



Guidelines for Determining Other Health Impairment Eligibility

Ionia County ISD

January 2014

(Adapted from Calhoun ISD, Muskegon Area ISD, & Mason-Lake and Oceana ISD)

Table of Contents

| | |
|---|----|
| Introduction..... | 3 |
| Factors to Consider Prior to a Special Education Evaluation..... | 4 |
| -General Education Interventions | |
| -Section 504 | |
| Other Health Impairment Defined..... | 6 |
| Diagnostic Considerations..... | 8 |
| -Determining the Need for Special Education | |
| -Distinguishing Between Physical Impairment and Other Health Impairment | |
| -Figure 1: Comparison of PI and OHI Eligibility | |
| ICISD Guidelines for OHI Evaluations..... | 10 |
| -Requirements of an Initial OHI Evaluation | |
| -Figure 2: OHI Initial Evaluation Process | |
| -Requirements of a Reevaluation of OHI | |
| -Figure 3: OHI Reevaluation Process | |
| OHI Report Template..... | 14 |
| Appendix A - Medical Opinion Form..... | 16 |
| Appendix B - Physician Letter..... | 17 |
| Appendix C - Guidance for Determining Adverse Impact..... | 18 |
| Appendix D - Section 504 vs. IDEA..... | 19 |
| Appendix E - Diagnostic Team Checklist for OHI Eligibility..... | 20 |
| Appendix F - Understanding What OHI Is..... | 21 |

Introduction

The purpose of this document is to provide a set of guidelines and criteria for the determination of eligibility as Other Health Impairment in the Ionia County Intermediate School District. These guidelines are based on both the Michigan Revised Administrative Rules for Special Education (September, 2013) and the Individuals with Disabilities Education Improvement Act of 2004.

This document serves to assist teams in clarifying procedural and eligibility issues in order to assure compliance with current special education laws, consistency among school districts within the county, and the implementation of current “best” practices.

Factors to Consider Prior to a Special Education Evaluation

General Education Interventions

The school educational team has the responsibility to document a student's response to interventions, including those who have, or may have, a health condition. It is recommended that a building level professional support team be utilized to ascertain a child's educational strengths, difficulties, and needs within the educational environment. The Ionia County Intermediate School District has chosen to implement the Instructional Consultation Team (ICT) process as an avenue for providing building level professional support teams. Currently this process exists in all local elementary schools as well as two middle schools.

The ICT process is a problem-solving approach with a goal to enhance, improve, and increase student and staff performance. In this process teachers request assistance from the team as soon as an academic or behavioral concern is noticed. From there instructional assessments are completed and individual interventions and goals are developed. The use of research based interventions ensures an instructional match within the general education setting. Data is collected on a regular basis to evaluate progress toward individual student goals and grade level benchmarks. This data is used to determine the effectiveness of the interventions and guide further instructional decisions. All interventions should be in place and well documented over a reasonable period of time, no less than 6 weeks at a minimum.

In buildings where ICT is not available, a comparable building level support team would include participation from:

1. The student's general education teacher
2. A special education teacher/provider with knowledge of alternative instructional techniques and strategies
3. A building administrator
4. Additional team members as needed

The team should gather information about a student from a variety of sources in order to develop the most effective interventions. Intervention strategies should again be in place for a minimum of 6 weeks and be well documented with frequent data collection to monitor the effectiveness of the intervention and guide further instructional decisions.

The support team (whether ICT or another building level support team) should seek not to deny special education services, but to guarantee that appropriate interventions have been attempted before further determination is made about the existence of a disability. The development of appropriate interventions in many cases will eliminate the need to refer the student for further special education evaluation. However, if the student presents as being in need of a special education evaluation, the data collected through the intervention process will become a valuable component of an OHI evaluation.

Section 504

When considering the necessary supports for a student with a health condition it is important to consider whether or not a 504 Plan would be appropriate. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. This includes public school districts, institutions of higher education, and other state and local education agencies. Section 504 provides:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. To provide FAPE, schools must eliminate barriers that would prevent the student from fully participating in the programs and services offered in the general curriculum.

