The person responsible for completing this Annual Registration of Students Who are Visually Impaired is strongly advised to read ALL the instructions contained in this booklet before completing the registration. There have been some changes, which will impact the accuracy of your data. The teacher of students with visual impairments is the best person to respond to several of these data items.

Statement of Confidentiality
All personally identifiable data collected for this registration will be considered confidential and treated as such.

If you have questions about this Annual Registration of Students Who Are Visually Impaired, contact:

Jim Durkel
Phone: (512) 206-9270
Fax (512) 206-9320
E-mail: jimdurkel@tsbvi.edu
Orientation and Mobility Evaluation ................................................................. 18
Use of Assistive Technology ............................................................................ 19
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CHECKLIST • ................................................................................................. 23
NEW OR DESERVING OF SPECIAL ATTENTION THIS YEAR

- Paper copies of the list of students will only be sent upon request. You are being asked to use the electronic registration procedure as much as possible. You may generate a paper copy of your district’s students after logging in to the on-line system. Details of this process start on page 8.

- Deadline for completion is January 29, 2010.

- Items requiring particular attention
  - Part C students (students under 3 years old) receiving services from the teacher of students with visual impairments in your district should be included on this registration.
  
  - Students who are deafblind should be included on this registration.
  
  - Students with multiple disabilities that include a visual impairment should be included on this registration.
  
  - Please carefully check the grade level of students who were previously coded as IP (infant parent) or PS (preschool). Those grade levels do not automatically change.
  
  - Please use the Federal definition of assistive technology (AT) when answering the question about AT. The definition is quite liberal and you will most likely find that almost all students with visual impairments are using some kind of AT under this definition.
    
    IDEA 2004 Section 300.5 "The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability."

- Change to an information field
  
  The field “Expired Eye Report” is now named “Current Eye Report”. In the past, an answer of “yes” indicated that the eye report was expired and not current. Now, an answer of “yes” indicates that the eye report is current, which means it was done within the last 3 years or the ARD committee has accepted an older eye report as current.

- A new information field
  
  There is a new information field called “Primary Language of Learner”. This field is to gather information about child’s primary spoken language at school (or at home if the child is under 3 years of age). If the child uses any speech, even one or two words, then choose "English", "Spanish", or "Other". This is not what language(s) the child understands; this is the primary language the child actually uses when he or she speaks. Use NA if the child does not speak either because of age or ability level.
GENERAL INFORMATION

DEFINITION, PURPOSE, AND AUTHORITY FOR DATA COLLECTION

The Annual Registration of Students Who Are Visually Impaired is the count of eligible students who are visually impaired in each school district in Texas on the first Monday in January. The “as of date” for 2010 is Monday, January 4, 2010. The registration of students who are visually impaired also includes students who are deafblind (DB or AI and VI). Students enrolled at the Texas School for the Blind and Visually Impaired on January 5, 2009 will be placed on the TSBVI registration and not on the LEA registration.

This registration serves the following purposes

- Generates federal funds for educational materials from the American Printing House for the Blind, Federal Quota Program.
  Reference: Section 101-106, 20 United States Code Annotated

- Qualifies students for braille and large print textbooks through the Division of Textbook Administration of the Texas Education Agency.
  Reference: Section 31.028, Texas Education Code

- Qualifies students for services available through State Supplemental VI funding for the unique needs of students with visual impairments.
  Reference: Section 30.002, Texas Education Code

- Facilitates local, regional, and statewide program planning.
  Reference: Section 30.002, Texas Education Code

DISTRICT RESPONSIBILITY

- Each school district must provide accurate registration data on students with visual impairments who are enrolled in their district on January 5, 2009.

- Each district must complete and return by mail the Superintendent signature page. Please complete and return this form by January 29, 2010 to:

  Annual Registration
  TSBVI Outreach Program
  1100 W. 45th Street
  Austin, TX 78756-3494
  Fax (512) 206-9320
WHO TO REGISTER

SCHOOL-AGE STUDENTS (BIRTH TO 22) IN PUBLIC SCHOOLS (INCLUDING CHARTER SCHOOLS)

1. A student must be enrolled on January 4, 2010, in an education program of less than college level. Children under the age of three receiving services from an LEA teacher of student with visual impairments and/or orientation and mobility specialists should be included on the registration.

