

Key School Indicators: Being Challenged

When we think about being challenged, we want students with visual impairment to be enriched and show all the skills that they have learned in various environments and activities because we know their capabilities. The table below provides space for teams to consider each of the key school indicators for being challenged from Ohio's Whole Child Framework with a focus on considerations from the Supporting Learners Series.

Instructions: While specifically keeping students with visual impairment in mind, review each indicator listed using the access consideration questions along the top. Respond to questions using: Always, Sometimes, or Unsure. This can help teams identify access concerns for planning and follow up. Sample activities are provided beneath the table to help guide discussion.

Key School Indicators	Are students' needs understood by those in the environment?	Students access information at the same time as their peers?	Accommodations allow for participation?
Challenging Learning Opportunities			
Learning Competencies			
Use of Data.			
High Academic Expectations			
Lifelong Success			
Evidence-based			
Real-world Experiences.			
Global Awareness			
Continuous Improvement			
Technology			

Challenging Learning Opportunities Each student in our school has access to a challenging, standards aligned curriculum and differentiated opportunities.

Example considerations: maintain the same consistent goals and expectations as non-visually impaired students across classes, collaborate with families to encourage participation in community-based clubs and activities

Learning Competencies Our school's curriculum and instruction provide opportunities for students to develop critical thinking and reasoning skills, problem-solving competencies and technology proficiency for all age groups served.

Example considerations: skills related to Expanded Core Curriculum/Competencies are addressed including; assistive technology, career education, compensatory skills, independent living, orientation and mobility, recreation & leisure, self-determination, sensory efficiency, and social interaction

Use of Data Our school collects and uses qualitative and quantitative data to support student academic and personal growth.

Example considerations: establish plan for collecting data on skill development related to the Expanded Core Curriculum/Competencies, work with Teacher of the Visually Impaired to integrate record keeping verifying that Functional Vision Learning Media Assessment recommendations are effective

High Academic Expectations Our curriculum, instruction and assessment demonstrate our school's high expectations for each student's individual development aligned to Ohio's Learning Standards.

Example considerations: assessments align to grade level standards, functional skill standards in addition to IEP goals and objectives, unique learning needs are addressed to be graduation-ready for further education, employment, and/or independent living

Lifelong Success Our school helps all students understand the connection between education and lifelong success.

Example considerations: career education provides opportunities for students to explore and discover strengths and interests and plan for transition to adult life, instruction is provided to support the development of independent living skills

Evidence-based Our evidence-based curriculum and instruction prepare students for further education, careers, and contributions to society.

Example considerations: encourage high expectations by having students try new things along with peers during activities like extracurriculars, provide systematic instruction along with child-guided instruction

Real-world Experiences Our extracurricular, cocurricular and community-based programs provide students with experiences relevant to career-technical education, higher education, careers, and citizenship.

Example considerations: activities offer students opportunities to apply a variety of compensatory skills to complete tasks, encourage students to generalize new learning across environments

Global Awareness Our curriculum and instruction challenges students to think about language and culture beyond their own individual experiences.

Example considerations: explain visual information that may be gathered incidentally to allow students opportunities to identify and appreciate cultural differences as part of school activities and on field trips, acknowledge World Blindness Month and other blind/visual impairment-specific events at school throughout the year

Continuous Improvement Our school monitors and assesses extracurricular, cocurricular and community-based experiences to ensure students' academic and personal growth.

Example considerations: monitor use of learning media to determine what continues to be most appropriate and effective in different environments, orientation and mobility training is provided and monitored in a variety of settings to support transition-based activities

Technology Our school provides opportunities for learning with and through technology.

Example considerations: assistive technology assessments cover a range of tasks students are expected to complete as part of the educational program, thoughtful consideration is given to what devices, tools and technologies will be appropriate to meet the student's unique learning and visual needs throughout the building

Additional resources to support the Whole Child can be obtained from:

[Ohio Department of Education and Workforce Whole Child Resources](#)

[Association of Curriculum and Supervision Development Whole Child Approach to Education](#)

