

**ARLINGTON PUBLIC SCHOOLS  
BASIS FOR ELIGIBILITY DETERMINATION**

<b>Name:</b>	<b>School:</b>	
<b>ID#:</b>	<b>DOB:</b>	<b>Date of Eligibility:</b>

**OTHER HEALTH IMPAIRMENT**

**DEFINITION**

Other health impairment means 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 (i) 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, (ii) adversely affects a child's educational performance.

**CRITERIA**

A child with an other health impairment who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information as appropriate.

**Yes**    **No**

**1. Impairment**

The student has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness due to a documented chronic or acute health problem.

*Specify chronic or acute health condition and reference documentation:*

There is documentation of an Other Health Impairment. The effect of the Other Health Impairment limits are identified and impacts the students in the area of (check all that apply):

- Strength
- Vitality
- Alertness (including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment)

**Yes**    **No**

**2. Educational Impact**

The disability adversely affects the child's educational performance. *Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

*Describe the impacted academic/functional performance:*

**Yes**    **No**

**3. Observation**

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

**Yes**    **No**

**4. Medical Findings**

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

**Yes**    **No**

**5. Exclusionary Factors**

**A.** Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

**Yes**    **No**

**B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

**Yes**    **No**

**C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**Need for Special Education**

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. Specify/Describe:

**ELIGIBILITY DETERMINATION**

- The disability criteria for **other health impairment** have been met and the child needs special education and related services.
- The disability criteria for **other health impairment** have NOT been met.