

RÉSUMÉ DIGEST

ACT 302 (SB 176)

2022 Regular Session

Fields

Prior law provided for the Blind Persons' Literacy Rights and Education Act, included definitions, required written individualized education plans, specified that the required assessment for each blind student include a braille skills inventory, and provided that braille instruction and use were not required if other special education services were appropriate to the student's educational needs. Further provided that the provisions of other appropriate services not preclude braille use or instruction.

New law retains prior law but changes the definition of a blind student to mean a student who is identified by a functional vision assessment as having vision loss which significantly interferes with the ability to perform academically and which requires the use of specialized textbooks, techniques, materials, or equipment to access the same academic content as the student's sighted peers or who has one of the following:

- (1) A visual acuity of 20/70 or less, near acuity in the better eye with correcting lenses, or both, or has a limited field of vision such that the widest diameter subtends an angular distance of no greater than twenty degrees.
- (2) A progressive loss of vision which may in the future affect the student's ability to learn.
- (3) Other blindness resulting from a medically documented condition that could include bilateral dysfunction of the optic radiations, the visual cortex, or both. This may coexist with ocular and ocular motor disorders and may be the result of perinatal brain dysfunction or trauma.

New law provides that each blind student has the right to individualized assessments, planning, and supports. Further requires that such assessments, plans, and supports be provided through professionals and teachers with the appropriate credentials and certifications required for working with the blind.

New law requires that an individualized education plan be developed for each blind student based on the findings of the assessments and include specialized supports for education and daily living activities which are appropriate based on the needs of the student.

New law provides a list of possible appropriate specialized supports.

Effective June 10, 2022.

(Amends R.S. 17:1982(1) and (3) and 1983)