

BC CASELOAD ANALYSIS TOOL

In order to meet the objectives set out in the BC Ministry of Education: Special Education Manual of Policies, Procedures and Guidelines 2011, PRCVI has developed the following unique caseload analysis tool. This tool is specifically tailored to the direct service delivery model in British Columbia. It's purpose is to assist school districts determine the appropriate number of vision teacher hours required to support the students who are blind and visually impaired and give an indication of the FTE necessary to meet the needs of all the students. It is line with a number of caseload analysis tools used throughout North America, (e.g. APSEA Guidelines)

This analysis tool is intended to be completed by a qualified teacher of the visually impaired.

Instructions – Steps for completing the CASELOAD ANALYSIS RESULTS CHART

1. Write the student's name in the first column
2. Write the grade level in the second column, put in P for preschool
3. Determine each student's level using the LEVEL INDICATOR CHART, section 1; Write the vision level in the third column
4. Use the RECOMMENDED HOURS CHART, section 2 to determine the appropriate contact and non-contact time allocation for each individual student. Write the amount in the appropriate column

Contact – means the actual time spent in school instructing the students and consulting with teachers, parents and other professionals per week. Direct teaching, Braille, use of low vision aids, assistive technology, support and consultation to class team, expanded core curriculum, orientation and mobility, meetings.

Non-Contact – means the time spent away from the school. Includes telephone calls, emails, correspondence with members of the learning team, program planning, adaptation and differentiation, writing reports, support with IEP's, meetings, transition planning.

5. Determine the travel time to and from each student's school – where possible teachers try to visit more than one student in same area and divide the travel time between students
6. Add the rows to determine number of hours for each student
7. Total each column to arrive at grand totals
8. The grand total of hours per week column represents the total number of hours of vision teacher time per week required to meet the needs of the students

Note – Under the PRCVI model:

- Travel is considered working time
- The calculations for students who are not seen weekly should be converted to time per week. For example, if you calculate a student required two hours a month, that is written as 30 minutes / week-even though the service is delivered monthly
- You must stay within the guidelines given for service levels in order to use this tool effectively
- There will be variability with the range for each student depending on a variety of factors

Section 1 – LEVEL INDICATOR CHART

	Level 1	Level 2	Level 3	Level 4
Visual Acuity	20/70	20/120	20/200	20/400 No light perception
Visual Field	20 Degrees or less	15	10	5
Degenerative	Shows no symptoms	Initial Stages	Manifest	Fully Symptomatic
CVI (C Roman- Lantzy scale)	Phase 3	Phase 2	Phase 1	Phase 1 plus complications

In the opinion of an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at British Columbia's Children's Hospital, the students functioning may be described by one of the following:

- A visual acuity of 6/12 (20/70) or less in the better eye after correction;
- A visual field of 20 degrees or less;
- Any progressive eye disease with a prognosis of becoming one of the above in the next few years: or
- A visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less

Section 2 – RECOMMENDED HOURS

PRESCHOOL – HOURS PER WEEK

Vision Status	Contact	Non-Contact
Level 1	up to 1	up to 1
Level 2	0.5 to 2	0.5 to 2.5
Level 3	1 to 3	1 to 2
Level 4	2 to 4	1 to 4

ELEMENTARY – HOURS PER WEEK

Vision Status	Contact	Non-Contact
Level 1	up to 1	up to 1.5
Level 2	0.5 to 3	0.5 to 2.5
Level 3	1 to 5	1 to 3
Level 4	5 to 8	2 to 4

SECONDARY – HOURS PER WEEK

Vision Status	Contact	Non-Contact
Level 1	up to 1	up to 1.5
Level 2	0.5 to 3	0.5 to 2.5
Level 3	1 to 5	1 to 3
Level 4	5 to 8	2 to 4

Section 3 – CASELOAD ANALYSIS RESULTS CHART

School District	Completed by	Date	Total Hours	FTE

Student	Grade	Vision Level	Contact	Non-Contact	Travel	Total Hours Per week
			(Minutes per week)			
Sub Total						
Grand Total						

(DATE)

To:

From:

Re: Caseload Analysis

Thank you for the opportunity to visit your district. As you are aware one of the reasons for the visit was to conduct a review to determine the number of teacher hours required to adequately meet the needs of the students who are blind and visually impaired in your district. In order to assess the appropriate amount of service the BC Caseload Analysis tool was used.

