

## OTHER HEALTH IMPAIRMENT

### ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: OTHER HEALTH IMPAIRMENT

[Related Resources](#)

Broad Category: EVALUATION

#### POLICES AND PROCEDURES:

##### **Multidisciplinary Team**

When evaluating for suspected Other Health Impairment (OHI), the trained multidisciplinary team (MDT) includes a group of qualified professionals that collects or reviews evaluation data in connection with the determination of the child's eligibility. This group should include, but is not limited to, the Educational Diagnostician and, as appropriate to the diagnosis, the Licensed Specialist in School Psychology (LSSP). Evaluation for a child with suspected Other Health Impairment due to ADHD will include but is not limited to, assessment of Cognitive and Achievement functioning by an Educational Diagnostician. For all other suspected medical disabilities that fall under Other Health Impairment, the Educational Diagnostician will complete cognitive and achievement testing (either formal or informal) and will work with the medical professional to obtain the appropriate documentation. Should special circumstances arise, MDT will include necessary specialized professionals such as the need for a bilingual examiner.

##### **Evaluation Procedures**

Just like all FIEs in this charter school, when evaluating for suspected OHI, each multidisciplinary team member determines the degree of evaluation needed in each area. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Evaluation (FIE) report.

Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

The Campus Special Education Representative (CSER) will work with the parent to obtain their signed approval using the Consent to Release Confidential Information. After they have received signed consent, the CSER will then fax the consent to release confidential information to the appropriate medical professional, along with the Other Health Impairment Disability

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form. The CSER will continue to follow up with the medical professional until the paperwork has been received. Should a parent refuse to provide consent to the appropriate medical professional, the parent is permitted to drop the form off to the doctor, however, the form must be returned to the campus via fax from the doctor's office.

In the event a family is unable to obtain the medical appointments or physician documentation necessary for OHI eligibility, the evaluating assessment professional may consult with their CSER / special education director / charter superintendent to discuss if a district-provided consultation with an appropriate medical professional is appropriate. Should the situation support the need for this service, the CSER or Special Education Director will initiate contact with a social worker.

#### Initial Evaluation

An initial evaluation for suspected OHI (including OHI due to suspected ADHD) includes a variety of data sources collected by the CSER. The data will be provided to the assessment professional to examine cognitive and academic strengths/needs using measures deemed appropriate to the student's linguistic and developmental functioning. When ADHD is the suspected Other Health Impairment, LSSP participation may be appropriate contingent upon the data collected via the referral committee. The nature of LSSP involvement in the said evaluation will be explained to the educational decision-maker at the time consent for evaluation is sought by the LEA.

#### Re-Evaluation

A re-evaluation for a student with established eligibility in an Other Health Impairment (OHI) will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider or Speech Language Pathologist). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data (REED) and accordingly propose an assessment that will assist the ARDC in making decision regarding the student's placement and programming. Medical documentation is required to be updated from the medical provider every 6 years or when eligibility is in question.

#### STAFF RESPONSIBLE:

**District Level:** Special Education Director, Diagnostician, LSSP, Related Services Personnel

**Campus Level:** Administrators, Campus Referral Team, Campus Special Education Representative, Teachers, Parents

#### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Child Find Process

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#### EVIDENCE OF PRACTICE:

- Forms or checklists used
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations
- Medical Documentation Form