To be qualified under Section 504, a student must be determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities
- Have a record of such an impairment **OR**
- Be regarded as having such an impairment

It is important to keep in mind that not all students with health impairments experience learning problems, nor do they all require special education and related services. If a child can progress through the general curriculum with accommodations alone, the student should receive the accommodations under a 504 plan as opposed to an IEP. See Appendix C for a comparison of Section 504 and IDEA.

Other Health Impairment Defined

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 provides the process required in the identification of students with **Other Health Impairments**. In general, as part of an initial evaluation, IDEA 2004 Section 614 states:

(A) A State educational agency, other State agency, or local educational agency shall conduct a full and individual initial evaluation in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.

(i) Such initial evaluations shall consist of procedures –

(I) to determine whether a child is a “child with a disability” (as defined in section 602); and

(II) to determine the educational needs of such child.

To be eligible as a “student with a disability”, IDEA § 300.8 and the Michigan Administrative Rules for Special Education (September 2013, R 340.1702) state the IEP team must establish the following:

1. Results of the evaluation indicate that the student meets the specified criteria for an impairment in 1 or more areas of impairment identified in the Act (in this case, an Other Health Impairment), and
2. As a result of the identified impairment, the student needs special education and related service

According to IDEA § 300.39, special education is defined as:

(1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability

The Michigan Administrative Rules for Special Education (September 2013) provide the following definition of Other Health Impairment. (See Appendix B for a comparison of Physical Impairment and Other Health Impairment definitions.)

“Other Health Impairment” defined; determination. [R340.1709a]

(1) “Other Health Impairment” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both of the following provisions apply:

a. Is due to chronic or acute health problems such as any of the following:

- i. Asthma*
- ii. Attention deficit disorder*
- iii. Attention deficit hyperactivity disorder*
- iv. Diabetes*
- v. Epilepsy*
- vi. A heart condition*

- vii. Hemophilia*
- viii. Lead poisoning*
- ix. Leukemia*
- x. Nephritis*
- xi. Rheumatic fever*
- xii. Sickle Cell anemia*

b. The impairment adversely affects a student's educational performance.

(2) A determination of disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include 1 of the following persons:

- a. An orthopedic surgeon.*
- b. An internist.*
- c. A neurologist.*
- d. A pediatrician.*
- e. A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.*

Diagnostic Considerations

Determining the Need for Special Education

When considering eligibility under Other Health Impairment, as well as any special education eligibility, it is important to consider that the student not only meets the criteria for the specified eligibility, but that they also demonstrate a need for special education or related services. As part of the evaluation requirements, the IEP team has the responsibility to document whether or not the need for special education exists.

A child may have a medical diagnosis and not qualify for special education. A child will be eligible as a student with an Other Health Impairment only if the health impairment adversely affects his educational achievement level and performance. A child whose health impairment does not interfere with his day-to-day functioning within the educational setting would not be eligible for special education services.

Interventions or accommodations in general education may suffice to meet the needs of a student with a health impairment. This could include special or supplemental materials, differentiated instruction or output, or other supports provided within the general education environment. This could also include accommodations made under Section 504. Students that can fully access the curriculum with general education interventions or a 504 Plan, should be serviced by those supports, and would not be appropriate candidates for special education eligibility. While some degree of subjectivity is inherent in the diagnostic process, Appendix C is intended to serve as a tool in determining the severity of the impairment and the educational and performance impact. Appendix C **must be completed and attached to the MET**.

Distinguishing Between Other Health Impairment & Physical Impairment

When completing a special education evaluation it is important that evaluation teams consider all possible appropriate eligibility categories. For students with a diagnosed medical condition it may be appropriate to consider them for eligibility in categories other than, or in addition to, Other Health Impairment. The eligibility categories most commonly associated with medical conditions would be Other Health Impairment and Physical Impairment. Evaluation teams need to collect all of the necessary information to determine 1) if the student meets eligibility criteria, and 2) which eligibility category most accurately describes the students needs. A Physical Impairment is defined as a severe orthopedic impairment; brought about by congenital anomaly, disease, or other causes that adversely affects a child's educational performance. Figure 1 on the next page provides further clarification and examples. Evaluation teams should consult Figure 1 for guidance when making these decisions between OHI and PI eligibility.

