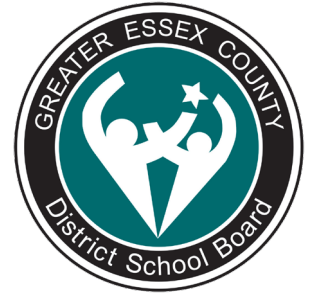


Parent Guide to Itinerant Teachers



Supports for Students Who Are Deaf or Hard of Hearing

Our Itinerant Specialist Teachers of the Deaf and Hard of Hearing have specialized training in and knowledge of the foundations of deaf education and work collaboratively with members of the educational team to support learning.

Itinerant Service provides a range of support and services:

- Advocate for and encourage self-advocacy by students with hearing loss throughout their school years.
- Use a variety of assessment tools and strategies to support students with a hearing loss.
- Collaborate with classroom teachers to develop Individual Education Plans that support student learning.
- Liaise with both in-school teams and community partners.
- In-service to school teams, educational personnel and students regarding the impact hearing loss has on accessing curriculum, social development and pragmatics.
- Monitor the academic progress of Deaf and hard of hearing students.
- Implement, monitor and provide in-service on the use of all amplification equipment and technical devices for students with hearing loss and auditory processing disorders.
- Submit Special Equipment Amount (SEA) claims for students' equipment needs.
- Provide direct Service to Deaf and hard of hearing students upon consultation with the school team that may include supporting the development of auditory skills, incidental speech, language, literacy, American Sign Language, amplification management and advocacy skills.

Supports for Students Who Are Visually Impaired

The Greater Essex County District School Board provides a range of services to students who are visually impaired. Service is provided to students from JK to Grade 12 experiencing a vision loss. Students who have a visual impairment of 20/70 or greater will be designated as exceptional and proceed through the Identification, Placement and Review of Exceptional People process.

These students will then be assigned to an Itinerant Teacher for Students with Visual Impairments. Additionally, some students who do not meet the above requirements may be monitored. The amount and type of service is based on the student's individual needs.

Service levels vary according to the needs of the individual student, but may include any of the following:

- Collaborate with school staff, parents and community agencies to develop a program to meet the students specific needs.
- Observe student in the classroom, playground and school environment.
- Review and interpretation of current ophthalmology reports.
- Complete a functional vision assessment.
- Provide in class and individual resource support.
- Contribute to the Individual Education Plan.
- Attend team and Identification, Placement and Review of Exceptional People (IPRC) meetings.
- Provide teacher/school support staff in-service.
- Address compensatory skills necessary for daily living and vocational needs.
- Provide support materials such as specialized workbooks, tactile materials etc.
- Provide advocacy and assistance for students to obtain services to include safe travel in and around the school as appropriate.

