysfunction

The inability for the two eyes to work in unison.

### Sensorineural Hearing Loss

Permanent hearing loss related to damage in the inner ear

### Conductive Hearing Loss

Hearing loss related to damage in the outer or middle ear (often medically treatable)

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## DSBN STUDENT DEMOGRAPHICS

Blind Low Vision	Approx. Number of Students
Braille Users	3
Low Vision (including cortical visual impairments)	50
Binocular Dysfunction	4
Other (patching, colour blind, amblyopia, etc.)	10

Deaf and Hard of Hearing	Approx. Number of Students
Deaf and Hard of Hearing	36
Students with Hearing Loss	142
Auditory Processing Disorder (APD)	140




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## School Support Service Staff that Support BLV and DHH

In addition to the school based team of educators there are many people at School Supports Services that support student strengths and needs in the system:

- 3 Specialized Resource Teachers with expertise in Blind Low Vision and Deaf and Hard of Hearing instruction
- 1 Braillist to assist with the creation of materials for students.
- Contracted Educational Audiologist to support equipment recommendations and consultative services for the DSBN
- Interpreters that are assigned to students who are Deaf and require American Sign Language as a language of instruction to access the curriculum
- Special Education Coordinator, Special Education Consultants, Central Educational Assistants are all accessible to schools to support the needs of their students.

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## THE ROLE OF THE SPECIALIZED RESOURCE TEACHER

The role of the Specialized Resource Teacher can be organized into the following categories:

- ☐ School-based Support
  - a. Indirect Service
  - b. Direct Service
- ☐ Assistive Technology
- ☐ Collaboration
- ☐ Professional Development

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## SCHOOL-BASED SUPPORT

Supports can be provided in many ways both direct student services and indirect students services.

All students have access to the Learning Resource Teacher and Special Education Resource Teacher within the building, and may have the support of an educational assistant based on the needs of the student.

As an extension of the school team, the specialised Resource Teacher can provide specific supports to staff and students. BLV and DHH Resource Teachers have special qualifications from the Ontario College of Teachers and Masters of Science.

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## INDIRECT SUPPORT

- ☐ Equipment consult, equipment ordering/maintenance and staff training
- ☐ Recommendations for accommodations and IEP program planning supports
- ☐ Learning Media Assessment, Functional Visual Assessments, and/or Environmental Assessments
- ☐ Classroom observation with educator follow-up
- ☐ Assist with the interpretation of auditory and vision reports and communicate with staff
- ☐ Support for Equipment Transition between school boards




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### DIRECT SUPPORT

- ☐ Direct student instruction based on the students' strengths and needs. This may include instruction in American Sign Language or the use of Braille.
- ☐ Liaise with various community agencies such as Speech Services Niagara, the Infant Hearing Program and the Provincial School Branch to support students transitioning to/from school at both the elementary and secondary levels.

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### ASSISTIVE TECHNOLOGY

- ☐ All school boards received special funding to support the use and access to technology for students with a determined need. This includes equipment for students who are Blind Low Vision or Deaf and Hard of Hearing.
- ☐ SEA Claim equipment must be recommended by a professional with expertise in these specific areas. I.e. Audiologist, Provincial School Branch Representative.
- ☐ Resource Staff assist in ordering, implementing and consulting around the use of the technology in the classroom.
- ☐ The Ministry of Education requires that a detailed report be prepared regarding the funding use for SEA Claim equipment – resource staff assist in this paperwork and documentation requirement.
- ☐ SEA Claim equipment is transferable between boards. If a child moves into or out of the school board resource staff will support the transfer of this equipment along with the Special Education Coordinator.

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### EXAMPLES OF EQUIPMENT FOR STUDENTS

Equipment	Software
<ul style="list-style-type: none"> <li>• Laptop, IPAD, or Chrome book with touchscreen</li> <li>• CCTV (Closed Circuit TV)</li> <li>• Printer and Scanner</li> <li>• Personal FM System</li> <li>• Hush – ups</li> <li>• Sound Field</li> <li>• Flexi-felts</li> <li>• Brailier</li> <li>• Braille Display</li> </ul>	<ul style="list-style-type: none"> <li>• ZoomText</li> <li>• Kurzweil 1000 or 3000</li> <li>• MS Word</li> <li>• Jaws</li> <li>• Tactile View</li> <li>• Direct to Player App</li> <li>• Dream Reader App</li> <li>• Sound and Way Beyond</li> <li>• Earobics</li> <li>• Hope Notes</li> <li>• Teen Ear</li> <li>• Tes Trax</li> </ul>

