

While all ten goals are critical to the success of children and youths with visual impairments, deafblindness, and visual and multiple disabilities, Goal 8, which addresses the expanded core curriculum (ECC), has been identified as a priority. The ECC is the total set of disability-specific skills, which students with visual impairments need to learn in order to lead full, independent lives. The need for instruction in each area of the ECC is determined through assessment of individual students. The nine ECC areas include:

- Compensatory Access Skills such as Communications Modes
- Orientation and Mobility
- Social Interaction Skills
- Independent Living Skills
- Recreation and Leisure Skills
- Career Education
- Assistive Technology / Technology
- Sensory Efficiency
- Self-Determination

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Commonwealth of Pennsylvania

Edward G. Rendell, Governor

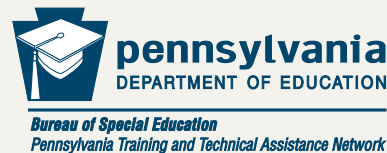
Department of Education

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Pennsylvania's Approach to the National Agenda

for the Education of
Children and Youths
with Visual Impairments,
Deafblindness, and Visual
and Multiple Disabilities
(PANA)

The National Agenda

The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities is a grass-roots reform movement aimed at improving the education of students with visual impairments, deafblindness, and visual and multiple disabilities. The efforts of the movement are organized around ten priorities that are stated as goals.

Pennsylvania's Approach

Pennsylvania's Approach to the National Agenda (PANA) is a customization of the National Agenda to meet the educational needs and priorities of these children and youths in the commonwealth. PANA contains a set of goals and actions designed to ensure positive educational outcomes.

GOALS

- Goal 1:** Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment. Teachers of students with visual impairments (TVIs) and orientation and mobility (O&M) specialists will provide appropriate quality services.
- Goal 2:** Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.
- Goal 3:** Universities with a minimum of one full-time faculty member in the area of visual impairment will prepare a sufficient number of TVIs and O&M specialists for students with visual impairments, to meet personnel needs throughout the country.
- Goal 4:** Caseloads will be determined based on the assessed needs of students.
- Goal 5:** Local education programs will ensure that all students have access to a full array of service delivery options.
- Goal 6:** All assessments and evaluations of students will be conducted by or in partnership with personnel having expertise in the education of students with visual impairments and their parents.
- Goal 7:** Access to developmental and educational services will include an assurance that textbooks and instructional materials are available to students in the appropriate media and at the same time as their sighted peers.
- Goal 8:** All educational goals and instruction will address the academic and expanded core curriculum (ECC) based on the assessed needs of each student with visual impairments.
- Goal 9:** Transition services will address developmental and educational needs (birth through high school) to assist students and their families in setting goals and implementing strategies through the life continuum commensurate with students' aptitudes, interests, and abilities.
- Goal 10:** To improve students' learning, service providers will engage in ongoing local, state, and national professional development.