

Navigating School and Community

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Educational Models During Covid

- **In-Person**
- **Hybrid**
- **Synchronous**
- **Asynchronous**
- **Concurrent**
- **Online**

Educational Considerations for Students with JM During Covid

- **Access to clinic – where to go for non-Covid needs?**
 - **Medicine**
 - **Not feeling well**
 - **Sunscreen**
- **Immunosuppression**
 - **Connect with rheumatology**
 - **Watch labs (ANC/WBC/lymphocytes)**
 - **Make plan with provider/school if potential that child will need to stay home until labs improve**

Interventions vs. Accommodations/Modifications

	Interventions	Accommodations
Health Plan		X
Non-Binding Agreement	X	X
504 Plan		X
IEP	X	X

IEP versus 504	IEP	504 Plan
Basic Description	A blue print or plan for a child's special education experience at school.	A blue print or plan for how a child will have access to learning at school.
What It Does	<p>Provides individualized special education and related services to meet the unique needs of the child.</p> <p>These services are provided at no cost to parents.</p>	<p>Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.</p> <p>As with IEPs, a 504 plan is provided at no cost to parents.</p>
What Law Applies	<p>The Individuals with Disabilities Education Act (IDEA)</p> <p>This is a federal special education law for children with disabilities.</p>	<p>Section 504 of the Rehabilitation Act of 1973.</p> <p>This is a federal civil rights law to stop discrimination against people with disabilities.</p>

Health Plan

- **Request Meeting with School Nurse**
 - Check website for name and contact information.
 - Send formal request via e-mail.
- **Prepare**
 - Request physician letter.
 - Download “What is JM” from Cure JM website and provide.
 - Create list of symptoms which affect your child at school, for example:
 - Vomiting. Schools typically require students to wait 24 hours before returning to school after vomiting. Vomiting is a common medication side effect. Ensure your child will be allowed to attend or remain at school after vomiting.
 - Muscle weakness. May need to adapt PE and/or help taking notes, opening bottles.

Health Plan (continued)

- **Meet with nurse (and possibly others)**
 - Educate
 - Prepare plan to include both symptoms and what to do.
 - Understand that the health plan is provided to all staff who work with your child.

Framework for a Physician Letter

(Student) is a (age) year old who has been under my care since (date). (Student) has been diagnosed with (condition) since (date). Student is being treated (describe) and being is seen by me (frequency).

Symptoms of (condition) include (specific list), all of which (student) is experiencing. These symptoms can be disabling (describe). In addition, due to risk of a flare or worsening of disease, (student) must wear sunscreen (when outdoors/at all times) and cannot be outside more than (number) minutes when it is sunny.

At this time, (Student) is prescribed (list medication). Medication side effects that effect (student) include.

As a result of these symptoms and medication side effects, it is my medical opinion that (Student) will require the following supports in the school setting in order to access the general education curriculum:

[List of services & accommodations, e.g. shortened day; partial home based services; reduced workload; access to shade while participating in recess and other outdoor activities, adapted physical educated etc.]

504 Plan

- **Document your child's needs.**
 - Must have a disability.
 - Gather evidence of disability.
 - Physician Letter
 - Cure JM website
- **Find out who the school's 504 coordinator is.**
 - Check website or call office.
 - Every school must have a coordinator.
 - If you can't find a name, contact principal.

504 Plan (continued)

- **Write a formal request for a 504 plan.**
 - Include why you are requesting a 504.
 - Disability
 - Impact
 - Note you will bring physician letter to meeting.
- **Follow up on your request.**
 - If you do not hear back after submitting your request after a few days, call or send a polite e-mail.

504 Plan (continued)

- **Go through the 504 plan evaluation process.**
 - Teacher input
 - Observation of your child
 - Parent input
 - Physician letter
 - Provide “What is JM?” from Cure JM website.
- **Meet with the school to see if your child qualifies.**
 - Be prepared to advocate.
 - Think through your child’s day, what is hard due to disability?