Figure 1
Comparison of PI and OHI Eligibility

| | |
|---|--|
| <p>Physical Impairment: a severe orthopedic impairment; brought about by congenital anomaly, disease, or other causes that adversely affects a child’s educational performance.</p> | <p>Other Health Impairment: having limited strength, vitality or alertness that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems which adversely affects a child’s educational performance.</p> |
| <p>Examples of PI include, but are not limited to:</p> <ul style="list-style-type: none"> • Amputation, limb deficiencies • Anoxic Brain Injury • Arthrogryposis • Bone tuberculosis • Cerebral palsy • Congenital anomaly (i.e. clubfoot, hip dysplasia) • Congenital myelitis • Juvenile rheumatoid arthritis • Muscular dystrophy • Poliomyelitis • Spina bifida • Spinal cord injuries (i.e. paraplegia) • Spinal muscular atrophy | <p>Examples of OHI include, but are not limited to:</p> <ul style="list-style-type: none"> • Asthma • Attention deficit disorder (ADD) • Attention deficit hyperactivity disorder (ADHD) • Chromosomal disorder • Cystic fibrosis • Developmental coordination disorder (DCD) • Diabetes • Epilepsy • Fetal alcohol syndrome • Heart condition • Hemophilia • Lead poisoning • Leukemia • Nephritis • Rheumatic fever • Sickle cell anemia |

ICISD Guidelines for OHI Evaluations

Requirements of an Initial OHI Evaluation

Once a request for an OHI evaluation is made, a REED should be completed. IDEA §300.305 provides us with guidance on completing a Review of Existing Evaluation Data.

As part of an initial evaluation...and as part of any reevaluation under this part, the IEP team and other qualified professionals, as appropriate, MUST - (1) review existing evaluation data on the child including, - (i) evaluations and information provided by the parents of the child; (ii) current classroom-based, local, or State assessments, and classroom based observations; and (iii) observations by teachers and related service providers

ICISD guidelines require that input **must** be provided by the following:

- Parent (s);
- General education teacher (s);
- School psychologist and/or school social worker;
- District representative
- Other persons with relevant knowledge of the student or the condition.

On the basis of that REED, the team will identify what additional data, if any, is needed according to the regulations in IDEA §300.305.

On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine --

- (i) whether the child is a child with a disability*
- (ii) the present levels of academic achievement and related developmental needs of the child*
- (iii) whether the child needs special education and related services*
- (iv) whether any additions or modification to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum*

Figure 2: OHI Initial Evaluation Process

Review of Existing Evaluation Data (REED) Meeting



The team (as stated on page 10) reviews the existing data available regarding the student and determines what additional data is needed in order to make a determination regarding whether the student is eligible to receive services under the Individuals with Disabilities Education Act (IDEA).

| OHI: ADD/ADHD | OHI: Other (i.e. diabetic) |
|---|--|
| <ul style="list-style-type: none"> • IQ (Psych) • Achievement (Psych) • General Education Teacher Report (Psych) • Systematic Direct Observation with control student and timed data (Psych/SSW) • Parental input including developmental history (Psych/SSW) • Standardized behavior rating scales, both parent and teacher report (Psych/SSW) • Release of information (Psych/SSW) • Physician’s verification of a diagnosed health problem, on the OHI Medical Opinion form (Psych/SSW) • Other assessments/information that may be needed, as determined by the REED | <ul style="list-style-type: none"> • IQ, if deemed necessary (Psych) • Achievement, if deemed necessary (Psych) • General Education Teacher Report (Psych/SSW) • Classroom observation (Psych/SSW) • Parental input including developmental history (Psych/SSW) • Release of information (Psych/SSW) • Physician’s verification of a diagnosed health problem, on the OHI Medical Opinion form (Psych/SSW) • Other assessments/information that may be needed, as determined by the REED |



Considerations at the REED Meeting:

- Complete Release of Information form for consent to send OHI Medical Opinion form to the physician
- Make sure parent checked all appropriate boxes, signed, and dated the REED
- The complete Evaluation Team’s findings and recommendations are shared with parents and relevant school staff at least 2 days prior to the Individualized Education Program (IEP)

Requirements of a Reevaluation of OHI

Reevaluation of eligibility will be established in the same manner as for initial evaluations. Some students upon reevaluation may be found ineligible for special education programming under Other Health Impairment. This may occur when the medical conditions have stabilized such that the student no longer requires special education and/or accommodations, including assistive technology. This may also occur if the student has acclimated and developed strategies to be successful within the general education curriculum. While the student may be ineligible for special education programming, accommodations may still be necessary under Section 504.

