

DETERMINATION OF DISABILITY: *(student's name)* meets/does not meet special education eligibility under the category Other Health Impairment as defined as limited strength, vitality, or alertness, including heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment due to *(chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, or Tourette syndrome)*; and adversely affecting *(student's name)* educational performance. (see eligibility checklist)

A student is eligible for special education in the area of Other Health Impairment when a student meets criteria in both items 1 and 2 and must have the documentation indicated in item 3:

1). PRESENCE OF A HEALTH CONDITION *(BOTH must be evident)*

- ☐ Written and signed documentation by a licensed physician or psychology of a diagnosed chronic health condition (Diagnosis, physician's name and address, and date of physician's documentation must be included in the IWAR)
- ☐ For initial evaluations, all documentation is dated within the previous 12 months.

2). In comparison with peers, the health condition ADVERSELY AFFECTS EDUCATIONAL PERFORMANCE within routine timelines *(THREE OR MORE must be evident)*

- ☐ Excessive absenteeism linked to the health condition
- ☐ Specialized health care procedures that are necessary during school day
- ☐ Medications that adversely affect learning and functioning
- ☐ Limited physical strength resulting in decreased capacity to perform school activities
- ☐ Limited endurance resulting in decreased ability to maintain performance
- ☐ Heightened/diminished alertness resulting in impaired abilities
- ☐ Impaired ability to manage and organize materials and complete classroom assignments
- ☐ Impaired ability to follow directions or initiate and complete a task

3). The health condition results in a pattern of unsatisfactory educational performance as determined by a comprehensive evaluation explained throughout the current IWAR, which DOCUMENT THE REQUIRED COMPONENTS evident in items 1 and 2 above. Eligibility findings must be supported by current or existing data from the sources indicated below *(ALL must be evident)*.

- ☐ District-wide, state-wide, or other criteria referenced tests (e.g. MAP, NDSA, DIBELS, etc.)
- ☐ Interviews conducted by a licensed special education teacher and/or school psychologist with classroom teachers and the student's parents or guardians
- ☐ One or more documented observation in the classroom or other learning environment by the special education teacher and/or school psychologist (Best Practice would be three observations) Date_____
- ☐ A review of the student's health history, including verification of medical diagnosis and health condition
- ☐ Review of student's records
- ☐ Discrepancy of 1.5 standard deviations on nationally normed rating scales or 1.5x discrepant from peers on structured observational techniques

The evaluation findings *may* also include data from standardized, nationally-normed tests of achievement and ability, an interview with the pupil, information from the school nurse or other individuals knowledgeable about the health condition of the student, behavior rating scales, gross and fine motor and sensory motor measures, communication measures, functional skills checklists, and environmental, socio-cultural, and ethnic information reviews.