

**Eligibility Record Review Document
Visual Impairment (VI)**

[707 KAR 1:002 Section 1\(65\)](#) and [707 KAR 1:310](#)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
VI 1	<p>The ARC documented evidence showing the student had one of the following.</p> <p><input type="checkbox"/> 1a. Visual acuity even with prescribed lenses is 20/70 or worse in the better eye;</p> <p>OR</p> <p><input type="checkbox"/> 1b. Visual acuity is better than 20/70 and the student has any of the following conditions.</p> <ul style="list-style-type: none"> ○ medically-diagnosed progressive loss of vision ○ visual field of twenty (20) degrees or worse ○ medically-diagnosed condition of cortical blindness; or ○ functional loss of vision 		
VI 2	<p>The ARC documented the review and analysis of evaluation information showing the student required specialized materials or instruction in any of the following.</p> <ul style="list-style-type: none"> <input type="checkbox"/> orientation and mobility <input type="checkbox"/> Braille <input type="checkbox"/> visual efficiency <input type="checkbox"/> tactile exploration 		
VI 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> • showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant specially designed instruction (SDI) • drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>		

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VI 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student’s response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>		
VI 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 		
VI 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. 34 CFR 300.306</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		

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VI 7	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>		