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ELIGIBILITY CRITERIA FOR OTHER HEALTH IMPAIRMENTS

“OTHER HEALTH IMPAIRED” DEFINITION

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment. Is due to chronic or acute health problems such as asthma, attention deficit disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever and sickle cell anemia; and it adversely affects a child’s educational performance.

ELIGIBILITY CRITERIA

Both conditions noted below must be considered to have met criteria in order to be eligible for the disability “Other Health Impaired.”

A. PHYSICAL/BEHAVIORAL CRITERIA FOR ELIGIBILITY

The child demonstrates one or more of the following health issues which is temporary or permanent in nature and may require adaptations in the physical environment:

1. Limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment;
2. Is due to chronic or acute health conditions such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.

B. ACADEMIC CRITERIA FOR ELIGIBILITY

An assessment of academic functioning must demonstrate the following adverse effects upon educational performance that requires specialized instruction because of :

1. A lack of meaningful and productive participation;
2. Reduced efficiency in school work

EXCLUSIONARY FACTORS

A student will not be considered eligible for services under Other Health Impaired if one or more of the following exist:

1. The adverse effect is from lack of instruction in reading or math that is not related to the health impairment.
2. The adverse effect is environmental, cultural, or economic disadvantage as a result of such factors as: English as a second language limited English proficiency, other cultural values and experiences and experiential differences.
3. The adverse effect is judged to result from absenteeism (unrelated to health) or change in residence or schools.
4. The disability is more accurately described by another category of eligibility.
5. The adverse effect is primarily due to active substance abuse.

EXIT CRITERIA

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. A student is no longer eligible for special services as a student with an Other Health Impairment when it is determined that:

1. The disability no longer has an adverse effect on the student's educational performance; or
2. The health impairment no longer exists; or
3. The student accepts a standard high school graduation certificate upon completion of required goals/objective and credits; or
4. Student completes the school year in which he/she reaches the day before 22 years of age

The determination of continued eligibility or non-eligibility is made at the multidisciplinary meeting on the basis of the reevaluation.