In general, as part of any reevaluation, IDEA §300.305 (as referenced in the previous section) provides guidance on the requirements of the REED for the purpose of reevaluation. As with initial evaluations, in the case of a reevaluation the team is responsible for completing a REED including:

1. Evaluations and information provided by the parents of the child;
2. Current classroom-based assessments and observations; **and**
3. Observations by teachers and related services providers; **and**

On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine -

1. Whether the child continues to have a disability;
2. The present levels of performance and educational needs of the child;
3. Whether the child continues to need special education and related services; **and**
4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

Furthermore, according to IDEA §300.305...

If the IEP team, and other qualified professionals as appropriate, determines that no additional data are needed to determine whether the child continues to be a child with a disability, the school district shall –

(1) Notify the child's parents—

*(i) Of the determination and the reasons for it; **and***

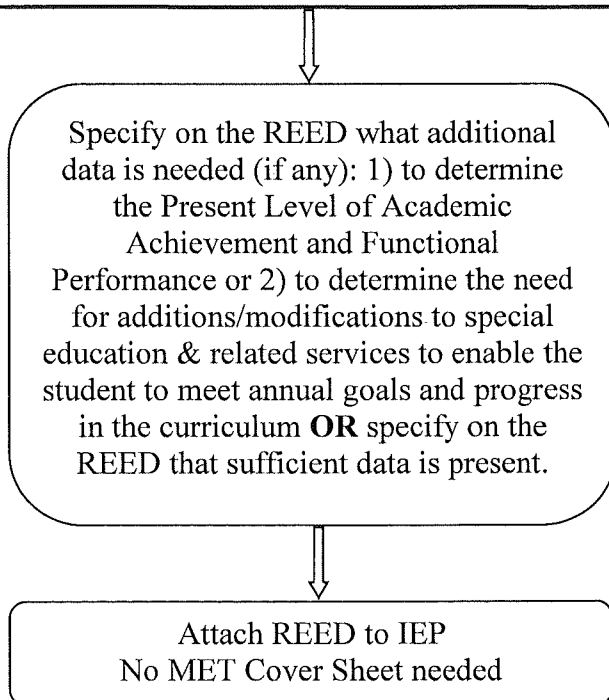
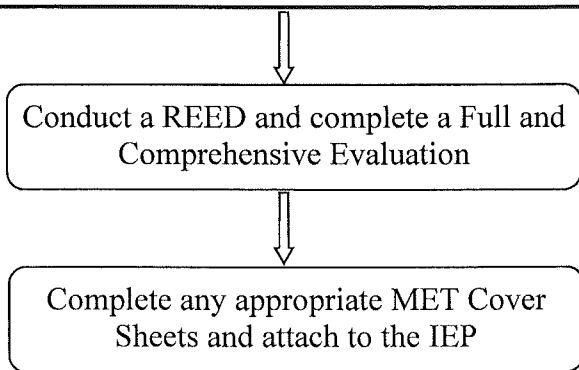
*(ii) Of the right of the parents to request an assessment to determine whether the child continues to be a child with a disability; **and***

(2) Not be required to conduct the assessment unless requested to do so by the child's parents.

It is important to note that if the IEP team determines that no additional data are needed for a reevaluation then they must have complete documentation of all required eligibility criteria (including the need for special education) on the REED. Under IDEA 2004, students with a life long disability as determined by medical personnel may not need a reevaluation by medical personnel to document the disability. Reevaluations for such children would focus on the student's progress on IEP goals, other current classroom data, documentation of current special education supports that the student is receiving, and other appropriate assessments as determined by the IEP team through the REED process.

