

Dear Lucile Packard Children's Hospital Families,

The illness of a child is an overwhelming experience for any family. Thinking about the educational needs of your child during this trying time may be the least of your worries, and trying to figure out how your child can stay in school, return to school, or access home/hospital teaching can just about put you over the top.

Often children who have chronic medical conditions have learning problems related to their illness, treatment, or absence from school. It can be very confusing trying to figure out how to help your child get the school services he/she needs. Schools have their own rules to follow, and even their own “educational language.”

This booklet was prepared for our patients to try to make that road a little easier. Included is information about Special Education, IEPs, 504 Plans, and Home/Hospital Instruction. There are some sample letters that can be copied and given to your school on behalf of your child. There is also a list of modifications that may be helpful for the school to try.

If you have further questions about navigating the public school system, please contact us and we will try to help you to figure out the “next steps.”

Sincerely,

HEAL School Reentry Program at LPCH
650-725-2381

LPCH Hospital School
650-497-8230



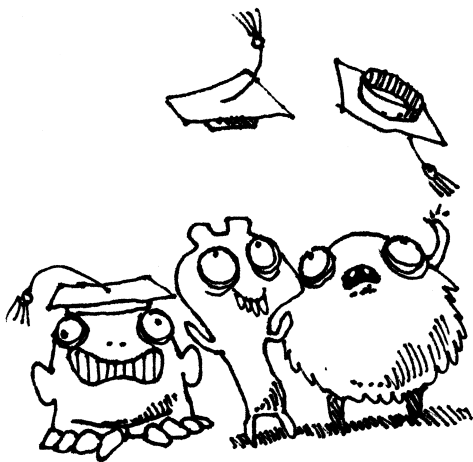
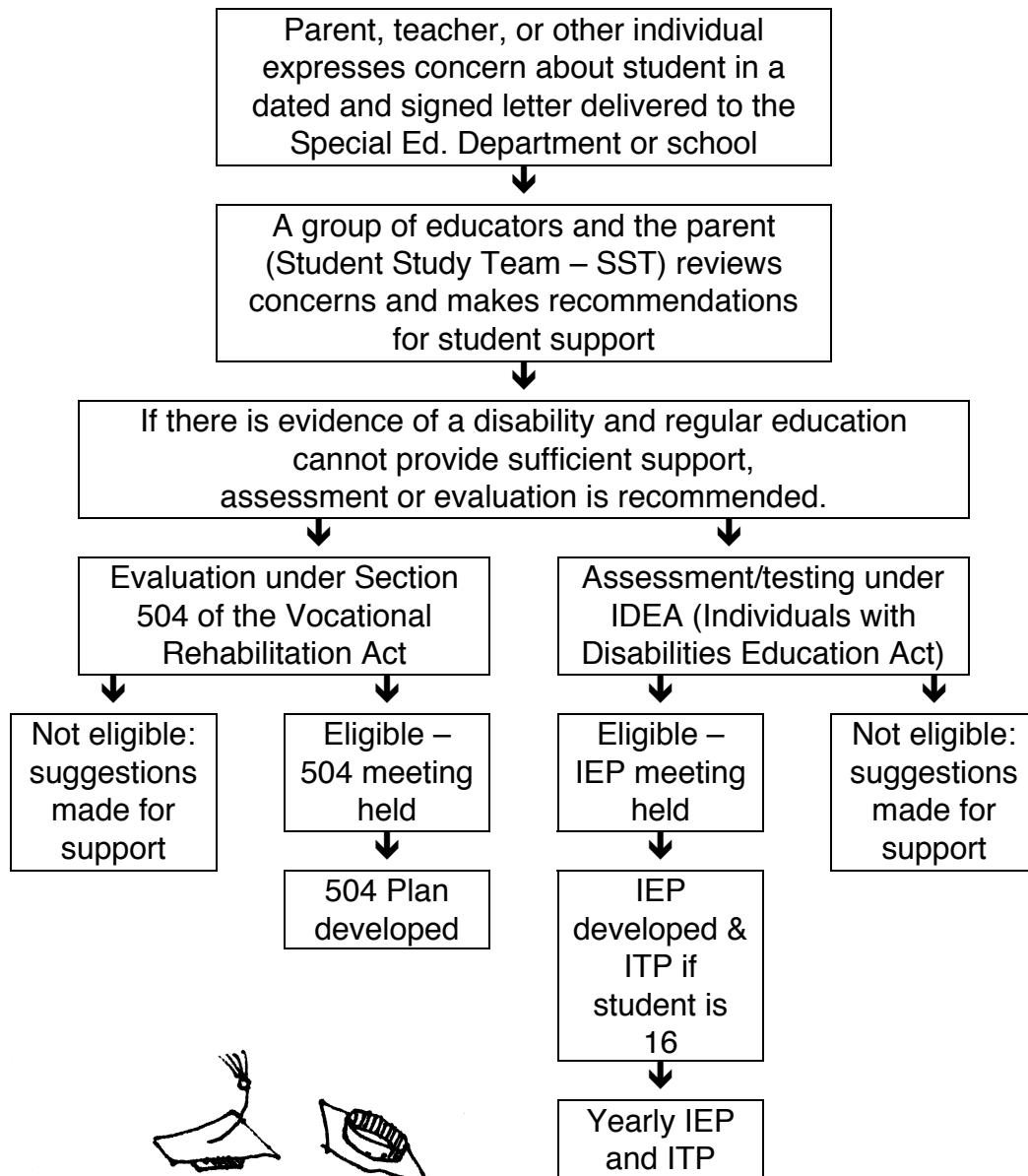
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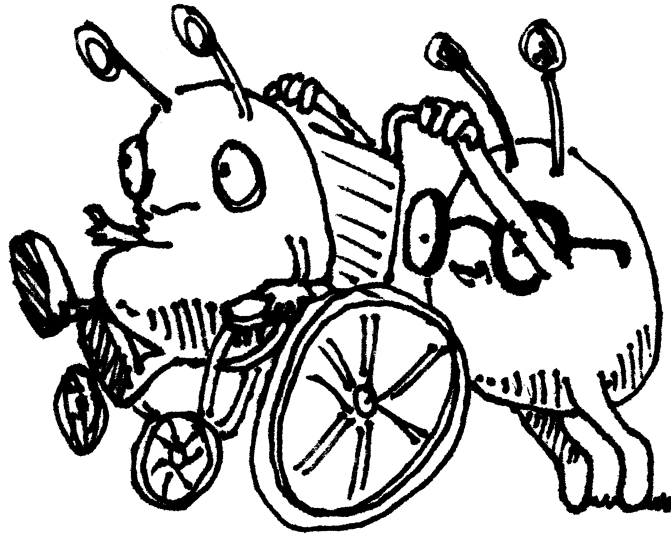
Comparing IEPs and 504 Plans