   (Note: Students who are served in nonpublic schools through contract arrangements should be registered through the public school district contracting for the service.)

2. A student must have an individualized educational plan (IEP) or an individualized family service plan (IFSP) on file in the district that is registering the student. An admission, review, and dismissal (ARD) committee or an IFSP team must determine that the student meets the eligibility criteria for visual impairment.

3. Students with disabilities in addition to a visual impairment (e.g., MR/VI, LD/VI, OH/VI, AI/VI, DB) should also be registered.

4. There must be an eye report by an ophthalmologist or optometrist on file in the district and it must be current within 3 years*.

   *If the ARD committee accepts an eye report that is older than 3 years, then that eye report is considered current. Only the ARD committee can make this exception based on the eye specialist’s report.

5. A student enrolled in the Texas School for the Blind and Visually Impaired (TSBVI) on January 4, 2010, must be registered by the TSBVI, not the student’s home school district.
SCHOOL-AGE STUDENTS (BIRTH TO 22) IN NONPUBLIC SCHOOLS
1. A student must be enrolled on January 4, 2010, in an educational program of less than college level in an approved nonpublic school.
(Note: This does not include students being served in nonpublic schools through contract arrangements with public schools. Those students should be registered through the public school district contracting for the service.)
A student must have an IEP, IFSP, or other written educational plan on file in the school.

2. An eye report by an ophthalmologist or optometrist that indicates the student is legally blind must be on file in the school and must be current within three years. A reasonable exception will be made for students who are totally blind or whose eyes have been enucleated or who have proven non-changing eye conditions.

ADULTS (22 YEARS OF AGE OR OLDER)
1. The adult must be enrolled in an educational program of less than college level for 20 hours or more of instruction per week. The adult must be enrolled on January 4, 2010, and must attend the program on a regular basis.

2. An adult must have an IEP or other written plan on file in the program that specifies the instruction being provided. Social and leisure programs alone do not qualify.

3. An eye report by an ophthalmologist or optometrist that indicates the adult is legally blind must be on file in the program and must be current within three years. A reasonable exception will be made for persons who are totally blind or whose eyes have been enucleated or who have proven non-changing eye conditions.
INSTRUCTIONS
TO ACCESS VI ANNUAL REGISTRATION ON-LINE
Go to http://www.tsbvi.edu/Outreach/aph/vireg.htm.

• Your user name is the county-district number for the district. Use only the numerals; do not include the hyphen.

• The password was sent in a letter to the director of special education listed on “Ask Ted” at the TEA website.

• If you serve multiple districts, for each district you must enter the county-district number as the user name and the eight digit number password for the district. To change to another district, you will need to shut down your browser (for example, Microsoft Explorer, Safari, or Mozilla) and then open in a new window.

• You will be notified if your login was successful.

• Read and follow the “Entry Instructions” carefully.

• Your district will not register as closed until you click on “Close All Entry for District” on the page called “Visually Impaired Registration Menu”. Until you close, you can change student records.

• The Superintendent's Signature Page must be signed and returned even if using the on-line system. Please return that page to:
  
  Annual Registration
  TSBVI Outreach Program
  1100 West 45th St.
  Austin, TX  78756
  Fax (512) 206-9320

• Any questions or concerns please email: jimdurkel@tsbvi.edu
DESCRIPTION OF THE COMPONENTS OF THE VI REGISTRATION

STUDENT IDENTIFICATION DATA

- **SSN or PEIMS Identification Number**
  Provide each student’s social security number. If a student does not have a social security number you must use the state approved PEIMS identification number.

- **Student Name**
  Last Name
  First Name
  Do not report middle initial. Do not submit a name with only the initial of the student’s first name.)

- **Date of Birth**
  Give the student’s date of birth in numbers in this sequence: Month-Day-Year (e.g., 06-03-1985).