Figure 3: OHI Reevaluation Process

| Eligibility should be in question if... | Eligibility may not be in question if... |
|--|--|
| <ul style="list-style-type: none"> The medical condition has stabilized so much so that the student may no longer need special education support related to his/her health condition | <ul style="list-style-type: none"> There appears to be no change in the medical condition and the IEP team has data to support the need for continued special education services |
| <ul style="list-style-type: none"> The medical condition has changed (i.e. is no longer a factor, has lessened, or progressed) so much so that a student's school performance has changed positively or negatively and the need for special education is in question | |
| <ul style="list-style-type: none"> The student is regularly attending school and is progressing in the area of academics, as well as participating (socially, behaviorally, and physically) at the same rate as his/her general education peers. For these reasons he/she may no longer need special education support related to his/her health condition. | <ul style="list-style-type: none"> The student continues to demonstrate a lack of meaningful and productive participation in school and/or demonstrates reduced efficiency in school work as it relates to the identified health condition. |
| <ul style="list-style-type: none"> The student may be better described by another eligibility area (see Figure 1). | <ul style="list-style-type: none"> No other eligibility category needs to be considered. |



OHI Report Template

The following information and documentation are **required** to determine OHI eligibility and therefore should be included in all OHI evaluation reports.

Educationally Relevant Medical Information:

There must be a diagnosis of an **acute or chronic medical condition**, documented in writing (on the OHI Medical Opinion form) by a physician as listed in R340.1709a(2), which results in limited strength, vitality, and/or alertness. If appropriate, medical interventions should also be documented. That medical condition must also manifest itself in the student's **limited strength, vitality, or alertness to the environment**.

- **Limited strength** is broadly defined as reduced bodily or muscular power that interferes with learning and may limit the child's opportunity to participate in school activities
- **Limited vitality** is broadly defined as reduced energy or mental vigor that interferes with learning and may limit the child's opportunity to participate in school activities
- **Limited or heightened alertness** is broadly defined as reduced or heightened awareness of oneself and of one's acts and surroundings that interfere with learning and may limit the child's opportunity to participate in school activities.

Educational Performance Level:

The educational performance level of the student must be documented through measures such as standardized achievement tests, classroom assessments, teacher input, and state or district tests. The evaluation team should consider a range of information that accurately reflects the student's achievement level and educational performance in addition to classroom work completion or production. Evidence of adverse affect on educational functioning must be documented in this section of the report.

Systematic and Relevant Behavior Observations:

Observation of behaviorally defined target behaviors must occur (1) over time, (2) in multiple settings, and (3) at different times of the day. In addition, comparative observation data must be obtained from classroom peers during the same observation periods to control for environmental factors. Observation data obtained on the student must be **significantly discrepant** from the comparison (control) group. Documented observation data must be maintained in the evaluation record. If systematic behavior observations are part of the evaluation plan, the observation should be conducted by a school psychologist or school social worker. **Note: systematic behavior observations are mandatory for students diagnosed with ADD/ADHD and being considered for OHI eligibility.**

Information from Parents:

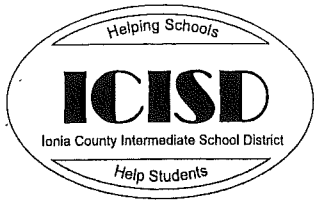
Parental input into the evaluation will be requested at the time the REED is completed. Parental input should include a developmental history of the child, relevant medical information, and information relating to a child's social, emotional, and educational progress.

Adverse impact or Statement of Need for Special Education:

A child may have a medical diagnosis and **not qualify** for special education. A child will be eligible under the OHI classification **only if** the health impairment adversely affects his/her educational and behavioral performance to the degree that special education and/or related services are necessary for this student. Therefore, this section must include evidence that the student's health problem results in adverse impact. To address this issue, documentation of school-based interventions which have been unsuccessful in accommodating the student's medical condition should be included in the report. Many of these interventions should have occurred prior to completing the REED for OHI consideration. In addition, documentation of the reasons why the student's medical condition cannot be accommodated within the general education environment with Section 504 accommodations should also be included in the report.

Summary/Team Eligibility Recommendation:

The conclusion of the report should provide a summary of all evaluation data and a final recommendation of eligibility.



Ionia County Intermediate School District
 Department of Special Education
 2191 Harwood Road • Ionia, Michigan 48846
 Phone (616) 527-4900 • Fax (616) 527-4731

Medical Opinion for Other Health Impairment

Student: _____ Birthdate: _____

Please return to:

| | |
|--------------------|--------|
| Person Requesting: | |
| School: | Phone: |
| Address: | Fax: |

The remainder of this form is to be completed by the physician. All responses are confidential and will be used as part of an evaluation for educational services.

| | |
|-----------------|----------------|
| Physician Name: | Practice Name: |
| Address: | Phone Number: |

A comprehensive medical evaluation has been completed on this student and he/she has the following diagnosed health problem (The ideal information to include in this area would be the DSM-V numeric code or the ICD coding and descriptor):

How does this medical or health condition impact development, school behavior, and/or learning:

See below for the definition of Other Health Impairment (OHI) from the Michigan Administrative Rules for Special Education.

