

**VASHON ISLAND SCHOOL DISTRICT #402
MEDICAL INFORMATION FOR ASSESSMENT/REASSESSMENT**

Student: _____ Birthdate: _____ Grade: _____
School: _____ Address: _____
Parent/Guardian: _____

Message to Medical Practitioner:

To be completed by Medical Practitioner:

1. If your knowledge of the student indicates any physical or emotional reason he/she should have difficulty learning at school, please explain:

2. Medical diagnosis:

3. What are the potential adverse effects of this condition on the student's educational performance?

4. Do you consider this a permanent condition which will adversely affect this student's educational performance throughout his/her school years and which need not be continually diagnosed as part of three-year educational reevaluations unless obvious changes occur? Yes No

5. If this student's medical condition or physical limitations indicate a need for special considerations such as special supervision in the school, playground or community work station, please provide specific instructions:

6. Is the student receiving medication on a regular basis: No Yes.
If yes, (a) please indicate daily dose:
(b) does this require any special services from school personnel?

7. Please list observations at school which you would like reported to you:

Please see reverse side for medical authorization for service eligibility and signature

Medical Authorization for Service Eligibility: State and federal requirements must be met in order for a student to receive Special Education services. One of the legal requirements is that documented evidence be provided that the student is eligible according to specific disability category definitions/criteria which are listed in the revised Washington Administrative Code, Special Education Regulations (WAC 392-172), effective January 2000. Those categories which invite and/or require diagnosis and/or other input from a qualified medical practitioner are listed below. **Please note that in order to qualify for services, the disability must have an "adverse effect" on the student's educational performance such that the student requires "specially designed instruction."** Services provided for a student depend on his/her educational needs, not on disability category. Parents are entitled to know the categories under which their children are being served and must sign approval of educational plans. **Please check** any categories in which your evaluation would indicate the student is eligible for special education.

- Autism:** A student with a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The category of autism includes students with pervasive developmental disorders. If a student manifests characteristics of autism after age three, that student still could be diagnosed as having autism.
- Deafness:** A student with a documented hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and which prevents the auditory channel from being the primary mode of learning speech and language.
- Developmentally Delayed:** A student aged 0-3, 3-6 or 6-9 who demonstrates a significant delay in cognitive development, communication development, physical development, social or emotional development, or adaptive development according to the criteria below:
 - 0-3:** a delay of 1.5 standard deviations or a 25% delay in one or more areas;
 - 3-6:** a delay of 2 standard deviations in one or more areas or 1.5 standard deviations in two or more areas, according to a standardized norm-referenced test with a test-retest or split-half reliability of .80;
 - 6-9:** a delay of 2 standard deviations in two or more areas according to a standardized norm-referenced test as for ages 3-6.
- Emotionally/Behaviorally Disabled:** A student who exhibits over a long period of time and to a marked degree, one or more of the characteristics listed below. This category does not include students who are socially maladjusted unless it is determined that they are also emotionally/behaviorally disabled.
 - An inability to learn which cannot be explained by intellectual, sensory or health factors
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
 - Inappropriate types of feelings or behavior under normal circumstances
 - A general pervasive mood of unhappiness or depression
 - A tendency to develop physical symptoms or fears associated with personal or school problems
- Health Impaired:** A student who has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to chronic or acute health problems, such as a heart condition, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, lead poisoning, leukemia, or diabetes.
- Hearing Impairment:** A student with impaired hearing, whether permanent or fluctuating, that is not included under the definition of deafness. The hearing impairment may be:
 - A unilateral sensorineural hearing loss and/or permanent conductive hearing loss of 45 dB or greater; OR
 - A bilateral sensorineural hearing loss and/or permanent conductive hearing loss which includes: (a) Hearing loss of 20 dB or greater, better ear average, for the frequencies 500, 1000, and 2000 Hz.; or (b) High frequency loss greater than 25 dB at two or more consecutive frequencies or average of three frequencies between 2000 Hz and 6000 Hz in the better ear; or (c) Low frequency hearing loss greater than 30 dB at 250 Hz and 500 Hz in the better ear; or (d) Thresholds greater than 25 dB on Auditory Brainstem Response threshold testing in the better ear; OR
 - A six-month history of fluctuating conductive hearing loss or chronic middle ear effusion/infection of three months unresolved past initial evaluation.
- Orthopedically Impaired:** A student who lacks normal function of muscle, joints or bones due to congenital anomaly, disease or permanent injury.
- Traumatic Brain Injury:** A student who has an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance and requires specially designed instruction. The term applies to open or closed head injuries resulting in impairments in one or more of the following areas: cognition, attention, judgment, information processing, sensory perceptual/motor abilities, language, reasoning, problem solving, speech, memory, abstract thinking, physical functioning, or psychosocial behavior. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.
- Visually Impaired/Blindness:** A student who has an impairment that, even with correction, adversely affects the student's educational performance and requires specially designed instruction. The term includes both partial sight and blindness and is defined by visual acuity of 20/70 or less in the better eye with correction or a field of vision which at its widest diameter subtends an angle of not greater than twenty degrees in the better eye with correction.

Date:

Return To: Vashon Island School District

Medical Practitioner Name: _____

Medical Practitioner Signature: _____

Address: _____

Phone: _____ Fax: _____