

Required Documentation of Criteria for Blind and Visually Impaired August 2021

The following provides additional guidance on how IEP teams document whether a student meets criteria for the disability category of Blind and Visually Impaired as defined under [PI 11.36 \(3\) Wis. Admin. Code](#). Individualized Education Program (IEP) teams must use the criteria to identify a sensory impairment, including Blind and Visually Impaired, for referrals for special education dated on or after August 01, 2021. IEP teams may document disability category criteria using the [Criteria for Disability Category: Blind and Visually Impaired](#) found on the [DPI Special Education Disability Category Criteria Worksheets and Guides web page](#).

IEP teams use these worksheets to explain or reference data or evidence considered for each disability category identification. The disability category criteria worksheets will be required IEP forms at the start of the 2022-2023 school year. For 2021-2022 school year, it continues to be a requirement that IEP teams clearly document on the ER-1 how a student meets the disability category criteria outlined in PI-11.36.

Blind and Visually Impaired Disability Category Documentation	Clarification and Explanation
Date form completed	Enter the date of the IEP team meeting in which the IEP team determined if the student met the disability category criteria for Blind and Visually Impaired.

Section I. Functional Vision Evaluation (all must be checked yes)

Blind and Visually Impaired Disability Category Documentation	Clarification and Explanation
A teacher of the Blind and Visually Impaired PI 34.051 conducted a functional vision evaluation, including:	An individual licensed by the Department of Public Instruction to teach students who are blind or visually impaired must conduct a functional vision evaluation.

Section I. Functional Vision Evaluation (continued) (all must be checked yes)

Blind and Visually Impaired Disability Category Documentation	Clarification and Explanation
<p>Review of medical information from an ophthalmologist or optometrist. (Explain or reference data or evidence)</p>	<p>The medical information assists the teacher of the blind and visually impaired in determining what assessments will be conducted and alerts them to conditions that may be degenerative. A degenerative condition may require braille instruction or other programming that the student will need in the coming school years.</p> <p>The eye report may include, but is not limited to: etiology and pathology, visual acuity measures, field loss information, refractive correction, and restrictions</p> <p>DPI has developed a worksheet (PI-2015) "Ocular Report for Children with a Known or Suspected Visual Impairment", which can provide teachers and eye doctors with a way to communicate.</p>
<p>Formal and informal tests of visual functioning. (Explain or reference data or evidence)</p>	<p>Formal tests of visual functioning can provide information based on recognized standards. The tests come in a variety of formats such as checklists, eye charts, performance-based measurements or criterion referenced assessments. Test selection may vary for each student and should be individually determined.</p> <p>Informal assessments should include observation, interviews and other informal activities with the child. Informal testing may be the most reliable method of obtaining information from students with multiple disabilities for whom traditional formal testing may prove ineffective.</p>



Section I. Functional Vision Evaluation (continued) (all must be checked yes)

<p>Blind and Visually Impaired Disability Category Documentation</p>	<p>Clarification and Explanation</p>
<p>Determination of the educational implications and curricular needs. (Explain or reference data or evidence)</p>	<p>The following areas need to be considered when determining what implications the student's vision has on the student's access, engagement and progress in:</p> <p>General education curriculum educational environments, learning media, including reading and writing modes, and expanded core curriculum specific for children who are blind and visually impaired. All students may not exhibit difficulties in all of these areas due to blindness or visual impairment; however evaluation should consider all potential implications.</p>
<p>The student's visual functioning adversely affects educational performance. (Explain or reference data or evidence)</p>	<p>There must be an adverse effect on the student's educational performance in order for the student to meet criteria. For example:</p> <p>A student may not be able to access a computer or tablet using their vision, impacting their ability to access curriculum at the same time as their peers and meet grade level standards.</p> <p>A student is unable to safely and independently navigate the classroom, navigate school hallways or the lunch line, board a school bus, and cross streets. A student may also be observed tripping over uneven surfaces, both indoors and outdoors. This may adversely impact the student's ability to meet grade-level standards.</p>



Section II. Orientation and Mobility Needs

Orientation and mobility needs must be evaluated.

Blind and Visually Impaired Disability Category Documentation	Clarification and Explanation
An orientation and mobility specialist evaluated the student to determine if there are related orientation and mobility needs in home, school, or community environments.	Check “yes” to indicate if the child was assessed by an orientation and mobility specialist in home, school, or community environments. An orientation and mobility specialist must evaluate the student; however a student may meet criteria for Blind and Visually Impaired even if they do not have orientation and mobility needs.
The student has orientation and mobility needs. (Explain or reference data or evidence and include a description of the orientation and mobility needs)	Check “yes” to indicate the child has orientation and mobility needs. An orientation and mobility specialist documents in their assessment the findings and needs of the student. In this section the orientation and mobility specialist must provide a summary of their report that is understandable to the IEP team.



Section III. Disability Category Criteria Determination

A child may meet criteria for Blind and Visually Impaired even if they do not have orientation and mobility needs.

Blind and Visually Impaired Disability Category Documentation	Clarification and Explanation
<p>Initial Evaluation</p> <p>The documentation of the criteria above demonstrates even after correction a student’s visual functioning adversely affects educational performance. The student meets the disability category criteria under Blind and Visually Impaired.</p>	<p>A licensed teacher of the blind or visually impaired conducted a functional vision evaluation (FVE) which included a review of medical records, formal and informal tests, educational implications and curricular needs</p> <p>and determined the student’s visual functioning adversely affects educational performance.</p> <p>The student was assessed by an orientation and mobility specialist.</p>
<p>Reevaluation</p> <p>The student was previously found eligible as meeting the disability category criteria under Blind and Visually Impaired and continues to have a disability that adversely affects the student’s educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). Explain or reference data or evidence:</p>	<p>A student who previously met criteria under the disability category of Blind and Visually Impaired is not required to meet initial identification criteria upon reevaluation. The student’s visual functioning must continue to have an adverse effect on educational performance. Explain or reference data or evidence.</p>

