**Back to School ECC Checklist**

The Expanded Core Curriculum is a set of nine essential areas of instruction for learners with a visual impairment and provide a framework for areas to prepare as we begin a new school year.

We each have a role in supporting a successful start to the year!

Learner:

School:

Grade:

Teacher:

**Compensatory Skills & Access Technology**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have reviewed compensatory accommodations with staff. |  | I know what my compensatory tools are. |  | I have reviewed accommodations. |
|  | I have delivered access technology tools to the school and appropriate classrooms. |  | I know where I will keep my tools in class. |  | I know who to contact as classroom needs arise. |
|  | I have obtained required texts in an accessible format. |  | I have a backpack and know where it will be stored at home. |  | I know how and when to share any materials that will need to be adapted. |
|  | I have adapted materials for the first week in an accessible format. |  | I know where my personal belongings will be stored at school. |  |  |
|  | I have ordered new equipment if needed. |  | I am able to locate and open my locker. |  |  |
|  | I have located a place to work with |  |  |  |  |

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|  | the learner at their school. |  |  |  |  |

**Orientation and Mobility**

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|  | O&M LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have made sure my learner has a cane at school. |  | I know where my cane is and where to keep it at school. |  | Trained in sighted guide |
|  | I have oriented my learner to their school and class schedule. |  | I know when and where I will use my cane at school. |  | Understand when and how cane will be used |
|  | I have reviewed O&M accommodations with staff. |  | I know what to do in an emergency. |  | I understand if my learner will need to leave or arrive late to class. |
|  | I have reviewed key landmarks with the learner. |  | I know how I will get home after school. |  | I know emergency protocol. |

**Social Skills**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have facilitated necessary introductions. |  | I have practiced introducing myself when meeting new people. |  | I have met my new learner. |
|  | I have shared tips for facilitating social interactions. |  | I know who I might sit with at lunch. |  | I understand my learner’s ability to interpret nonverbal cues. |

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|  |  |  | I know the names of my teachers and principal. |  |  |

**Independent Living Skills**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have helped my student organize classroom materials if needed. |  | I know how to access all areas of my backpack and locker. |  | I will take note of areas of needed assistance. |
|  |  |  | I feel confident in accessing my school’s bathroom. |  |  |
|  |  |  | I know what to do if I choose to buy lunch. |  |  |

**Sensory Efficiency**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have communicated lighting needs for the classroom. |  | I understand my lighting needs in class. |  | I understand to encourage my learner’s movement and adjustment to best meet their needs. |
|  | I have communicated best seating in the classroom. |  | I know where to sit in the classroom. |  |  |
|  | I have communicated the importance of |  | I am prepared to adjust lighting or move within the classroom for best vision use. |  |  |

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|  | auditory description of movies. |  |  |  |  |
|  | I have communicated the importance of using physical models as much as possible. |  |  |  |  |

**Recreation and Leisure**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  |  |  | I am aware of school clubs and organizations |  |  |
|  |  |  | I have communicated accommodations with PE staff. |  |  |

**Career Education and Self Determination**

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|  | TVI LIST |  | STUDENT LIST |  | TEACHER LIST |
|  | I have shared general and specific VI information with staff. |  | I know who to ask for help when I need it. |  | I will hold my learner to high standards |
|  | I have shared learner-created information. |  | I understand how to share basic information about my visual impairment and tools to peers and teachers. |  | I will refer to them first for questions about their visual needs |
|  | I have met teachers/staff. |  | I know how to decline help if I don’t need it. |  | I will ask before helping |
|  | I have discussed a |  |  |  |  |

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|  | learner-led information session for the class. |  |  |  |  |
|  | I have reviewed the importance of high expectations with the teacher. |  |  |  |  |