**VI GUIDANCE
for the NEW TVI**

**CHECKLIST**

* Get list of VI students from your District’s SpEd office: Director or Diag
* Create a folder for each of your VI students; include copies of IEP goals/objectives, family contact info, info on students diagnoses that relate to their VI, service time/type/frequency, & anything else that will help you know that student
* Collect copies of the most recent reports of your students’ FVE/LMA
* Collect copies of the most recent low vision evaluation reports for students who have them
* Collect your students’ schedules, campus names & locations, & the campus daily start & end times
* Read the following sections of your students’ most recent FIEs; you will need copies of the goals/objectives and anything else you want
	+ Eligibility Report
	+ Parent/Guardian contacts – name, email, phone, address
	+ Student’s IEP goals and objectives (for VI, O&M, and other areas)
	+ Deliberations of the 2 most recent ARD meetings, including any input from the last TVI
	+ Info on diagnoses
	+ Service time, type (direct or consult) and frequency
* Contact each family by phone and follow-up with an email to …
	+ Introduce yourself as the new TVI & provide your contact info
	+ Ask for their input on something they want to see worked on (regarding VI) this year
	+ Briefly review with parent/guardian the IEP goals that are in place for VI for this year
	+ Thank them for allowing you to work with their child, and invite them to reach out to you by email any time
* If you are not familiar with student’s diagnosis and what it means for their disability(ies), research the diagnosis and the effects of it on vision and processing in the brain
* Plan you services schedule, including dates/days, times, length of times, locations of students, etc.…
* Email all your students’ teachers (find these on your students’ schedules) to introduce yourself as the new VI teacher, provide your contact information, and anything else you need them to know for VI services to your shared students.
* Deliver all low vision and braille production devices to student before school starts; explain devices to their teachers
* Consider making an *At-A-Glance* (1-page) document for each of your VI students to include their …
	+ name,
	+ diagnosis,
	+ visual impairment,
	+ list of what that visual impairment means in the classroom (list of educational effects),
	+ list of low vision devices/VI materials/VI tools they use (like magnifiers, etc.), and
	+ list of VI supports/accommodations listed in their IEP

Why an *At-A-Glance*? Because it helps you know details about your students, and it helps their other teachers know what to do for and expect from their students with VI.

Give a copy to each teacher the student has and keep a copy in your folder for that student.

* Reach out to the Regional ESC VI Specialist & other TVI for support as needed.

**For your first meeting with each student, plan to do the following…**

* introduce yourself, and ask them to tell you about them and their VI
* ask about their supports/accommodations/devices/tools, and if these items are helpful to them; ask how they use these items
* ask what they would like to learn from your time together this year
* ask about their interests and activities involvement, both in & out of school; consider what you can teach them that would help them be more successful in these areas of interest
* review their IEP VI and O&M goals with them
* anything else of interest I.e. Ask, “What do you know about your visual impairment, the cause of it, and how it affects your life?”

**This checklist should keep you very busy during the first weeks of school.**