GRADE LEVEL

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| IP    | Infant Program  
The student must be under 3 years of age on January 4, 2010. Use this code for infants and toddlers served through an IFSP by an ECI Program. |
| PS    | Preschool  
The student is three years of age or older on January 4, 2010, and is being served in an early childhood (including PPCD) or pre-kindergarten program. |
| KG    | Kindergarten |
| 01, 10, Etc. | Grade  
This grade should be the one assigned to the student by the school for PEIMS and attendance accounting purposes. |
| OR    | Other Registrant  
A student with this code is 18 through 22 years old, not graduated and continuing in an ungraded special education setting. |
| AD    | Adult  
Use this for students who are 23 years or older on the first day of school. |
ETHNICITY
A code from the chart below must be used to indicate the student’s ethnic background. "Other" is not an option. The code used should be the same as reported on the district’s PEIMS report for the student. Do not leave this item blank.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>American Indian or Alaskan Native</strong>&lt;br&gt;A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Asian or Pacific Islander</strong>&lt;br&gt;A person having origins in any of the original peoples of the Far East, Southeast Asia, Indian subcontinent, Polynesian Islands, Micronesian Islands, Melanesian Islands, or Philippines Islands.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Black, not of Hispanic Origin</strong>&lt;br&gt;A non-Hispanic person having origins in any of the Black racial groups of Africa.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Hispanic</strong>&lt;br&gt;A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.</td>
</tr>
<tr>
<td>5</td>
<td><strong>White, not of Hispanic Origin</strong>&lt;br&gt;A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</td>
</tr>
</tbody>
</table>

PRIMARY LANGUAGE OF LEARNER
A code from the chart must be used to indicate the child’s primary spoken language. This is the primary language spoken by the child at school (or at home if the child is under 3 years of age). If the child uses any speech, even one or two words, then choose “English”, “Spanish”, or “Other”. This is not what language the child understands, this is what language the child actual uses when he or she speaks.

<table>
<thead>
<tr>
<th>Code</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>At school (or at home if the child is under 3 years old) the child primarily speaks English.</td>
</tr>
<tr>
<td>Spanish</td>
<td>At school (or at home if the child is under 3 years old) the child primarily speaks Spanish.</td>
</tr>
<tr>
<td>Other</td>
<td>At school (or at home if the child is under 3 years old) the child primarily speaks a language other than English or Spanish.</td>
</tr>
<tr>
<td>N/A</td>
<td>The child does not speak any language either because of age or ability level.</td>
</tr>
</tbody>
</table>
**VISUAL ACUITY/FIELD**

Use the corrected vision as documented on the eye specialist’s report in this area.

- Information about the right eye is sometimes located on an eye report beside the letters O.D.
- Information about the left eye is sometimes located on an eye report beside the letters O.S.

Whenever possible, measurements of visual acuity with best correction for distance using the Snellen Chart should be reported. However, if a student’s acuity is better than 20/200, but the student’s visual field is 20 degrees or less, the student’s visual field should be reported instead of the acuity measurement.

Some eye specialist reports may show a student’s visual acuity as ‘CSM’ or some other combination of letters that are not an acceptable acuity for this registration and may not be used. If the student’s visual acuity is listed as ‘CSM’ and the eye specialist has indicated that the student is legally blind, code the student’s visual acuity as ‘UND-LB’. If the eye specialist has **NOT** indicated that the student is legally blind, code the student’s visual acuity as ‘UND-OVH’.

