

BOONE CLINTON JOINT SERVICES

Eligibility for special education as a student as other health impaired shall be determined by the Case Conference Committee. The determination shall be based on the multidisciplinary team's educational evaluation report (IAC 511 7-41-10(b)). Indicate "Yes" if the student meets the criteria; indicate "No" if the student does not meet criteria.

Student Name: _____

Date of Conference: _____ School: _____

Meets criteria?	Other Health Impairment Eligibility Criteria
	<p>(A) Limited strength, vitality, alertness or heightened alertness: Only one of the conditions must apply in any individual case. More than one area of manifestation may exist depending on the individual student. There is no formal definition of these terms, either at the federal level or state level. There is certainly overlap in the meanings of these three terms. The following definitions clarify these conditions:</p>
	<p>(1) Strength: body or muscular power, vigor, durability related to decreased capacity to perform school activities, tires easily, chronic absenteeism related to the health problem. Limited strength may manifest in physical tolerance and/or limitations.</p> <p><i>For instance: Can the student sit or stand as required for school activities, or hold a pencil or use other tools? Does the student demonstrate limited endurance of fine and gross motor skills and activities? Does the student fall asleep or require frequent rest breaks due to a medical condition? Does the student demonstrate limited emotional stamina?</i></p>
	<p>(2) Vitality: Physical and mental strength, capacity for endurance, energy, animation and activity. Limited vitality may manifest in decreased focus on tasks, decreased endurance (limited time on task), lethargy and decreased tolerance.</p> <p><i>For instance: A student might have the strength to sit up or hold a pen, but might not have the energy to complete the task at hand. Does the student have physical and mental endurance (duration, intensity, and frequency over time)?</i></p>
	<p>(3) Alertness: Attentiveness, awareness, observant, watchful, on guard, ready. Limited alertness may manifest in: time on task, concentration, distractibility, ability to follow directions or rules, memory, impulsivity.</p> <p><i>For Instance: Is the student aware of surroundings and the activities going on? Does he/she have the mental acuity to participate (attend and respond) in the lesson/activity? Does the student have heightened sensitivity to environmental stimuli resulting in diminished educational performance? Can the student sustain focus on tasks/activities? Does the student require multiple prompts to attend and maintain attention?</i></p>

	<p>(B) Chronic or acute health problem: Note there is no specified length of time for the health problem to be present or to continue. Students with chronic health problems may need intermittent services, especially if their illness is cyclical or may recur necessitating additional treatment. If it can be determined whether the problem is chronic or acute, it may be helpful in programming decisions.</p>
	<p>(1) Chronic: Long term and either not curable or there are residual features resulting in limitations of daily living functions requiring special assistance and/or adaptations. The disease or disorder may develop slowly and persist for a long period of time (often the remainder of the life span) and may include degenerative or deteriorating conditions.</p>
	<p>(2) Acute: Begins abruptly and with marked intensity, then subsides or has a rapid onset, severe symptoms, and a short course. Sequelae may be short-term or persistent. Sequelae: A condition or abnormality as a result of: following a disease, injury or treatment, a negative after-effect.</p>
	<p>(C) Adversely affecting a child's educational performance: A health problem adversely affects educational performance when achievement, behavior or access to the curriculum is significantly different from peers, or so severe that special medical attention is regularly needed. Factors to consider may include: frequent hospitalizations, specialized health care procedures, or medications that significantly affect learning. A child whose health problem does not significantly interfere with day-to-day functioning within the educational setting would not be eligible for special education services.</p>

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