

Parental IEP Plan: Visual Impairment (Including Blindness)
High School (Visual Impairment)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



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Suggested Guiding Questions (Adjust to Fit Your Child)

High School (Visual Impairment)

- **What is the transition plan for post-high school and how does it leverage resources for the visually impaired? By now, we should have clear goals. If college is a goal, is she connecting with the state Commission for the Blind or similar? Many states have programs or funding to help blind students in college (like paying for technology or O&M on campus).**

Are those folks invited to our IEP meetings? If employment is a goal, will vocational rehab step in with specific programs (e.g., there are sometimes summer programs for blind youth to try jobs)? I want to ensure all relevant agencies (like vocational rehabilitation, Department for the Blind, etc.) are involved in planning this transition so services continue after she graduates.

- **How prepared is she with assistive technology and Braille literacy for adulthood? If she uses Braille, is she at an adult reading level and speed? If not, do we need an intensive push on that? If she relies on audio/screen reader, is she efficient in using it for complex tasks like research, writing long papers, etc.?**

The IEP transition plan could include goals like “proficient use of screen reader for internet research” or “use of GPS apps for navigation.” Tech evolves, and I want to be sure she’s up to date with current tools (for example, using a smartphone’s accessibility features for daily tasks). What specific advanced tech skills can we include to give her an edge in college or work?

- **Are we covering the Expanded Core Curriculum (ECC) areas for visually impaired students in her transition plan? The ECC includes things like career education, independent living, recreation and leisure, social interaction skills, etc., tailored for VI needs. For instance, does she know how to cook or manage clothes without sight (independent living)? If not, can the school or an outside program teach her before graduation?**

Does she have a plan for recreation (maybe she hasn’t tried sports or hobbies because of vision – could we link her to blind sports or music programs so she has leisure skills for adulthood)? How about self-advocacy – does she comfortably explain to a stranger that she’s blind and might need help, or conversely, tell someone when she doesn’t need help? The IEP should address these ECC areas perhaps via specific goals or through referring her to programs that do (some states have summer blindness training programs – is she enrolled in those?).

The logo consists of the letters 'H' and 'F' in a stylized, bold, sans-serif font. The 'H' is light blue and the 'F' is grey. They are positioned side-by-side, with the 'H' slightly overlapping the 'F'. The entire logo is enclosed within a large, light blue circular outline.

- **What accommodations will she need for college or employment, and how are we preparing documentation and skills for that? For college entrance exams (SAT/ACT), did she take them with accommodations like Braille or extended time? If not and she plans to, we should arrange that. Also, we should prepare a Summary of Performance that clearly states her accommodations (like needing Braille or enlarged print, extra time due to format, use of assistive tech). Is she capable of self-advocating for these in college?**

Maybe a goal: “By end of senior year, will independently request necessary accommodations from a provided list, in a simulated college scenario.” Also, if she’s job-bound, perhaps discussing with vocational rehab about workplace accommodations (like screen reader on office computers, etc.). We want her to walk out knowing how to get what she needs in any setting.

- **How can we, as her family, assist in a smooth transition? We plan to encourage her independence, but what specifically should we focus on now? For example, should we have her take charge of labeling her own stuff in Braille or managing her money (folding bills, etc.) if she doesn’t already? If she’s going to live away (college dorm or training center), does she have the daily living skills for that?**

Perhaps we need to ensure she can do laundry, cook a few meals, travel solo in familiar areas – whatever is applicable. If she’s lacking in any area, we can work on it at home or seek additional training (like a blindness immersion program). I’d love recommendations from the team or the TVI on any gaps they see in her skillset that we should close before she graduates. We want her to be not just academically ready, but truly life-ready.