When reporting a student’s visual acuity or visual field, only the following codes may be used.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/70</td>
<td><strong>Measurement of visual acuity on the Snellen Chart</strong></td>
</tr>
<tr>
<td>20/200</td>
<td>If the acuity is better than 20/200 and there is a visual field of 20 degrees or less, report the visual field degrees rather than the acuity.</td>
</tr>
<tr>
<td>10/400</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>CF</td>
<td><strong>Count Fingers</strong></td>
</tr>
<tr>
<td></td>
<td>This code may be used only when it is the acuity measurement listed on the eye report.</td>
</tr>
<tr>
<td>HM</td>
<td><strong>Hand Movement</strong></td>
</tr>
<tr>
<td></td>
<td>This code may be used only when it is the acuity measurement listed on the eye report.</td>
</tr>
<tr>
<td>OP</td>
<td><strong>Object Perception</strong></td>
</tr>
<tr>
<td></td>
<td>This code may be used only when it is the acuity measurement listed on the eye report.</td>
</tr>
<tr>
<td>LP</td>
<td><strong>Light Perception</strong></td>
</tr>
<tr>
<td></td>
<td>This code may be used only when it is the acuity measurement listed on the eye report.</td>
</tr>
<tr>
<td>NIL</td>
<td><strong>No Vision</strong></td>
</tr>
<tr>
<td></td>
<td>The student is totally blind. This code may be used when the eye report indicates that the student has no vision.</td>
</tr>
<tr>
<td>UND-LB</td>
<td><strong>Undetermined Legally Blind</strong></td>
</tr>
<tr>
<td></td>
<td>The eye specialist could not obtain a corrected visual acuity, but reported that the student is legally blind.</td>
</tr>
<tr>
<td>UND-OVH</td>
<td><strong>Undetermined Other Visually Handicapped</strong></td>
</tr>
</tbody>
</table>
This student’s ARD committee has determined that the student is visually impaired, but the eye specialist’s report does not state that the student is legally blind. Often these students have a severe disability and have communication skills that are not sufficient for obtaining an accurate measurement of visual acuity. Students coded UND-OVH do not generate funds from the American Printing House for the Blind, but should be registered.

<table>
<thead>
<tr>
<th>Visual Field Degree</th>
<th>This code should be used when a student’s corrected visual acuity is better than 20/200, but the visual field is 20 degrees or less.</th>
</tr>
</thead>
</table>

| FDB | Functions at the Definition of Blindness | Should be used when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart. The eye care specialist must make the determination of FDB or CVI in order to use this category. |

**CURRENT EYE REPORT**
Please use the following codes

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>The student’s eye medical report is no more than 3 years old or the ARD committee has accepted as current (“forwarded”) an older eye report.</td>
</tr>
<tr>
<td>N</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The student’s eye medical report is older than 3 years and has not been accepted (“forwarded”) by the ARD committee.</td>
</tr>
</tbody>
</table>
PARENT CONSENT

- Note that the TEA form titled “Consent for Release of Confidential Information from the Registration of Students with Visual Impairments” dated 10/31/08 is the current form. If an older version is on file, you can still answer “yes” on this question. However, please update using the new form at the next ARD meeting. This form can be viewed and downloaded in English and Spanish at: http://www.tea.state.tx.us/special.ed/forms/viforms.html
- A district generated form (for example, from Special Education Manager) may be used as long as all the agencies on the current state form are listed.
- Please let parents know that social security numbers are not shared even when consent to share information is given. Social security numbers are only to manage the student records in house.
- Also please let parents know that if the student is legally blind with a current eye report, and consent is not given, that student will not generate new APH Quota funds.

The following code should be used to indicate that a student’s parent or legal guardian gives or does not give consent for release of confidential information. Do not leave this item blank.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>The school district has obtained special consent from the parent or legal guardian for the Texas Education Agency and its contractors responsible for conducting the Annual Registration of Students with Visual Impairments to release personally identifiable educational and statistical data on the student to specified entities. A copy of this consent must be on file in the student’s eligibility folder. Parental consent is not required for TEA to collect this information, only to share it.</td>
</tr>
<tr>
<td>N</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The parent does not give consent for release of data.</td>
</tr>
</tbody>
</table>
HANDICAPPING CONDITION
PRIM- Primary Disability: The disability under which the student is reported on the October child count.
(2) An additional disability
(3) An additional disability
(4) An additional disability

- Include up to four disabilities. Only the codes in the chart below may be used when reporting a student’s disability(s).
- NOTE: MD is not an allowable code even if an ARD committee has labeled the student as having multiple disabilities. For these students the code for each disability condition must be listed separately.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
</table>
| VI   | Visual Impairment  
This code should be included for every student with the exception of those students coded as deafblind (DB). |
| DB   | Deafblind |
| AI   | Auditory Impairment |
| OI   | Orthopedic Impairment |
| OH   | Other Health Impaired |
| MR   | Mental Retardation |
| ED   | Emotionally Disturbed |
| AU   | Autistic |
| LD   | Learning Disability |
| SI   | Speech Impairment |
| TB   | Traumatic Brain Injury |
| NC   | Non-categorical |
READING

