



Key School Indicators: Being Supported

When we think about being supported, we want students with visual impairments to know that they have a group of people that want to provide meaningful opportunities to explore their interests and understand the impact access plays in making meaning of the world around them. The table below provides space for teams to consider each of the key school indicators for being supported 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?
Personalized Learning			
Student Progress			
Relationships			
Multi-Tiered System of Support			
Developmentally Appropriate Decisions			
Families as Partners			
Family Supports			
Equitable Communication			
Qualified Staff and Partners			
Adult Modeling			

Personalized Learning Our school personalized learning using multiple means of representation, action and expression, engagement, including the flexible use of time and scheduling to meet developmental, academic, future career, and social goals for each student

Example considerations: understand how breaks can be used to address visual fatigue, provide text and/or verbal descriptions for all images, graphics, video, or animations

Student Progress Our teachers use a range of diagnostic, formative and summative assessment tasks to assess strengths, monitor student progress, provide timely feedback, and adjust teaching and learning activities to maximize student progress.

Example considerations: consult with Teacher of Visually Impaired for initial and ongoing assessment, monitoring of skills related to Expanded Core Competencies are addressed

Relationships Our school ensures appropriate adult-student and peer-peer relationships support and encourage each student's academic and personal growth.

Example considerations: promote understanding of visual impairment with staff and students to ensure appropriate social interaction skills among peers, non-teaching staff like bus driver and food service staff are provided strategies to engage and support students as needed

Multi-Tiered System of Support Each student has access to a multi-tiered academic, social, emotional, physical, and behavioral support system through aligned school-based and community-based services. Students are supported during transitions into and out of school and community-based programs.

Example considerations: screening tools are designed with visually impaired students in mind, staff understand and know how to support the emotional impact of unpredictability associated with having a visual impairment and how that impacts various aspects of life

Developmentally Appropriate Decisions Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.

Example considerations: use of Functional Vision and Learning Media Assessment results to promote student independence using age-appropriate language and activities, the nine areas of the Expanded Core Competencies are considered for their relevance in instructional decision-making

Families as Partners Our school personnel welcome and include all families, caregivers, and significant members of the school community as partners in education.

Example considerations: address the access needs of students and families during every school event to allow for increased participation, make families aware of services and support available from local programs for students who are visually impaired

Family Supports Our school uses a strengths-based approach to support families' needs. Our school helps families be aware of, understand and connect to both school-based and community-based services and to advocate for their children's needs.

Example considerations: support families with suggestions for environmental modifications at home including input from the Teacher of Visual Impaired, offer assistive technology and/or instruction to support use during the summer to avoid regression

Equitable Communication Our school uses a variety of methods across languages and cultures to engage and communicate with all families and community members about the school's vision, mission, goals, activities, and opportunities for students.

Example considerations: work with the Teacher of the Visually Impaired to interpret specific eye condition information, the educational implications, and the results of functional vision learning media assessments for families and others as needed

Qualified Staff and Partners Every member of our school staff, as well as each community partner serving students or families in the school setting is well qualified and appropriately licensed where applicable

Example considerations: paraprofessionals working with students are included in professional development training that involves supporting students with visual impairment, staff supporting braille users have demonstrated competencies in reading and writing braille

Adult Modeling All adults who interact with students, both within the school and through extracurricular, cocurricular and community-based experiences, teach and model empathy, care, and respect for others.

Example considerations: professional development that identifies red flags associated with visual impairment to support individual needs as they arise, model respectful communication strategies while including non-verbal references for students who are visually impaired