



<Insert Student Name>, DOB: mm/dd/yyyy

IEP Meeting

Date

### **Overview**

<Student Name> was born with a rare congenital eye disease called Aniridia. He does not have irises and is extremely photophobic. Bright lights, sunshine and glare are all issues that we will need to account for him in the classroom. Sunshine and UV rays are extremely uncomfortable for <insert name> and can cause damage to his eyesight. He also has been diagnosed with nystagmus and strabismus. His visual acuity is regularly subject to change due to his day-to-day environment and risks associated with his condition that can weaken his vision.

We are concerned about <insert name>'s ability to learn in a classroom setting due to his visual impairment. We would like to make sure <insert name>'s abilities in the classroom are monitored and that we can provide him with the right accommodations to ensure he has the best opportunities for learning and protection from environments that can damage his vision. We would like to set <insert name> up for success by playing to his strengths for the most optimal learning situation both in the short and long term. We are concerned about day-to-day management of conditions associated with his visual impairment.

Through this reevaluation and IEP review meeting, we would like to get a better understanding of <insert name>'s potential challenges when moving into third grade to ensure we outline the support he needs so he can function and grow in the classroom setting. We are so thankful for the continued support of his teachers at [//School Name//](#) along with his Vision Itinerant, [Mr./Ms.//Name//](#)

### **Goals**

We want to make sure <insert name> is equally able to participate in all aspects of the classroom and school experience as his normally sighted classmates.

- We would like <insert name> to continue to be a self-advocate when it comes to his vision needs. We want him to feel safe when managing his environment to optimize his vision or letting the teacher know when he is struggling to participate in an activity due to vision related challenges.
- We would like to continue to prepare <insert name> to best navigate his environment with tools for safe and effective travel.
- We would like <insert name> to continue to use the best, age-appropriate vision aides in the classroom.

We are hopeful he continues to grow socially and emotionally and that his visual impairment will not be a major obstacle for <insert name> or others. We want to ensure his confidence and self-esteem remains on par with his peers as it relates to his vision challenges. We've overcome some obstacles in second grade with the use of devices among peers but we anticipate this could be a challenge as he enters a new room with new classmates.

We want to ensure <insert name>'s eyes are protected and safe inside and outside the classroom. As part of his self-advocacy growth, we'd like to see <insert name> continue to take ownership of managing his indoor and outdoor needs with his glasses.

### **Accommodations**

We've worked closely with teachers and [//Vision Itinerant name//](#) and appreciate all of the suggested accommodations they have outlined in the past (i.e. seating in classroom, auditory cues, slant boards and exposure to special materials or devices that may support his learning). These accommodations play such an important role in ensuring <insert name> has equal access to the entire school environment. As we think about third grade, we would like to ensure the following fit into the overall accommodations list.

- Ongoing review of technology and tools to ensure access to materials and any testing requirements; and <insert name>'s compliance
- Ongoing Orientation and Mobility training
- We are hopeful he is placed in the most optimal third grade setting with considerations for teacher experience, sensitivity to his special needs and ability to consistently offer auditory cues.

- If possible, consider keeping some peers consistent as to not enter a completely new room of people
- Once confirmed, we would like to visit the third grade room in August and meet with his new teacher (could be part of the in-service date prior to the start of school).

We are always open to addressing any vision-related issues that may come into play throughout the year.

Procedures need to be in place should anything happen to or near <insert name>'s eyes. A mild scratch on the playground requires immediate attention versus a typical student. Any trauma to <insert name>'s eyes requires immediate medical attention. Lack of prompt attention can have permanent ramifications. *We've attached an overview we've shared with his classroom teachers and school nurse in the past.*

### **Questions**

- Can we see a chrome book?
- What is standard print size in third grade? Does it change much?
- Are there any new devices or adaptive materials we should be thinking about next year?