TEXTBOOK LEVEL

BRL  Braille
LRG  Large Type
REG  Regular Type
AUD  Auditory (i.e., recorded textbook)

• The information in these columns is used to project future textbook needs and to verify orders for textbooks. For that reason the student’s textbook level is recorded in the columns for each reading medium that the student uses. Students who use more than one reading medium will have data in more than one column.
• If you enter data in “Textbook Level” you will not enter anything in “Other”.
• If a student is using a print or auditory textbook as recorded here and is learning braille but not yet using braille textbooks, record that student as using braille as an additional reading medium (ARM)
• Enter the grade level of the textbook being used. Think of it as if you are going to order textbooks for the student. This entry may be different than the grade level of the child.
• Only the following codes may be used when entering the textbook level in the appropriate columns:

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Grade Level of Textbook Used</td>
</tr>
<tr>
<td>01</td>
<td>The number should be the grade level textbooks actually being used this year by the student. The textbook level is not always the same level as the student’s assigned grade level. Example: A textbook level code of 06 for an eighth grade (08) student who is using sixth grade textbooks. The textbook level should be listed as a two-digit number corresponding to the grade level of the textbook. Some students may use different grade textbooks in different media for different subjects; list the highest grade textbook used in each media.</td>
</tr>
<tr>
<td>07</td>
<td>Etc.</td>
</tr>
<tr>
<td>11</td>
<td>Etc.</td>
</tr>
</tbody>
</table>
**Other**

- Non-readers, pre-readers, functional readers
- This column will remain blank for students who have any grade level textbook recorded in item 14.
- If a student is using a print or auditory textbook as recorded in item 14 and is learning braille but not yet using braille textbooks, record that student as using braille as an additional reading medium (ARM)
- For infants and preschoolers, make an educated guess as to whether the student has the potential to become a reader in the future (either pre-braille reader or pre-reader) or is unlikely to become a reader in the future (non-reader).

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Non-Reader</td>
</tr>
<tr>
<td></td>
<td>Use this code for students who do not read braille, large type, regular print, or recorded textbooks and who are unlikely to become readers in the future. This code may be used for students with severe and profound disabilities who do not read but use objects, pictures, or specially designed tactual communication symbols.</td>
</tr>
<tr>
<td>P</td>
<td>Pre-Print</td>
</tr>
<tr>
<td></td>
<td>This code includes students who read at a readiness level or are not currently reading, but are likely to become print readers.</td>
</tr>
<tr>
<td>PB</td>
<td>Pre-Braille</td>
</tr>
<tr>
<td></td>
<td>Use this code for students who, based on the Learning Media Assessment (LMA) and the Individualized Educational Plan (IEP), are receiving pre-braille instruction by a certified teacher of students with visual impairments.</td>
</tr>
<tr>
<td>FP</td>
<td>Functional Print</td>
</tr>
<tr>
<td></td>
<td>Use this code for those readers who have some recognition of print words (at least 20) and are using print for lists, labels, and simple messages or instructions or directions. These students are not using textbooks in any medium.</td>
</tr>
<tr>
<td>FB</td>
<td>Functional Braille</td>
</tr>
<tr>
<td></td>
<td>Use this code for those readers who have some recognition of braille words (at least 20) and are using braille for lists, labels, and simple messages or instructions or directions. These students are not using textbooks in any medium.</td>
</tr>
<tr>
<td>FA</td>
<td>Functional auditory</td>
</tr>
<tr>
<td></td>
<td>Use this code for those students who actively record and then play back lists, labels, and simple messages. Students who only listen to recorded or live voice books are not included here.</td>
</tr>
</tbody>
</table>
ADDITIONAL READING MEDIUM (ARM)