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## COLLABORATION

Supporting students with Blind Low Vision and Deaf Hard of Hearing needs takes a great deal of collaboration between schools and families. In addition, the support of many community and board resources support with their expertise to ensure that students have the necessary accommodations. Here are a few ways in which our Specialized Resource Teachers collaborate:

- ☐ With student and family
- ☐ With other DSBN Staff: IT4 Learning, Helpdesk, Curriculum, Purchasing etc.
- ☐ With Community Agencies and Supports: CNIB (orientation and mobility), the Provincial Schools Branch (E.C. Drury and W. Ross MacDonald), VOICE, Community Care Access Centre (OT and PT), Preschool Programs throughout Niagara, and resource centre such as the Alternative Education Resources of Ontario (AERO) and the Centre for Equitable Library Access (CELA)

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## PROFESSIONAL DEVELOPMENT

- ☐ Provide September workshop for Teachers, ECE and EAs (presentation is done by Consultants from the Resource Services Outreach Program of the Provincial Schools Branches)
- ☐ Provide sensitization workshops in student's classroom
- ☐ Continuous Job-Embedded Learning alongside teachers in the classroom
- ☐ Continuous Professional Learning for the Resource Teachers to ensure they are up to date on technology and advances in accommodation

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## Make the Move To High School



**I Matter.**



**I Matter...  
As An  
Individual:**



**I Matter...  
As A  
Learner:**



**I Matter...  
As A Community  
Member:**




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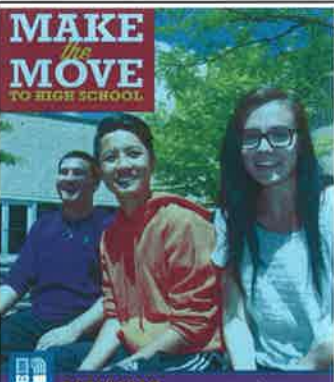
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**MAKE  
the  
MOVE  
TO HIGH SCHOOL**

**PATHWAYS**  
What's the next step for me?

**I Matter  
At DSBN**

## Make the Move Guide

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## Creating Pathways to Success

Students succeed when their course selections align with their interests, strengths, needs and aspirations. In the District School Board of Niagara students from grades 7 through 12 reflect on the four questions of the career/life planning framework to support their decision making.



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## Ontario Secondary School Diploma Requirements

All students who are working on their Ontario Secondary School Diploma will need:

- 18 Compulsory Credits – see page 12
- 12 Optional Credits – see page 12
- The Provincial Literacy Requirement - OSSLT
- 40 hours of Community Involvement




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## Ontario Secondary School Certificate

All students who are working on their Ontario Secondary School Certificate will need:

- 7 compulsory credits – see page 12
- 7 elective credits

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## Certificate of Accomplishment

The Certificate of Accomplishment honours students' participation in secondary school courses and student life. This certificate recognizes achievement for students that do not meet the requirements for OSSD or OSSC.




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## Specialized LITON Programs

- English as a Second Language
- Specialized School to Community
- French Immersion
- Specialized School to Work




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## Explore Your Destination

- Transitional Aged Youth protocol – Integrated Transition planning with community partners
- Apprenticeships (oyap.com) or your coop teacher
- Military (forces.gc.ca)
- Ontario Colleges (ontariocolleges.ca)
- Ontario Universities (electronicinfo.ca)
- Students Working Abroad Program (swap.ca)
- Volunteering programs– various organizations such as Me to We




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## Secondary Options

- Pathways are the series of courses you need to take to get to a destination after secondary school.
- SSTC, Essential, Applied, Academic, Open and Alternative (page 6)
- The types of courses taken in Grade 9 are the starting point, it is possible to alter your pathways as you progress through high school.




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## Transitional Support: Parents

When deciding on a high school or program, parents and students should:

- attend information nights and open houses together
- review DSBN print and web resources to learn about the different "pathways"
- communicate with their child's teacher (Parent/Teacher conferencing, IEP/IPRC meetings) and be encouraged to involve their child in these meetings
- participate in the process, IPP and course planner




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## What if my child is on an IEP?

- The IEP will be continued in high school
- Students will receive accommodations based on their strengths and needs.
- Parents will still be contacted by the SERT (Special Education Resource Teacher) within 30 school days to collaborate on the IEP
- The key to a successful program for each student is that the home and school worked together




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## Help and Support for All Students

Your Secondary School team is ready to support you.

The team includes.

- |   |   |
|---|---|
| • Classroom teacher                         | • Youth Counselor                         |
| • Special Education Resource Teacher (SERT) | • Social Worker                           |
| • Guidance/Student Services                 | • Public Health Nurse                     |
| • Student Success Teacher                   | • Outside Agencies that work with schools |
| • Principal and Vice Principal              |   |




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