As described by NAC, "Visual Impairment" refers to an impairment that, despite correction, affects or will adversely affect a student’s ability to benefit from or participate in educational programs without the assistance of special education services.

Certified Teachers of Students with Visual Impairments (TSVI) and Certified Orientation and Mobility Specialists (COMS) provide significant support to our students, families, and schools. Their roles and responsibilities include:

**TSVI**
- Review and interpretation of medical reports and eye care professional reports
- Conduct comprehension assessments to evaluate student strengths and needs and to inform IEP Team in their decision-making process
- Assessments may include functional vision assessments, learning media assessments, technology assessments, Expanded Core Curriculum (ECC) assessments
- Make recommendations to the IEP Team to account for individualized student needs to include adaptations to learning materials, learning environment, learning strategies, etc.
- Provide written input into student’s individualized education plan, development of goals, and provide updated progress towards these goals
- Provide student with necessary direct instruction and/or consultative supports to ensure student has access to developmental or academic curriculum, as well as ECC
- Students serviced may include students who are blind, partially sighted, or students with deaf-blindness
- Direct instruction may include UEB braille, Nemeth Code, music braille, etc. and/or low vision skills and strategies, assistive technology, and ECC
- Provide support, collaboration, training, and consultation with student, family, and other IEP Team members on strategies, skills, and/or technology

**COMS**
- Review and interpretation of medical reports and eye care professional reports
- Conduct comprehension assessments to evaluate student strengths and needs and to inform IEP Team in their decision-making process
- Assessments may include a variety of settings: classroom, school, playground, residential, community, and may include a variety of environmental factors: familiar, unfamiliar, day and night, evening
- Make recommendations to the IEP Team to account for individualized student needs to include skills and strategies for student to understand one’s position in the environment and to move as safely, efficiently, and independently as possible
- Provide written input into student’s individualized education plan, development of goals, and provide updated progress towards these goals
- Provide student with necessary direct instruction and/or consultative supports to ensure student has necessary concept development, environmental and community awareness, motor development as well as development of good gross and fine motor abilities, spatial and environmental concepts, and maximum use of senses are important prerequisites for formal orientation instruction such as cane instruction, street crossings, and bus travel, assistive technology, and ECC
- Provide support, collaboration, and consultation with student, family, and other IEP Team members on strategies, skills, and/or technology

Contact Information:
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