- Additional Reading Media are requested so that a more accurate profile of student literacy can be tracked. From the following list, select the reading media used by this student in addition to their primary reading media.
- If the student uses no additional reading medium, leave this item blank.
- Leave this item blank for students coded as pre-readers, pre-braille readers, or non-readers.
- Students who are using print or auditory textbooks while learning braille should be coded here as using braille.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Visual</td>
</tr>
<tr>
<td>B</td>
<td>Braille</td>
</tr>
<tr>
<td>A</td>
<td>Auditory</td>
</tr>
</tbody>
</table>
**RECEIVING ORIENTATION AND MOBILITY**

A code from the chart below should be used to indicate if a student is or is not receiving instruction in Orientation and Mobility. **Do not leave this item blank.**

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>For the current school year, 2008-2009, the student is receiving regularly scheduled instruction in Orientation and Mobility from a Certified Orientation and Mobility Specialist. Services may include instruction and/or consultation. The student’s IEP specifies the amount and frequency of this service and is on file in the student’s folder.</td>
</tr>
<tr>
<td>N</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>For the current school year, 2008-2009, the student is NOT receiving instruction in Orientation and Mobility.</td>
</tr>
</tbody>
</table>

**ORIENTATION AND MOBILITY EVALUATION**

The following code should be used to indicate that the student has received an orientation and mobility evaluation from a Certified Orientation and Mobility Specialist within the last 3 years.

If the ARD committee has accepted a report that is older than 3 years as current, record Yes.

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>The student has received an orientation and mobility evaluation from a Certified Orientation and Mobility Specialist within the last 3 years or the ARD committee has accepted an older report as being current.</td>
</tr>
<tr>
<td>N</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>The student has not received an orientation and mobility evaluation from a Certified Orientation and Mobility Specialist within the last 3 years.</td>
</tr>
</tbody>
</table>
**USE OF ASSISTIVE TECHNOLOGY**
To answer the question, use these definitions of assistive technology and assistive technology services from IDEA 2004:

- Section 300.5 "The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability."

- Sec. 300.6 "Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device."

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>The child is using assistive technology and/or receiving assistive technology services as defined above. AT could include, but is not limited to: any materials in Braille or large print, recorded or electronic books, the use of special paper to eliminate glare and improve contrast, bold line paper, tactile graphics, a Little Room, a light box, adapted toys such as the APH Tangle Toy, experience books, adapted switches, a white cane, adapted mobility aids, CCTV, any magnifier or telescope, or screen readers.</td>
</tr>
<tr>
<td>N</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The child is not using assistive technology nor receiving assistive technology services as defined above.</td>
</tr>
</tbody>
</table>
PRIMAR Y AND SECONDARY CAUSE OF VISION LOSS

• Identify this student’s primary cause of blindness. This information can be found in the eye specialist report. You may report a secondary cause of blindness as well.
• If at all possible, please use one of the choices exactly as listed below. Use the write in option only as a last choice.

Albinism
Amblyopia
Aniridia
Anophthalmia
Asphyxia
Batten Disease
Cataracts (including aphakia)
Cerebral Palsy (CP)
CHARGE Syndrome
Chemically Induced (e.g. fetal alcohol, drug exposure)
Coloboma (of iris and/or retina and/or optic nerve)
Cone-rod/rod-cone dystrophy
Cornea problems
(including keratoconus, opacity, scarring and astigmatism)
Cornelia de Lange (CDL)
Cortical Visual Impairment (CVI)
(including cortical blindness, neurological visual impairment, and cerebral cortical impairment)
Cytomegalovirus (CMV)
Delayed Visual Maturation (DVM)
Encephalitis
Enucleation
Glaucoma
Hemianopsia
Hydrocephaly
Hyperopia
Infections (other)
Joubert Syndrome
Leber's Amaurosis
Macular Degeneration
Marfan Syndrome
Meningitis
Microcephaly
Microphthalmia
Mitochondrial disorder
Myopia
Herpes Simplex (HSV)
Nystagmus
Ocular motor
(including esotropia, exotropia, and strabismus)
Optic Nerve Atrophy
Optic Nerve Hypoplasia (ONH)
Optic Nerve (other)
Other
Peter’s anomaly
Retinal Detachment
Retinal Disorders (other)
Retinitis Pigmentosa (RP)
Retinoblastoma
Retinopathy of Prematurity (ROP)
Retinoschisis
Rubella
Septo-Optic Dysplasia (SOD)
Shaken Baby Syndrome
Stargardt’s Disease
Stroke
Sturge-Weber Syndrome
Syndrome (other)
Syphilis
Toxoplasmosis
Trauma to Eye
Traumatic Brain Injury (TBI)
Tumors
Unknown
Usher I
Usher 2
Vitreous Disorders
VI TEACHER OF RECORD
- Give the last and first name of the teacher of students who are visually impaired meeting the IEP goals for this student as of January 5, 2009.
- This data will be aggregated and will not identify individual teachers or programs. It will only be used for planning for personnel needs.