*Rule 340.1709a "Other Health Impairment" means having **limited strength, vitality, or alertness**, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both the following provisions apply:*

- a) Is due to chronic or acute health problems.*
- b) The impairment adversely affects a student's educational performance.*

After considering the student's health condition in relationship to the definition of OHI please complete the following statement.

In my opinion, this student:

- meets the definition of Other Health Impairment
- does not meet the definition of Other Health Impairment

After considering the permanency of this student's health condition please complete the following statement.

This impairment:

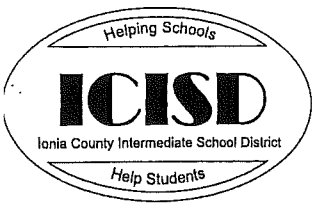
- is considered to be a permanent disability that will continue to impact this person's life.
- is not considered to be a permanent disability .

Any other information on this student which would be helpful (e.g., medications/dosage, limitations, etc.):

Physician Signature

Date

Position: Orthopedic Surgeon Internist Neurologist Pediatrician
 Family Physician Other Approved Physician as defined in 1978 PA 368, MCL 333.1101 et seq.



Ionia County Intermediate School District
Department of Special Education
2191 Harwood Road • Ionia, Michigan 48846
Phone (616) 527-4900 • Fax (616) 527-4731

Dr. _____

_____, MI _____

Dear Dr. _____,

Your patient, _____ has been referred to Ionia County Intermediate School District for a comprehensive evaluation. The evaluation team is considering special education eligibility under the designation of Other Health Impairment (OHI). Please complete the enclosed *Medical Opinion* form. Your input is required in order for us to complete a comprehensive evaluation and to provide services to your patient.

Sincerely yours,

Enclosure:
Authorization to Release Medical Information
Copy of signed Review of Existing Evaluation Data (REED) form
OHI Medical Opinion Form

**Appendix C
OHI: Guidance for Determining Adverse Impact**

Student Name _____

DOB _____

Date _____

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| Educational Performance | <p>___ Academic performance at grade level.</p> <p>___ Behavior with expected range.</p> | <p>___ Academic performance within range of nondisabled students.</p> <p>___ Behavior somewhat more significant than peers.</p> | <p>___ Academic performance below nondisabled peers.</p> <p>___ Behavior moderately different than peers.*</p> | <p>___ Academic performance significantly below nondisabled peers.</p> <p>___ Behavior significantly different from peers.*</p> |
| Behavior Observations | <p>___ Health impairment does not interfere with day-to-day functioning and learning.</p> | <p>___ Health impairment does not interfere with learning but there is a possibility of unusual episodes or crises.</p> | <p>___ Health impairment either presents frequent crises or else so limits the child's opportunity to participate in activities that it interferes with learning.</p> | <p>___ Health impairment is so severe that special medical attention is regularly needed. The student's opportunity for activity is so limited that he/she may not be able to participate in a regular classroom.</p> |
| Affect on the ability to access the general curriculum | <p>___ No interference with student's performance in educational setting.</p> | <p>___ Minimal impact on the student's performance in educational setting.</p> | <p>___ Interferes with student's performance in educational setting.</p> | <p>___ Seriously limits student's performance in educational setting.</p> |
| Adverse effect on educational performance: social, emotional, academic, vocational | <p>___ Not eligible</p> | <p>___ Possibly; consider Section 504</p> | <p>If two or more are checked, special education eligibility must be considered; however Special Education eligibility can only occur if the adverse impact on educational performance is moderate or severe.</p> | <p>*Moderate to severe behavior observations are both considered to be significantly discrepant.</p> |
| Could the child be eligible for special education? | | | | |

Comments: _____

Appendix D

Section 504 vs. IDEA

Section 504 is a federal civil rights law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education. Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.

Section 504 is intended to establish a “level playing field” usually by eliminating barriers that exclude persons with disabilities.