This tool is specifically tailored to the direct service delivery model in British Columbia. It considers the students' degree of visual impairment, grade level, contact and non-contact time as well as travel time. It is in line with other tried and tested tools including the APSEA Caseload profile developed in Atlantic Canada.

As I am sure you are aware, blindness and low vision has a tremendous impact on every aspect of a student's learning. This includes the need for specialized instruction in concept development, literacy and numeracy, as well as the need to adapt materials and teach the various technologies that allow access to the curriculum. The needs of blind and low vision students are both diverse and unique. For these students success in the classroom is a direct result of the Teacher of the Visually Impaired (TVI) having adequate time to provide:

- Direct service to the student based on their IEP goals in order to teach the multitude of skills, strategies and technologies necessary for them to be successful learners.
- Direct service and /or follow up to teachers, EAs and parents regarding the students' orientation and mobility instruction
- In-service to staff and students regarding the impact of vision loss in the classroom
- Consultation with the classroom teacher to assist program planning and effective teaching methods.
- Consultation with EAs to provide direction on the creation of appropriate alternate format materials.
- Materials adaptations which may include overseeing and/or downloading alternate format materials from ARC-BC and ordering/ returning PRCVI materials.
- Preparation time to teach the specialized skills that student's require
- Non contact time to work on reports; follow up with other professionals and agencies (e.g. SET-BC, other District Staff, Sunny Hill, Deaf Blind Consultant, medical professionals).
- Travel time
- Responding to software issues, broken equipment and problem solving
- Preparing for and attending IEP meetings and IEP reviews, as well as case conferences when they occur
- Performing and writing reports on Functional Vision Assessments
- Writing student achievement reports as required by the Ministry

While it is common for a teacher's workload to be considered by the number of students they teach, this does not apply to specialist Teachers of the Visually Impaired as their caseload crosses all subject areas and all grade levels. The unique accessibility and learning needs of students they support also negates any formula that only considers the number of students. A good example of this is the Expanded Core Curriculum (ECC), as explained below.

In addition to teaching tasks relating to supporting the student in the regular curriculum, the Teacher of the Visually Impaired (TVI) is also mandated to teach the Expanded Core Curriculum (ECC) to students who are blind and visually impaired. The ECC consists of nine specific areas of skill development, namely, Braille, orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self-advocacy. Board Authorized Courses in ECC are available and specifically designed to provide students with a visual impairment with the skills and knowledge that is essential for them to be fully functioning members of society. The Teacher of the Visually Impaired is responsible for teaching these courses as part of their direct service obligations to students.

The result of the BC Caseload Analysis indicates that in order to provide an appropriate level of service (teacher name) present caseload, including travel time, requires (number) hours of work to successfully meet the needs of (his/her) students – this is the equivalent to (FTE level)

Examples of the impact on student success: Service to students outside Cat E (who nonetheless are visually impaired) has been reduced to very brief consultation. Given that vision loss effects the ability to access information, these students and their teachers require more time (direct and consultation) than they are currently afforded. Parents have made it clear that they are not satisfied with the current level of service.

In conclusion, it is clear from the hours of student need as factored by the BC Caseload Analysis tool for determining caseload that xx caseload presently exceeds her xx FTE assignment.

Recommendation: According to the caseload analysis and considering all of the factors noted, xx should be employed full time as a Teacher of the Visually Impaired in xx School District.

Respectfully Submitted by

Outreach Coordinator – Vision Services
Provincial Resource Centre for the Visually Impaired

REFERENCES

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APPENDIX A

Excerpt from; BC Ministry of Education: *Special Education Manual, Special Education*

Services: A Manual of Policies. Procedures and Guidelines 2011

Special Considerations for Individual Planning - Students with Visual Impairments

Visual impairment is a generic term that covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision and cortically visually impaired.

For education purposes, a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and / or the learning environment. It is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss as described below. To be eligible for supplemental funding as a student with a visual impairment, the following conditions must be met:

The student must meet the above eligibility criteria; and

- A current IEP is in place that includes:
- Individualized goals with measurable objectives,
- Adaptations and/or modifications where appropriate,
- The strategies to meet these goals, and
- Measures for tracking student achievement in relation to the goals.
- **The student is receiving special education services that are directly related to the student's visual impairment on a regular basis from a qualified teacher of the visually impaired.**

The special education services being provided are beyond those offered to the general student population and are proportionate to the level of need(s)

The special education services are outlined in the IEP and directly relate to the student's identified special needs.

Reduction in class size is not by itself a sufficient service to meet the definition.