SUPERINTENDENT’S SIGNATURE PAGE
A copy of the Superintendent’s Signature Page follows.
- Return this page for all districts whether or not there are students with visual impairments in the district.
- If the fiscal agent for an SSA or co-op wishes to list all the districts served on a single page that is fine; just write the additional districts’ names and county-district numbers out to the side. One sheet for each member would be fine, also.
- This sheet can be signed by the superintendent’s designee, which may be a director of special education or other designee.
- This page serves two functions:
  - It is stating that the data submitted to the Annual Registration of Students with Visual Impairments is accurate and that each LEA has supporting documentation in district files.
  - It provides contact information for who completed the registration should there be any questions about the data.
This form must be signed and returned even though registration was on-line

SUPERINTENDENT SIGNATURE PAGE

Annual Registration of Students Who Are Visually Impaired
Enrolled on January 4, 2010

DISTRICT: ______________________________

COUNTY- DISTRICT NUMBER: ___________

REGION: _____________________

This is to affirm that the undersigned has submitted all required data and has taken measures to verify the accuracy and the authenticity of the data submitted for this district’s 2009 Annual Registration of Students who are Visually Impaired.

________________________________________
Signature

Title: Superintendent or Administrative Designee

Phone (___)______________________     E-MAIL _______________________

The person who completed this registration is:

Name (Please print)                                            Title

_________________________________          ____________________________

Phone (___)______________________     E-MAIL _______________________

____ We were given no electronic log in or password information and have no students to report in this district at this time.

Return by January 30, 2009 to:
Annual Registration
TSBVI Outreach Program
1100 West 45th Street
Austin, TX  78756-3494
Fax (512) 206-9320

___________________________________________________________
Annual Registration of Students Who Are Visually Impaired
January 4, 2010

Registration of Students Who Are Visually Impaired enrolled as of January 4, 2010
•CHECKLIST•

Please take the time to perform the following checklist before submitting your registration document. If you have any questions you may call Jim Durkel at (512) 206-9270 or e-mail (jimdurkel@tsbvi.edu).

- The Social Security or PEIMS number listed is correct. There are no blanks left in this column. No other number is acceptable.

- Are the students’ names spelled correctly? No middle initials or initials for first names are used.

- Is the date of birth correct for each student listed? There are no blanks left in this column.

- Is the grade level listed correct for this registration? No non-allowable grades such as ECI and CSPD are listed. Infant, pre-school, and kindergarten age students are properly coded. There are no blanks in this column.

- Are visual acuities listed for each student? No non-allowable acuities such as CSM are listed. There are no blanks in these columns.

- Are codes for handicapping conditions correct for each student? Non-allowable codes such as MH or MD are not used.

- Does each student have VI listed as one of his or her handicapping conditions with the exception of those coded as deafblind (DB)?

- Are textbook grade level and media listed correctly for each student? For students coded as non-reader, pre-reader, or pre-braille reader, no textbook grade level is listed.

- Is an additional reading media (ARM) listed for each student as appropriate, or is ‘None’ written in the space? There are no blanks in the ARM column.

- Is ‘Y’ (Yes) or ‘N’ (No) indicated for consent for each student listed? There are no blanks in the consent column.

- Have you accounted for every VI student in your district, including infants served by an ECI program and deafblind students?

- Has the Superintendent’s signature page been completed and returned?

- Have you made a copy of this registration for your records?

Thank you for taking the time to perform this checklist and to accurately complete this registration.