VISION IMPAIRED STATE RULES & Eligibility
Link to **VI State Rule**
Educational Impact is Required

- A child with a visual impairment is one whose vision, even with correction, adversely impacts a child’s educational performance. [34 C.F.R. § 300.8(c)(13)] Examples are children whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye. The term includes both visual impairment and blindness as follows:
DEFINITIONS-BLIND

(1) Blind refers to a child whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that subtends an angle of 20 degrees. Some children who are legally blind have useful vision and may read print.
(2) Visually impaired refers to a child whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.
(2a) Progressive visual disorders: Children, whose current visual acuity is greater than 20/70 (i.e. 20/60, 20/50 etc.), but who have a medically indicated expectation of visual deterioration may be considered for vision impaired eligibility based on documentation of the visual deterioration from the child’s optometrist or ophthalmologist.
Eligibility Consideration

Current Eye Report

(1) A current *within one year* eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the child.
Eligibility Consideration

Report from a Neurologist for CVI

(1a) A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment. (This does not include other neurological disorders including Cerebral Palsy unless it co-exists with CVI.)
Also an Eligibility Requirement:

Clinical Low Vision Evaluation

(2) A clinical low vision evaluation **shall** be completed by a low vision optometrist for children who are not totally blind; (The IEP team determines if the student has enough residual vision to warrant a clinical low vision evaluation. If the child has usable residual vision that could be enhanced by the use of low vision devices, then there is no decision to make. The student shall have a LVE).
Eligibility

Clinical Low Vision Evaluation Exceptions:
(2a) if the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.
Eligibility

Where is the Decision to do a FVE in lieu of a CLV documented?

When a CLV is not completed due to one of the exceptions, the rationale for using a FVE in lieu of a CLV evaluation should be documented in the eligibility report. Following the eligibility determination, the IEP team can determine that a LVE is required at any time.
Eligibility

If you use the age Exception for the CLV:

• (2a)-1. The low vision evaluation should be completed by age 10 for children who do not have one during eligibility determination prior to age 8 unless other circumstances apply.
Eligibility

CLV Timelines:
(2a)-2. The low vision evaluation is often difficult to schedule within the 60 day timeline, therefore, if children meet all other eligibility requirements, the eligibility report shall document the date of the scheduled upcoming low vision evaluation and the team may proceed with the eligibility decision.
Eligibility

CLV Added to Eligibility:

(2a)-3. Once the low vision evaluation has occurred the eligibility information shall be updated, and as appropriate, the IEP. The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.
Eligibility

Comprehensive Evaluation

(3) A comprehensive education evaluation shall be administered to determine present levels of functioning. The impact of the visual impairment on the child's educational performance shall be considered for eligibility.
Eligibility

(3a) Educational assessments may include cognitive levels, academic achievement, and reading ability.

1. Educational assessments related to vision must be completed by a teacher certified in the area of visual impairments.
Eligibility

(3b) In some cases, comprehensive psychological evaluations may be indicated and must be completed by appropriately certified personnel.
Eligibility

(4) Braille instruction is always considered critical to appropriate education for a child who is blind. Children identified with visual impairments shall be evaluated to determine the need for braille skills. The evaluation will include the present and future needs for braille instruction or the use of braille.
Eligibility and Placement

For children for whom **braille** instruction and use **is indicated**, the individualized education program (IEP) shall include the following:

(4a) Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;
Eligibility and Placement

(4b) How instruction in braille will be implemented as the primary mode for learning through integration with other classroom activities;
(4c) Date on which braille instruction will commence;
(4d) The length of the period of instruction and the frequency and duration of each instructional session; and
Eligibility and Placement

(4e) The level of competency in braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.
Eligibility and Placement

(f) For those children for whom braille instruction is not indicated, the IEP shall include a statement with supporting documentation that indicate the absences of braille instruction will not impair the child’s ability to read and write effectively.
Incorporation of Evaluation into the IEP-Braille

<table>
<thead>
<tr>
<th>Element</th>
<th>Recommended Placement in the IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;</td>
<td>• Consideration of Special Factors - Does the student have blindness /visual impairment?</td>
</tr>
<tr>
<td></td>
<td>• May also be in present levels.</td>
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<tr>
<td>(b) How instruction in Braille will be implemented as the primary mode for learning through integration with other classroom activities;</td>
<td>• Consideration of Special Factors- Does the student have blindness /visual impairment?</td>
</tr>
<tr>
<td></td>
<td>• May also in the goals and objectives.</td>
</tr>
</tbody>
</table>
Eligibility and Placement

II: CONSIDERATION OF SPECIAL FACTORS

c). Does the student have blindness/visual impairment?
   □ Yes □ No
   ▶ If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.

Learning Media Assessment results dated 5/5/2010 indicated that braille is Susie A. Cuity’s primary learning media and auditory is her secondary learning media for accessing print for reading and writing. A Jerry John’s Reading Inventory was conducted as a part of the LMA and indicated that Susie is reading on grade level but her reading rates in braille are much slower that her sighted peers. Braille reading and writing skills are very good and Susie has mastered the braille code but needs to continue to work on reading rate in increasing her reading efficiency. Direct instruction in the braille code is not indicated. Susie will continue to independently use braille for reading & writing in the regular education classroom. Auditory comprehension is at grade level and is a good secondary way to access print materials when braille is not available.

d). Does the student have communication needs?
   □ Yes □ No
   ▶ If yes, consider the communication needs and describe below.

f) Does the student need assistive technology devices or services?
   X Yes □ No
   ▶ If yes, describe the type of assistive technology and how it is used. If no, describe how the student’s needs are being met in deficit areas.

