

Teacher of Students with Visual Impairments (TSVI)

Students with visual impairments (partially sighted or blind) who are designated (E), will have a TSVI collaborate with the school-based team ([Eligibility Requirements](#)). TSVIs also support students who are designated deaf blind (B). The TSVI will share with the team how a student's visual impairment impacts their learning and development. This information helps all members of the team appreciate access issues the student faces at home, school, and within the community as well as how to plan and implement meaningful instruction for all students in their classroom.

TSVIs are district itinerant teachers who travel to students in grades K-12 in schools within SD61. Students who are partially sighted or blind and are designated (E or B) require a school-based inclusive education teacher who will co-case manage with the district itinerant TSVI. This shared approach allows for the student who is partially sighted or blind to have a school-based inclusive education teacher in the building daily who understands the student's vision, how it impacts the student's learning, access equipment, and is familiar with their IEP.

TSVIs provide a unique educational approach to support the full inclusion, access and development of students who are partially sighted or blind. This collaborative teaching approach varies with each student's needs, the school's needs and the team's needs. Some examples of the TSVI's role in schools:

- 1) A prescriptive/direct role with students that includes teaching and conducting assessments within the 9 areas of the [Expanded Core Curriculum](#) (ECC) to best support the student IEP.
- 2) A supportive/indirect role to provide support during critical learning periods, check progress, consult and/or collaborate with the classroom teacher, inclusive education teacher (LST), EAs, braillists/alternate format transcribers (EABs), deaf blind intervenors, administration, district contracted service providers, community organizations and families.
- 3) A facilitative role to share information during meetings, share/interpret vision related assessment and evaluations, review new referral information, monitor students eye condition progression/eligibility, as well as observe students and offer suggestions to the school team.
- 4) An informative role to provide resources, student materials, in-services, arrange and invite Provincial Outreach for school/classroom visits, and train school staff to best support a student's full access to ensure the [BC Core Curriculum](#) is accessible to students who are partially sighted or blind.

School teams must include the TSVI in communication and planning (including IEP meetings) when supporting a student who is partially sighted or blind with an E or B designation. In addition to the classroom teacher, the TSVI will also work directly with EAs, braillists/alternate format transcribers (EABs) or deaf blind intervenors to support classrooms that include a student who is partially sighted or blind. The TSVI may also work with an Orientation and Mobility Specialist as part of a student's team. Orientation and mobility is the ability to travel in one's environment safely and efficiently.

If you think you are supporting a student who is partially sighted or blind and is not yet designated, please reach out to a member of our team.

2024-2025 TSVI team:

Sue King: sking@sd61.bc.ca

Winnie Lee: wlee@sd61.bc.ca

Kristine Peterson kpeterson@sd61.bc.ca

Tami Levinson (on leave): tlevinson@sd61.bc.ca

Mary Kay Kennedy: Orientation and Mobility Specialist. (Please make initial contact through TSVI).

November 2024