To be qualified under section 504, a student must be determined to:

1. have a physical or mental impairment that substantially limits one or more major life activities;
2. have a record of such an impairment; **or**
3. be regarded as having such an impairment.

IDEA is a federal funding statute whose purpose is to provide financial aid to states in their efforts to ensure adequate and appropriate services for disabled children.

IDEA identifies specific categories of qualifying conditions. A student is only eligible to receive IDEA services if the multidisciplinary team determines that the student is disabled under one of the qualifying conditions and requires special education. “Appropriate education” means a program designed to provide “educational benefit.”

IDEA often requires the provision of programs and services in addition to those available to persons without disabilities. It requires a written and specific IEP document.

The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA.

Appendix E
Diagnostic Team Checklist for OHI Eligibility

| Documents/Considerations | | List Source (Psych/SSW Report, REED, ICT) | Person Responsible |
|---------------------------------|--|--|--|
| <input type="checkbox"/> Yes | Obtained current medical diagnosis documented in writing by a physician on the OHI Medical Opinion Form. If the condition was deemed a “lifelong condition” by the physician at the Initial Evaluation then this may not be needed for a Reevaluation. | | Initial: Psych/SSW Reeval: Psych/SSW or N/A |
| <input type="checkbox"/> Yes | Assessed the student’s present levels of academic achievement and functional performance. | | Initial: Psych/SSW Reeval: SE teacher/ provider and/or Psych/ SSW |
| <input type="checkbox"/> Yes | Performed & documented behavioral observations in classrooms where disability affects achievement (mandatory for ADD/ADHD students) | | Initial: Psych/SSW Reeval: SE teacher/ provider and/or Psych/ SSW |
| <input type="checkbox"/> Yes | Evidence that the team considered the disabilities adverse impact on educational performance. Complete Appendix C for both Initials & Reevaluations. | | Initial: REED & IEP teams Reeval: REED & IEP teams |
| <input type="checkbox"/> Yes | Evidence that the team considered a 504 Plan and whether or not the student needs special education programs and/or services to receive FAPE. Complete Appendix C for both Initials & Reevaluations. | | Initial: REED & IEP teams Reeval: REED & IEP teams |
| <input type="checkbox"/> Yes | Obtained & documented parental input in writing. | | Initial: REED, Psych/ SSW Reeval: REED |
| <input type="checkbox"/> Yes | Obtained & documented teacher input including documentation/data from interventions OR special education. | | Initial: REED, Psych/SSW Reeval: REED & IEP teams |
| <input type="checkbox"/> Yes | Gathered relevant historical information/data | | Initial: Psych/SSW Reeval: N/A |
| <input type="checkbox"/> Yes | Considered whether OHI best describes this student’s disability. Refer to Figure 1. | | Initial: REED, Psych/ SSW Reeval: REED |

If the student is deemed eligible remember the following at the IEP:

- Write a goal/objective that directly addresses the OHI eligibility needs of the student
- Address student’s needs through accommodations or programs/services

Appendix F

Understanding What OHI Is

| What OHI Is... | What OHI Isn't... |
|---|---|
| <ul style="list-style-type: none"> An impairment requiring a full and individual evaluation to determine eligibility. OHI requires a comprehensive evaluation to ensure that all diagnostic criteria are met. | <ul style="list-style-type: none"> An automatic “default” eligibility when a student with a health impairment has been evaluated and found ineligible for another disability. Automatically the eligibility category for students with a mental health or behavioral diagnosis. |
| <ul style="list-style-type: none"> A wide range of health conditions that have an adverse impact on educational/functional performance. | <ul style="list-style-type: none"> An eligibility for students with any diagnosed health condition. OHI criteria must be met and a need for special education must be documented. |
| <ul style="list-style-type: none"> A special education eligibility to support students with a health impairment that cannot profit in the general education curriculum without specially designed instruction. | <ul style="list-style-type: none"> Is not appropriate for students with a diagnosed health condition that can progress in the general curriculum with accommodations alone. |
| <ul style="list-style-type: none"> An eligibility category to be used when a student has a health condition which limits strength, alertness, or vitality and has an adverse impact on the child’s educational/functional performance. | <ul style="list-style-type: none"> A way to avoid an eligibility category that would better define student’s needs. |