

5. The child is not determined to be eligible if the determinant factor for that eligibility determination is a lack of instruction in reading or math, or limited English proficiency; and the child does not otherwise meet eligibility criteria.

For initial eligibility, the ARC requires an educationally relevant medical evaluation. For reevaluation, the ARC may determine if the medical statement is required. The educationally relevant medical evaluation is completed by a licensed physician and verifies:

1. the existence of a traumatic brain injury caused by chronic or acute health problems;
2. the diagnosis and extent of the brain injury; and
3. the possible affect of the impairment on educational performance.

Visual Impairment

“Visual impairment (VI)” “Visual Impairment”, or “VI” means a child has a vision loss, even with correction, that:
(a) requires specialized materials, instruction in orientation and mobility, Braille, visual efficiency, or tactile exploration;
(b) has an adverse affect effect on the child's educational performance; and
(c) meets the following:
1. the child has a visual acuity with prescribed lenses that is 20/70 or worse in the better eye; or
2. the child has a visual acuity that is better than 20/70 and the child has one (1) of the following conditions:
a. a medically diagnosed progressive loss of vision;
b. a visual field of 20 degrees or worse;
c. a medically diagnosed condition of cortical blindness; or
d. a functional vision loss.

707 KAR 1:280 Section 1 (65)

34 CFR 300.8 (c) (13)

Visually disabled means a visual impairment, which, even with correction, adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. The term includes both partially seeing and blind pupils.

KRS 157.200 (1) (j)

The ARC determines that a child has the disability of “visual impairment” if evaluation data verifies:

1. The visual acuity with prescribed lenses is 20/70 or worse in the better eye; or
2. The visual acuity is better than 20/70, and the child has one (1) of the following conditions:
 - a. a medically diagnosed progressive loss of vision;
 - b. a visual field of 20 degrees or worse;
 - c. a medically diagnosed condition of cortical blindness; or
 - d. a functional vision loss.
3. The child requires specialized materials, instruction in orientation and mobility, Braille, visual efficiency, or tactile exploration.
4. The visual impairment has an adverse affect on the child's educational performance.
5. The child is not determined to be eligible if the determinant factor for that eligibility determination is a lack of instruction in reading or math, or limited English proficiency; and the child does not otherwise meet eligibility criteria.

Evaluation Procedures for Children with Specific Learning Disabilities

“Specific learning disability (LD)” means a disorder that adversely affects the ability to acquire, comprehend, or apply reading, mathematical, writing, reasoning, listening, or speaking skills to the extent that specially designed instruction is required to benefit from education. The specific may include dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual/motor disabilities. The term