

ARLINGTON PUBLIC SCHOOLS  
BASIS FOR ELIGIBILITY DETERMINATION



Name:		School:	
ID#:	DOB:	Date of Eligibility:	

**VISUAL IMPAIRMENT including BLINDNESS**

**DEFINITION**

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**CRITERIA**

A child with a visual impairment who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

Yes  No

**1. Visual Impairment**

The child with visual impairment demonstrates one or more of the following as documented by a report, which provides medical documentation by a licensed eye specialist or neurologist.

*Documentation:*

- Visual acuity is better than 20/200 but worse than 20/70 **in the better eye with best possible correction** at distance and/or near
- Visual field restriction in the better eye of remaining visual field of 70 degrees or less but better than 20 degrees
- Conditions including, but not limited to:
  - oculomotor apraxia
  - cortical visual impairment
  - progressive loss of vision, which may in the future, have an adverse effect on educational performance
  - functional vision loss where field and acuity deficits alone may not meet the aforementioned criteria

**OR**

**Blindness**

The child with blindness demonstrates one or more of the following as documented by a report, which provides medical documentation by a licensed eye specialist or neurologist:

*Documentation:*

- Visual acuity in the better eye with best possible correction of 20/200 or less at distance and/or near
- Visual field restriction in the better eye of remaining visual field of 20 degrees or less

Yes  No

**2. Educational Impact**

The disability adversely affects the child's educational performance. *Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

*Describe the impacted academic/functional performance:*

Yes  No

**3. Observation**

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes  No

**4. Medical Findings**

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

Yes  No

**5. Exclusionary Factors**

**A.** Lack of appropriate instruction in reading including in the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**6. Need for Special Education**

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. Specify/Describe:

**ELIGIBILITY DETERMINATION**

The disability criteria for **visual impairment** have been met and the child needs special education and related services.

The disability criteria for **visual impairment** have NOT been met.