

# School Accommodations



**1<sup>ST</sup> ANNUAL ASPN MULTI-DISCIPLINARY  
CONFERENCE**

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# Disclosure



- No conflict of interest

# Objectives



- Recognize obstacles for kids with CKD.
- Understand the legislation on education and disability.
- Distinguish between a 504 plan and an IEP.

# School Re-entry



- **Children with Chronic Illness are viewed differently by peers.**
- **They may experience increased anxiety**
  - Catching up on school work
  - Dealing with questions from other kids
  - Appearance may be different due to treatment
- **Understanding their rights in regards to school accommodations.**
- **Utilizing supports available in the school.**
  - Support Services
  - Principal
  - Nurse
  - EC/504 Coordinator
  - School Psychologist

# Being “School-aged”



- Erikson

- School Age - 4<sup>th</sup> stage of development
- Approx ages 6-12
- Industry vs. Inferiority –
  - ✦ From this conflict the child develops the basic strength of competence.
- Children are eager to learn and accomplish more complex skills.
- Form moral values
- May start to express independence
- Start to recognize their special talents and discover interests

# Being “School-aged”



- Piaget
  - Concrete Operational Stage
  - Age 7-12
  - Less Egocentric - More aware of the presence of others
    - ✦ Can see things from different points of view
  - Think in terms of cause-effect relationships
  - Still think concretely – tangible, definite, exact terms
  - Show more reasoning abilities
    - ✦ Same amount of clay molded into different shapes remains the same amount.

# Developmental and Educational obstacles for children with CKD & ESRD



- **Peers**

- Being different

- ✦ Catheters, Fistulas, Medications

- Dealing with questions kids ask?

- ✦ “What’s that thing?”
    - ✦ “What’s wrong with your arm?”
    - ✦ “What’s that rash on your face?”

- To tell or not to tell?

- ✦ Not all kids are comfortable disclosing their diagnosis to peers.

# Developmental and Educational obstacles for children with CKD



- School
  - Developmental delays (congenital or illness-related)
  - Absence from school
    - ✦ Make up work
    - ✦ Missed learning
  - Fatigue and difficulty concentrating
  - Changing medical needs in school
  - Lack of adequate staffing in school
  - Need for para-professional assistance



# Legislation on Education and Disability



## Rehabilitation act of 1973

- Civil Rights – Federal Law
- Protects rights of individuals with disabilities
- Related to programs that receive federal funds financial assistance.

## Americans with Disabilities Act (ADA) of 1990.

- Expanded to include private businesses, state and local governments and public accommodations
  - Services, transportation, and communication

# What is Section 504?



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

-29 U.S.C.A § 794)

# What's the Big “IDEA”?



## **Individuals with Disabilities Education Act**

# What's the Big “IDEA”?



IDEA is a federal law ensuring:

that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

-20 U.S.C § 1400 et seq.

# IDEA Entitlements



- Free appropriate public education (FAPE)
- Appropriate evaluations (multi-disciplinary evaluations)
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Parent/Student participation in making decisions
- Procedural safeguards under IDEA

# IDEA Entitlements



## Free Appropriate Public Education (FAPE) –

- **Free** – provided at no cost to parents
- **Appropriate** – does not need to be “best” or to maximize potential; simply providing “educational benefit”
  - Board of Education vs. Rowley (1982)
- **Public Education** – special education and related services that are supervised and directed by the local school system.

# IDEA Entitlements



## Child with a disability –

- Age 3-21 with a physical or mental disability that interferes with learning so that specially designed instruction is needed to make educational progress.

## Least Restrictive Environment (LRE) –

- The setting in which children with disabilities can be educated with typical children to the maximum extent possible.

# What is an IEP?



## Individualized Education Plan- Process

- Request services in writing
- Evaluation – testing done within 60 days of parent request
- Identification and Eligibility Determination
- Team meets - Plan Developed
- Services and Placement started – within 30 days of evaluation
- Updated annually; re-evaluated every 3 years



# IEP



- Current level of educational performance
- Annual goals
- Will include specific educational and supplementary aids and services to provide support to student
- Testing, scheduling and instruction accommodations
- Transition services for children 14 and older.

