

VI Policy Spotlight

1-24-2018

Questions and Responses

Question: So, if we have the acuity measure, you don't want us to put it on the VI worksheet?

Response: No, because visual acuities are not used to determine eligibility. "N/A" should be used as a place holder if the platform you are using requires information to be entered.

Question: Do we get a follow up email for attending the webinar?

Response: For this webinar a follow up email will not be issued.

Question: If the student has Convergence Insufficiency, and it does affect his/her education, what will the VI teacher do? We are not trained in what to do for Convergence Insufficiency or Vision Therapy. If they need Vision Therapy, does the district have to provide it?

Response: Through the IEP evaluation process the team uses multiple sources of data to determine the adverse effect on educational performance and whether Specially Designed Instruction (SDI) is required. If SDI is required, the TVI should develop appropriate goals and service delivery.

Question: Vision Therapy is specialized training. Most TVIs are not trained in this area. If the parents are pushing for their child to be eligible as VI and the team "agrees" who will provide the specialized visual therapy services?

Response: The IEP team must follow the requirements for determining eligibility for VI. The IEP team must consider the student's unique needs as it relates to accessing the educational program. There are multiple ways to address the unique needs of students with disabilities that are relevant and appropriate in the educational setting.

Question: When you say stand alone (assessment), I assume you mean there should never be JUST a Functional Vision Assessment or JUST a Learning Media Assessment.

Response: IDEA requires multiple sources of data to be used when an IEP Team makes an eligibility determination. For a reevaluation, an IEP Team must review existing data and determine what data, if any, are needed to determine whether the child continues to have a disability and the educational needs; or whether the child continues to need special education and related services; and whether any accommodations or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP to participate as appropriate in the general curriculum (NC 1503-2.6).

Question: Is the updated worksheet now posted on DPI?

Response: The worksheet is posted on the EC Division website and the VI wiki.

Question: How do I access the wiki?

Response: Please email crystal.patrick@dpi.nc.gov.

Question: What if a child is in need of a vision evaluation for their third-year re-evaluation, but the parents have not sent in (an eye report)?

Response: The IEP team determines what assessments and formal information, if any, is needed for a re-evaluation. If the team determines an assessment or evaluation is needed, it then becomes the responsibility of the LEA.

Question: Did it say that if you ask for an eye report after the initial you have to design an evaluation?

Response: If the IEP Team determines that an eye report is necessary at any time after the initial eligibility process, a reevaluation will need to be conducted.

Question: I'm wondering how these policies impact Retinitis Pigmentosa pre-onset.

Response: If a disability is suspected, the IEP team should conduct an initial evaluation to determine if the student has a disability, whether the disability causes an adverse effect and whether the student requires special education and related services.

Question: Will the state provide free training for TVIs in Visual Therapy?

Response: DPI provides training on specially designed instruction for the unique needs of students with disabilities.

Question: With regard to permanent condition, I am not sure the question was answered. I think the question was referring to a student (such as a student with Cortical Visual Impairment). Many times, doctors will tell parents they do not need to come back if the student has CVI.

Response: You are correct. Often with permanent conditions this information is sometimes shared with families. However, this question will need to be addressed on a case-by-case basis due to unique student needs.

Question: Will NC ever consider VI services as a related services area, similar to speech language services?

Response: No. NC 1500-2.28 Related Services

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.