

VISUAL IMPAIRMENT PROGRAM ACTION PLAN

Overall Goal: To make every local school systems visual impairment program and services a model of excellence. A quality program will align with the district goal to be viewed as a leader in special education.

WHEN	WHO	WHAT
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GOAL 1: Timely Referral Process/Child Find

		Act as liaison between early intervention and school age VI program for referrals.
		Determine initial eligibility and conduct initial FVE to determine areas of need.
		Disseminate materials regarding visual impairments and referral procedures.
		Public education materials regarding identification & referral to health care providers.

GOAL 2: Parent Participation

		Develop local mentoring programs that link experienced parents with families of newly diagnosed children who have visual impairments.
		Create and disseminate an array of educational resources for parents
		Develop parent training activities on areas of the Expanded Core Curriculum.

GOAL 3: Personnel Preparation

		Develop accurate counts of the number of students with visual impairments (All Student Caseload).
		Offer to mentor students attending university vision programs.

GOAL 4: Caseloads Determination

		Develop a system for child-centered caseload analysis & population analysis
		Maintain a centralized file of all students: current IEP, FVE, eye report, O&M evaluation, Low Vision evaluation, hearing (if deaf/blind).
		Provide administrators with job descriptions for TVI and O&M specialists.
		Provide data on various service delivery models that will assist LEA's in developing and implementing appropriate program options.

GOAL 5: Array of Services

		Promote advocacy for a full array of placement options.
		Provide administrators with an information package including a description of each placement option.
		Provide in-service training for individuals involved in making program and placement decision regarding students with visual impairments.

GOAL 6: Assessment

		Develop guidelines for selection & administration of assessment instruments & interpretation of results.
		Compile resources, articles, books, and tools addressing assessment issues.
		Identify exemplary assessment models and components and disseminate information describing them.
		Conduct workshops using the curricula of conferences of the appropriate professionals and related service providers.



GOAL 7: Access to Instructional Materials

		Decrease the reliance on scanning and direct entry in the production of textbooks in favor of the use of publishers' electronic files. (CAUTION: NOT to replace print/braille literacy)
		Receive information and materials by attending training or professional development to learn current trends and strategies in identifying and/or modifying educational materials.
		Ensure computer hardware and software are accessible to students with visual impairments.
		Create and maintain inventories list of AT materials as well as adequate storage.
		Create and use material loan forms and have families complete to ensure materials are not lost.

GOAL 8: Expanded Core Curriculum

		Explain and present areas of the expanded core curriculum.
		Write lesson plan activities for the expanded core curriculum areas.
		Ensure goals and objectives are based on assessment data related to the E.C.C.

GOAL 9: Transition Planning

		Identify materials available to facilitate the transition process for children and youth.
		Teach career education content throughout the children's early years and academic careers.
		Act as liaison between families and local transition services.

GOAL 10: Professional Development

		Attend VI specific meetings to stay abreast of current topics.
		Engage in reflective practices including a yearly review of teaching activities and the development of a professional development plan with goals and activities.
		Participate in professional learning groups and mentorships among TVI's with local and regional areas.
		Create beginning of the year simulation training and accommodation guidance for general education teachers.
		TVI's will complete an annual self evaluation to identify strengths and needs specific to itinerant/resource room to guide individual growth plan. Also used to guide training topics.
		Use annual self evaluation to guide trainings in areas of ECC in which growth is needed and to stay current.
		Create and annually update a VI Program handbook of resources and procedures to ensure following local guidelines/procedures.