# Developing a 504 Plan



1. Identify student and document disability.
2. List accommodations or modifications needed.
3. Referral to the 504 coordinator – responsible for coordinating the development, maintenance, and implementation of the 504 plan.
4. 504 Meeting – must consist of a group of people who has knowledge about student, understand the meaning of the evaluation data, and are aware of placement options.
5. Should be reviewed annually.

# Possible Accommodations



X	Absences excused due to: doctor's appointments, hospitalizations, sick days due to relapse, blood work, and other sick days (low blood counts, etc.). <b>2-3 days of treatment per week. School may be missed.</b>
X	Assignments provided ahead of time for scheduled hospitalizations/doctor's appointments.
X	Abbreviated or altered school schedule (i.e.: ½ days, shorter weeks, lighter class load). <b>Depending on dialysis schedule</b>
X	Extended time to make-up assignments and projects.
X	Homework/Classroom modification as needed. (i.e.: 25 math problems instead of 50)
X	Testing adaptations as needed. (i.e.: extra time, oral answers, separate place to test, etc.)
	Possible State testing accommodations.
	Fluids and/or snacks in the classroom as needed. <b>Has fluid restriction.</b>
	Unrestricted access to the bathroom.
X	Modified Physical Education as needed. <b>No contact sports such as football, dodge ball, hockey, etc</b>
X	A designated place to rest should signs of fatigue or illness occur during treatment.
X	Two sets of books. One for home/dialysis and one for school.
X	Tutorial help if needed. <b>If miss a lot of days and fall behind.</b>
	Vocational Rehabilitation.
X	If student begins to run a fever, please contact the family IMMEDIATELY.
X	Due to compromised Immune System, please contact family if there is an outbreak of the flu, chicken pox or other communicable disease.
	Other:

# Definition of Disability

## Section 504 and ADA *vs.* IDEA



### Section 504 and ADA :

- ✦ Considered to have a disability if that person:
  - Has a physical or mental impairment that substantially limits one or more of such person's major life activities.
  - Has a record of such impairment, or
  - Is regarded as having such an impairment.
- ✦ Education Plan-504 plan

### IDEA:

- ✦ Must fit into one specific category of disability:
  - Autism
  - Deafness
  - Deaf – Blindness
  - Developmental Delay
  - Emotional Disturbance
  - Intellectual Disability
  - Multiple Disabilities
  - *Other Health Impaired*
  - Specific Learning Disability
  - Speech or Language Impairment
  - Traumatic Brain Injury
  - Visual Impairment including blindness
- ✦ Education Plan - IEP

# 504 plan vs. IEP



## IEP needed if:

- ✦ Need assistance with learning.
- ✦ Team sets goals each year to improve academic achievement.

## 504 Plan needed if:

- ✦ There is an issue with the physical environment.
  - Need access to an elevator, extended time for assignments etc.
- ✦ Need modifications made to environment in order to “equal the playing field”.

# Transitioning to high school, college, work



- 504 plans transfers to college settings
- Vocational Rehabilitation can help with:
  - Job skill training
  - Guidance and Counseling
    - ✦ Job seeking skills training
    - ✦ Career Guidance
  - Job placement
  - On the job and post-employment support
- Set Goals
  - Continuing Education vs. Going to Work

# Parents as advocates



## Advocacy Tips

1. Put it in writing!
2. Ask questions. Don't be afraid to question the plan.
3. Prepare, Prepare, Prepare!
4. Get copies of all documents and ask for a few days to review before signing.
5. Remember the "I" in IEP stands for individualized.
6. Enter every meeting with a smile and remember to thank the teacher.
7. If it's not written into the plan, then assume it is not going to happen.

# Resources



- Exceptional Children's Assistance Center (NC)  
[www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)
- Wright's Law (National)  
[www.wrightslaw.com](http://www.wrightslaw.com)