

Other Health Impairment

State Definition

Limited strength, vitality or alertness, including a heightened sensitivity 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, and sickle cell anemia; AND
- adversely affects a child's educational performance.

District Eligibility Criteria

The student must exhibit all of the following:

- Documentation of a chronic or acute health problem(s).
- Documentation of performance deficits in the educational setting despite consistent use of appropriate accommodations and modifications.
- Deficits severe enough that the student's educational needs cannot be met in a regular educational program without special education services.
- Documentation, when possible, that limited strength, vitality or alertness occurred as a result of the onset of the health impairment.
- In comparison with peers, the health condition adversely affects the pupil's ability to complete educational tasks within routine timelines as documented by three or more of the following:
 - Excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses;
 - Specialized health care procedures that are necessary during the school day;
 - Medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue;
 - Limited endurance resulting in decreased stamina and decreased ability to maintain performance;
 - Heightened or diminished alertness resulting in impaired abilities, for example, prioritizing environmental stimuli; maintaining focus; or sustaining effort or accuracy;
 - Impaired ability to manage and organize materials and complete classroom assignments within routine timelines;
 - Impaired ability to follow directions or initiate and complete a task.

Exclusionary Criteria

- The student's evaluation results can best be explained by another eligibility category (e.g. Autism, Multiple Disabilities, etc.)
- Students with a medical diagnosis must still meet all of the criteria, including the disability having an adverse effect on educational performance, in order to be eligible for special education services.
- The child's functional levels can best be explained by environmental, cultural or economic influences, or a lack of programming or history of inconsistent programming.
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education program with an accommodation plan such as academic and/or behavior supports and interventions, etc.

Exit Criteria

- The student no longer meets the district criteria.
- The student's disability no longer demonstrates an adverse effect on educational performance.
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or consult) special education services.
- The student has demonstrated adequate functioning with general education supports only.