Braille Notetaker and Perkins Brailler for writing. Screen Reading Software for computer and internet assess. OCR scanning program, braille translation software and braille embosser for braille production.

g) Does the student require alternative format for instructional materials?
   □ Yes □ No
   ▶ If yes, specify format(s) of materials required below.

   X Braille □ Large type □ Auditory X Electronic text
Incorporation of Evaluation into the IEP-Braille

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<th>Recommended Placement in the IEP</th>
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<tr>
<td>c) Date on which Braille instruction will commence;</td>
<td>• Special Education Service Plan: Instruction/Related Services Outside of the General Education Classroom. Braille is listed separate from all other services.</td>
</tr>
<tr>
<td>(d) The length of the period of instruction and the frequency and duration of each instructional session; and</td>
<td>• Also referenced in Goals/Objectives</td>
</tr>
</tbody>
</table>
## Evaluation Results in the IEP-Braille

### Special Education Service Plan: Instruction/Related Services Outside of the General Education Classroom.

<table>
<thead>
<tr>
<th>Options Considered</th>
<th>Frequency</th>
<th>Initiation of Services (mm/dd/yy)</th>
<th>Anticipated Duration (mm/dd/yy)</th>
<th>Provider Title</th>
<th>Content/Specialty Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Separate Class: 2 segments per week</td>
<td>05/05/2013</td>
<td>05/05/2014</td>
<td>TVI</td>
<td>VI-Braille</td>
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<tr>
<td></td>
<td>Home Instruction:</td>
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<td>Residential:</td>
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<td>Hospital/</td>
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<td></td>
<td>Homebound:</td>
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<td></td>
<td>Supportive Services:</td>
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<td></td>
<td>Related Services:</td>
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<td></td>
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</tr>
<tr>
<td>✓</td>
<td>•Orientation and Mobility: 2 segments per week</td>
<td>05/05/2013</td>
<td>05/05/2014</td>
<td>O&amp;M Specialist</td>
<td>O&amp;M/ECC</td>
</tr>
</tbody>
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# Evaluation Results in the IEP-Braille

Special Education Service Plan: Instruction/Related Services in **General Education Classroom**/Early Childhood Setting

<table>
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<tr>
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<th>Anticipated Duration (mm/dd/yy)</th>
<th>Provider Title</th>
<th>Content/Specialty Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultative</td>
<td></td>
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<tr>
<td>Collaborative Vision Impaired Services</td>
<td>5 segments per Week</td>
<td>05/05/2013</td>
<td>05/05/2014</td>
<td>TVI</td>
<td>Vision Impaired/ECC</td>
</tr>
<tr>
<td>Co-teaching</td>
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<tr>
<td>Supportive Services</td>
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<tr>
<td>Related Services</td>
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*TVI: Teacher of the Visually Impaired*
Incorporation of Assessment into the IEP-Braille

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<td>(e) The level of competency in Braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.</td>
<td>• Present Level of Performance</td>
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<td>• Goals and Objectives.</td>
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## Incorporation of Assessment into the IEP-Braille

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| (f) For those children for whom braille instruction is not indicated, the IEP shall include a statement with supporting documentation that indicate the absences of braille instruction will not impair the child’s ability to read and write effectively. | • LMA results in Consideration of Special Factors.  
• Could also be addressed in Present level of Performance  
• Will impact the assistive technology consideration |
If braille is not Indicated...

- Best practice is to summarize your LMA and FVE results with the recommended font and point size of the print and the results of the clinical LVE, if appropriate, to indicate prescribed devices and how the student will use them.
- Best practice is to address how the student is effectively reading and writing using print, auditory, and/or digital materials or assistive technology to access print materials.
Response to Intervention (RTI)

For those students who have a visual acuity greater than 20/70 or are being considered for VI Eligibility as a result of a progressive vision disorder, it will be function for the referral/placement committee to determine if it is necessary to go through the RTI process. The committee may elect to forego RTI in the case of sensory disabilities.
RTI Rule Exceptions

(3) EXCEPTIONS TO THE USE OF THE SST PROCESS.

• (a) School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process for an individual student. Documentation in the student’s record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.

• (b) It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

Authority O.C.G.A. § 20-2-152; 20-2-240.
VI Eligibility Report Sample

• See the PDF: Eligibility_Ricky Alamo

This is an eligibility for VI services written in GO IEP (Georgia Online IEP). This is a program available free from DOE to school districts in Georgia.
Sections for Eligibility in GO-IEP

• Academic Achievement
• Adaptive Behavior
• Communication & Language
• Parent Information
• Psychological Processing
• Sensory – Hearing and Vision
• Sensory Processing
• Social/Emotional/Behavioral
• Information on Work Samples
Info on GO-IEP

- GOIEP works currently in these Student Information Systems (SIS): Powerschool, Infinite Campus, Schoolmax, and TEMS.
- DOE will gladly work with other SIS vendors if systems are interested.
- There are now 40 school districts in Georgia using GOIEP.
- See the GOIEP link on the DOE Special Ed. website under Programs & Initiatives for a link to the GOIEP demo site.
FV-LMA

• See the Word Document:
FV LMA Ricky

This is a sample Functional Vision Evaluation and Learning Media Assessment combination. Note the list of instruments at the top that were used in the compilation of the FVLMA.
Informal Instruments

In addition to the Oregon, Koenig & Holbrook, and Johns BRI, the following is a list of informal instruments sent to you that were used to develop Ricky’s FVLMA and his eligibility for VI:

- Parent Interview
- Sensory Channels Observation
- RTI Inventory
- Tactual-Perceptual Skills Observation
- Vision in Daily Activities
- Written Skills
Expanded Core Curriculum

ECC information from the EVALS and other instruments is interwoven into the FVLMA, as would be expected. However, there should be an overall report of ECC skills in the Present Levels of Performance section of the IEP.