



NATIONWIDE CHILDREN'S

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Potential school accommodations for a student with Sickle Cell Disease

The *Rehabilitation Act of 1973* is a civil rights law that includes protections against disability discrimination in the school setting. *Section 504* of the Act defines disability as a physical or mental *impairment that substantially limits one or more major life activity*. Major life activities include learning, reading, thinking, writing and concentrating. The student must have an impairment (or history of an impairment) that is not temporary. The impairment must interfere with the identified life activity.

When a student has Sickle Cell Disease, he or she would be eligible for a 504 Plan at school when the disease has a negative impact on a major life activity (learning, thinking). Due to the nature of Sickle Cell, nearly all children with the disease are eligible for 504 Plan accommodations at school.

The following list includes many of the potential accommodations that can be put into place for a student with Sickle Cell Disease. Individual students may need more or less accommodations, depending on the impact of the disease.

Physical Accommodations:

- ☐ Curb-to-curb transportation to avoid fatigue and temperature extremes
- ☐ Permission to carry a water bottle
- ☐ Unrestricted access to restroom
- ☐ Permission to do indoor activities instead of outside recess during times of extreme temperatures (safe outdoor temperature is between 40 and 80 degrees)
- ☐ Shortened school day
- ☐ Second set of textbooks kept at home
- ☐ Permission to use book bag on wheels
- ☐ Locker convenient to classes with permission for frequent trips to exchange materials

- ☐ Identified plan and place for rest breaks during disease flares
- ☐ Permission to use elevator
- ☐ Extended time to travel between classes during flares of disease pain/fatigue
- ☐ Permission to take pain medications at school

Educational Accommodations:

- ☐ Intermittent home instruction for school days missed (>3 consecutive days)
- ☐ Extended time or reduced assignments, especially during times of disease flare
- ☐ Grade on quality of work completed rather than quantity
- ☐ Small group or individual support for re-teaching or missed instruction
- ☐ Use of assignment book with teacher/parent support to insure all information is recorded
- ☐ Copies of class notes or teacher notes
- ☐ Identified plan for communication between regular education teachers, home instructor, family, and other school supports

If the listed accommodations listed do not help the student be successful at school, there should be a quick move to evaluation for special education eligibility.

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