

Vision Programs & Services

Special equipment and materials may be required to facilitate the needs of the students within their learning environment.

Examples of these aids are:

- braille, large print or taped materials;
- print enlarging reading machines;
- talking calculator;
- specialized computer systems.

These services are provided at both elementary and secondary levels.

Vision Centre at St. Monica Catholic School
290 Calvert Rd.
Markham, Ontario L6C 1T5

- for primary and junior students who use braille or are learning to use braille to access the curriculum;
- support students throughout their school day.

Integrated into regular classroom for 90% of their week. Withdrawal occurs when required for special instruction which cannot be accommodated in the classroom setting. As well, students gather together during the school year to participate in different learning activities.

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For further information, please contact:

Your School Principal
Coordinator of Special Programs (Elementary or Secondary)
Superintendent of Education: Exceptional Learners & Safe Schools

York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 3G8
Call the number local to your exchange:
(905) 713-2711; 476-2055; 830-6803; (416) 221-5050
Fax: 905-713-1267



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York Catholic District School Board

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Vision Programs and Services provide the opportunity for each student to grow to his or her potential. Skills to compensate for the student's visual loss form a vital part of the student's academic, intellectual, social and emotional growth.

GOALS

The goals of the vision programs and services are to foster the development of:

- efficient use of any remaining vision;
- development of other senses including listening and tactile identification skills;
- compensatory skills in reading and writing including braille, taped materials, large print reading systems, computer skills;
- strategies to help students integrate into the sighted world.

IDENTIFICATION

The needs of a student who is blind or low vision will be identified by:

- obtaining a report from the student's ophthalmologist;
- gathering information from parent(s)/guardian(s) and appropriate school personnel;
- gathering information from other external sources (i.e., Provincial School, outside clinics, service providers).

Based on the identified needs of the student, the service of the Vision Resource Teacher will be determined in consultation with the student's teacher(s) and school principal.

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CONTINUUM OF PROGRAMS AND SERVICES

Once the student's needs are recognized by school personnel and the vision resource teacher, an appropriate service or program is provided. This may include:

- consultation with Core Resource Teacher and Vision Resource Teacher;
- regular academic support from Vision Resource Teacher;
- placement in the Provincial School or Vision Centre;
- review of placement on an ongoing basis.

The school, parent(s)/guardian(s) and community resources work together to provide a comprehensive program. Personnel involved may include:

In the School:

- Classroom Teacher;
- Core Resource Teacher;
- Principal;
- Vision Resource Teacher;
- Orientation and Mobility Instructor.

In the Community:

- ophthalmologist, optometrist, optician;
- CNIB;
- various agencies, clinics who provide assessment/treatment/provision of optical devices.

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SUPPORTS TO STUDENT AND STAFF

- obtain and interpret reports regarding student's vision to school personnel;
- development of I.E.P. goals with school personnel and parents;
- ongoing liaison with family;
- provision and monitoring of appropriate equipment;
- ongoing inservice to school personnel regarding use of equipment and academic support strategies;
- assistance with course selection;
- review of post-secondary options;
- liaison with community agencies.

SERVICE DELIVERY

To ensure that a student who is blind or low vision functions effectively in his/her learning environment, the following skills may be taught by the Vision Resource Teacher:

- visual efficiency;
- use of low vision aids;
- orientation and mobility skills;
- braille reading and writing skills;
- nemeth code for mathematics;
- independent life skills;
- tactile skills;
- listening skills;
- keyboarding skills and additional computer skills;
- Use of adaptive technologies.