504 Plan (continued)

- **Collaborate to create the 504 plan.**
 - Consider areas of weakness
 - Refer to suggested accommodations on Cure JM website.
 - <https://curejm.org/fsn/accommodations.php>
 - Match accommodations to areas of weakness.

Sample Accommodations

SPECIAL EDUCATION ACCOMMODATIONS, SERVICES, AND RELATED SERVICES

Accommodations

Type	Accommodation Accommodation List	Accommodation Description
Testing		Breaks during testing
Testing		Small Group (6 or fewer in group)
Presentation	Respond by Word Processor, Speech-to-text, Braille (paper only) Word prediction software - May need to be recorded or Proctored	Access to keyboard for electronic devices.
Response		Assisting with tasks that require hand strength (opening water bottles, paint bottles, etc.)
Presentation		Modified classwork without compromising skill development. Student to be graded based upon work completed and handed in during class time
Response	Extra Time	Opportunities to make up classwork after absence, student work will be graded based on completed assignments/problems.
Response		Access (outside classroom) to a quiet space or safe place in special education
Response		Flash pass for unscheduled breaks
Response		Verbal/visual cues to initiate classwork or to refocus
Response		Access to teacher notes at beginning of class (ie printed copies, electronic version on ipad etc)
Response		Communication between home/school about assignments and assessments missed.
Other		Reduction of homework by 60%
Setting		Allowed to bring water bottle
Timing/Scheduling		Modified schedule to include scheduled breaks during school day
Testing		100% Extra time for tests and quizzes
Setting		Allowed to carry backpack or bag during school day.
Testing		Access to movement breaks during testing and class time.
Response		Flexible deadlines for homework assignments up to one week (in special circumstances to be negotiated by the team)
Presentation		Modifications to PE Curriculum (ie participate 10, break 10)
Setting		Classroom seating to have extra leg room
Setting		Access to elevator key
Timing/Scheduling		Ability to leave or arrive 2-3 minutes prior or after the bell

IEP (Individualized Education Plan)

- **To gain an IEP for your child, the following need to be documented:**
 - Does your child have one or more of the 13 conditions that are covered under the special education law IDEA? - **YES! JM qualifies under Other Health Impairment (OHI)**
 - Does your child need services **and** accommodations to succeed at school?
 - A 504 provides accommodations.
 - An IEP provides accommodations and services, or specially designed instruction.

IEP (Individualized Education Plan) (cont.)

- **Starting the Process:**

- Write a formal letter requesting your child be evaluated for special education services.
- Be specific about why you're requesting the evaluation.
- Find out where to send your request.
- Follow-up

IEP (Individualized Education Plan) (cont.)

- **Initial Meeting (Student Study)**

- You will meet with a team to decide if an evaluation should be undertaken to determine if your child qualifies for an IEP.
- Print and provide copies of “What is JM?” from the Cure JM website.
- Provide physician letter(s).
- Make lists of your child’s symptoms and medications. Include side effects your child experiences. Explain how these make school hard
- Magic Words – **access education**. Relate symptoms and side effects to how they prevent your child from accessing his/her education.
- Bring any additional documentation you might have.
- Consent to testing.

IEP (Individualized Education Plan) (cont.)

- **Eligibility Meeting**

- Team will present results.
- You will have an opportunity to provide updates and any additional documentation/data you have collected.
- Team will then discuss and determine if your child qualifies for an IEP. To qualify, the following three things must be true:
 - Your child has a disability (YES – Juvenile Myositis).
 - JM prevents your child from accessing his/her education.
 - The only way your child can access his/her education is through specially designed instruction provided as a special education service.

IEP (Individualized Education Plan) (cont.)

- **IEP Meeting**

- Present Levels of Academic Achievement and Functional Performance statement (PLAAFP, or “present levels”) is a key part of your child’s IEP. This is a list of strengths and weaknesses. Not every category will have a strength or weakness but, if a category has a weakness, it must also have a strength.
- Weaknesses noted in the PLAAFP are then used as the basis to develop IEP goals. Goal progress is closely monitored and is the framework for determining what special education interventions your child will receive in order to meet goals.
- There is a page listing accommodations. This list of accommodations does not differ substantially from 504 accommodations.