

Parental IEP Plan: Other Health Impairment (OHI)
Elementary School (OHI)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

How does my child's health condition specifically affect his learning, and how is the IEP addressing that? I'd like the team to explain, for example, with ADHD (if that's his condition): how does his attention issue manifest in class and what specialized instruction or goals are in place?

Or if it's a medical issue like epilepsy: how do seizures (or medication side effects) impact his school day and what supports does he have? Essentially, I want to ensure the IEP isn't generic, but truly customized to how his particular health issue creates challenges at school.

• What accommodations are being made to help with attention and focus (or stamina, or other relevant area)? For ADHD, common supports might be seating him at the front, giving movement breaks or fidgets, breaking tasks into smaller chunks, etc. Which of these are we implementing?

Perhaps a behavior plan with rewards for on-task behavior? If his condition is more medical (say, chronic fatigue), accommodations could be rest breaks or half-days. Let's list out the key accommodations. (For instance, providing extra textbooks at home and preferential seating are examples of accommodations that help students with ADHD stay organized and focused.)

• How will we monitor his progress academically and behaviorally? With OHI like ADHD, we might have goals for improving work completion or reducing impulsive incidents.

Do we have measurable goals and data tracking for those? Maybe a daily report or behavior chart? Also, if medication is part of treatment, do teachers give input on how it's affecting him (like better mornings, harder afternoons)? I'd appreciate a system for regular feedback so we know if interventions are working.

• What is the plan for when his health condition causes absences or incidents at school? If he has, say, asthma or diabetes, he might miss class for nurse visits or stay home some days. How will he catch up on missed work?

Can the IEP include an accommodation that he won't be penalized for absences related to his condition and that make-up work will be provided? Similarly, if he has a medical emergency at school (like a seizure), is there a clear emergency care plan and a protocol for re-integrating him smoothly when he returns to class?

The logo consists of the letters 'H' and 'F' in a large, serif font, with an ampersand (&) between them. The letters are a light blue color. The logo is positioned within a large, light blue circular graphic that is partially visible on the right side of the page.

- **How can we coordinate between school and home regarding his condition?**
Communication is key. For example, for ADHD, maybe a home-school behavior notebook or regular emails so we both use consistent strategies. For a medical issue, maybe a log of any symptoms or interventions during the day.

We'd also inform the school of any changes (like new meds). I want to ensure there's a plan for teamwork – perhaps monthly check-ins with the IEP team to discuss how his health and education plan are aligning. Also, is there anything we should be doing at home to complement school efforts (like practicing organizational skills each evening, or tracking his diet if that affects school performance)?



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