

OTHER HEALTH IMPAIRMENT GUIDELINES**Federal Definition of Other Health Impairment:**

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is 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, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.

Criteria:

The following criteria must be met prior to an evaluation team determining a child to have an Other Health Impairment:

- A chronic or acute health condition has been diagnosed and documented by a qualified professional; AND
 - Written documentation by a licensed physician or clinical psychologist of a diagnosed chronic or acute health condition (Diagnosis, physician's name and address, and date of physician's documentation must be included in the IWAR)
 - For initial evaluations, documentation is dated within the previous 12 months
- Due to the diagnosed health condition, the student has limited strength, vitality, or alertness, including a heightened alertness to the environment that results in limited alertness with respect to the education environment (THREE OR MORE must be evident); AND
 - 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
- Documentation of adverse impact on educational performance resulting in the need for specially designed instruction, the type of instruction required, and why it cannot be provided by general education. Examples of current data sources are provided below:
 - Academic work is consistently in the poor-to-failing range
 - Test scores are consistently in the poor-to-failing range
 - Fails to consistently complete work in a timely manner and results in poor-to-failing academic performance
 - Consistent decrease or change in the amount of work produced that results in poor-to-failing academic performance
 - Consistent decrease in student's independent functioning or organizational skills that results in poor to failing academic performance
 - Social relationships and/or behavior with peers and adults (self-regulatory skills, impulsivity, intermittent social relationships, social skills not developmentally appropriate, sensory needs)

Educational Impact:

The impact of the disability requires **specialized instruction** as it has an **adverse impact** on educational performance and is **not** able to be provided by general education.