



## **Accommodations for Students with Sickle Cell Disease Frequently Asked Questions (FAQ's)**

What is a 504 Plan?

- The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

What is an Individualized Education Plan (IEP)?

- The written educational program for a student receiving special education and related services with goals and objectives to be attained during a calendar year, that is developed and implemented to meet unique educational needs.

What is the difference between an IEP & a 504?

- A 504 Plan and an IEP are both intended to protect a student with a disability to ensure that they are learning in the least restrictive environment. A 504 Plan and an IEP also have unique differences. The way in which a student qualifies for services under each plan is a major difference.

What is (IDEA)? Individuals with Disabilities Education Improvement Act of 2004?

- The federal law mandating that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

What is Sickle Cell Disease?

- SCD is a group of inherited red blood cell disorders. Healthy red blood cells are round, and they move through small blood vessels to carry oxygen to all parts of the body. In someone who has SCD, the red blood cells become hard and sticky and look like a C-shaped farm tool called a “sickle”. The sickle cells die early, which causes a constant shortage of red blood cells. Also, when they travel through small blood vessels, they get stuck and clog the blood flow. This can cause pain and other serious problems such infection, acute chest syndrome and stroke.



## Definitions

(Adapted from Educational Rights and Responsibilities: Understanding Special Education in Illinois) \*see ISBE link on resource sheet for complete glossary

- Accommodations** Changes in how learning occurs or how a test is administered that does not substantially alter what is learned or what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge.
- Annual Review** Students with disabilities are required by law to have an educational program that is reviewed each year. A review involves an updating of the student's progress and planning his/her educational program, and development of a new IEP for the upcoming year.
- Assessment** A way of collecting information about a student's special learning needs, strengths, and interests to help make educational decisions. An assessment may include giving individual tests, observing the student, looking at records, and talking with the student and his/her parents.
- Consent** Requirement that the parent be fully informed of all information that relates to any action that the school wants to take about the child, that parents understand that consent is voluntary and may be revoked at any time. A voluntary agreement by the parents to let the school take an action which affects their child's education. Consent is shown by the parent signing a form or letter which describes the action the school wants to take. (1) Fully informing the parent of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication, (2) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom, and (3) The parent understands that the granting of consent is



voluntary on the part of the parent and may be revoked at any time.

**Counseling Services**

Related service; includes services provided by social workers, psychologists, guidance counselors, or other qualified personnel.

**Curriculum**

The subject matter that is to be learned. The coursework offered by a school. A curriculum is usually described in terms of its scope and sequence.

**Date of Referral**

The date on which written parental consent to complete an evaluation is obtained or provided.

**Early Intervening Services (EIS)**

Assistance given to children who have not yet been identified as eligible for special education and related services under IDEA but who need extra help and support to progress in the general education environment. District can use no more than 15% of IDEA, Part B funds to develop and implement early intervening services. EIS emphasizes assistance to children in grades K-3. EIS may also be used with children in grades 4-12. EIS funds may be used for professional development of teachers and other school staff.

**Eligible**

A decision that determines a student meets the requirements for and is in need of special education and related services. The decision is based on the results of the evaluation and the conclusions reached at the eligibility conference

**Evaluation**

Collecting information about a student and any problems that may affect his/her educational development for the purpose of determining eligibility for special education and related services. The evaluation may include giving individualized tests, observing the student,



looking at records, and talking with the student and his/her parents (see also assessment).

### **Extended School Day**

A provision for a student who receives special education services to have instruction for a period longer than the standard school day. This sometimes includes “double” kindergarten, later afternoons, or earlier starting times.

### **Extended School Year Services (ESY)**

A provision for a special education student to receive instruction during ordinary school “vacation” periods. Purpose is to prevent serious regression of previously learned skills that cannot be regained in a reasonable length of time with the intent being to maintain IEP goals and objectives, not to introduce new skills. The IEP team determines eligibility for ESY services.

### **Free Appropriate Public Education (FAPE)**

The words used in the federal law (IDEA) to describe the right of students with disabilities to receive special education and related services which meet his/her individual learning needs, at no cost to the parents.

### **Illinois State Board of Education (ISBE)**

The state agency responsible for educational services.

### **Individualized Education Program (IEP)**

The written educational program for a student receiving special education and related services with goals and objectives to be attained during a calendar year, that is developed and implemented to meet unique educational needs.

### **Individualized Education Program (IEP) Conference**

A meeting held annually to develop, review, and consider changes in a student’s special education and related services and educational placement.



### **Individualized Education Program (IEP) Team**

The group of individuals enumerated who determines the special education and related services to be provided to an eligible student. The IEP team and other qualified professionals are required to participate in meetings when identifying specific assessments, determining eligibility, and conducting manifestation determination reviews.

### **Individuals with Disabilities Education Improvement Act of 2004 (IDEA, IDEA'04, IDEIA)**

The federal law mandating that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

### **No Child Left Behind Act of 2001 (NCLB)**

Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

### **Office of Civil Rights (OCR)**

The federal agency that serves student populations facing discrimination and the advocates and institutions promoting solutions to civil rights problems. An important responsibility is resolving complaints of discrimination, as well as developing creative approaches to preventing and addressing discrimination.

### **Psychologist**

Person with an advanced degree who specializes in administering and evaluating psychological tests including intelligence, aptitude, and interest tests. A psychologist could also provide counseling and apply principles of human behavior.

**Reasonable Accommodation**

Modifications of a facility or program that can be accomplished without undue administrative or financial burden.

**Reevaluation**

An assessment that occurs every three years, or more if needed, to determine continued eligibility for special education

**Referral**

The process of requesting that a student be evaluated for special education and related services. Any concerned person may refer a student, including teachers, principals, parents, other agency personnel, or the student.

**Response to Intervention (RTI)**

The response-to-intervention (RtI) model is also often called the Three-Tiered Model. Under IDEA 2004, school districts can use this model as an alternative to the discrepancy model, as a process of determining whether a student has a learning disability.

**School Health Services**

Related service; services provided by a qualified school nurse or other qualified person.

**Special Education**

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

**Transition planning**

At a minimum, this is planning for adolescents' post school lives and must begin by age 14-1/2. Helping a student transition from school to adult life. This requires effective planning, school experiences, services, and supports so that he/she can achieve his desired outcome.