	504	IEP
What is it?	A written plan under the American's with Disabilities Act that allows students with specified disabilities reasonable accommodations within a regular classroom setting.	A more involved legal document that sets forth the duties and responsibilities of the school district and staff for students with disabilities who require special education.
Who is it for?	Anyone with 1) a physical or mental impairment that substantially limits one or more major life activities (learning, working, speaking, etc.), 2) has a record of such impairment, or 3) is regarded as having such an impairment.	Children ages 3-21 who are determined by a multidisciplinary team to be eligible within one or more of 13 specific categories of disability and who need special education and related services.
How do I get one for my child?	A request for evaluation is made by a parent or school personnel. A 504 team will meet with the family and discuss the needs. Reasonable accommodations will then be made if necessary.	A request for evaluation is made by the parent or school personnel. A comprehensive evaluation is required with parent consent. A multidisciplinary team evaluates the child and student must be placed in the least restrictive environment.
Types of services or accommodations:	Protection against discrimination (by teachers, etc.), education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.	Special Education Teacher or other specialists, Test and Exam Support, Classroom Modifications-Alternate Seating Arrangements, Curriculum Modifications and Adjustments, Learning Strategies, Self Contained Class, Technology Support, Partial School Day, Smaller Class Size, other related services.

HOW IS MY STUDENT IDENTIFIED?



GRADUATION!!



The IEP

What is an IEP?

The Individuals with Disabilities Education Act (IDEA) is a federal law that identifies children with disabilities and provides them with specialized programs and services to help them succeed in school. The process to get your child the services he or she needs is called the Individualized Education Program (IEP) process. The term IEP describes both a meeting and a written description of your child's program.

Who is eligible under IDEA?

Every school district has a legal duty to find children who might need special education. Once the child has been identified and located, the school district must find him/her eligible for special education through an evaluation and IEP process before programs and services can be provided. Under IDEA, "children with disabilities" is defined as individual between the ages of three and 21 with one or more of the following conditions (20 U.S.C. Sec. 1401 (3)(26); 34 C.F.R. Sec. 300.7):

- Mental retardation
- Hearing impairment (including deafness)
- Speech or language impairment
- Visual impairment (including blindness)
- Serious emotional disturbance
- Orthopedic impairment caused by congenital anomalies
- Orthopedic impairments caused by diseases
- Orthopedic impairments – other
- Autism
- Traumatic brain injury
- Specific learning disability
- Multiple disabilities
- Other health impairment (OHI)
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - Other medical impairments

IDEA says that in order for a child to qualify for special education, the student's impairment must *negatively affect his/her educational performance* and require special education. In other words, the child's disability is causing him/her to have difficulty in school.

Your child has the right to an initial evaluation (assessment), with further evaluations every three years. If you are not satisfied with the initial evaluation or you feel that your child's disability or education needs have changed, you may request more frequent assessments.

Other Health Impaired

Children with medical conditions that impact their ability to attend school and learn qualify under this category.

"Under California state law, a child may be eligible for special education if he/she has limited Strength, vitality, or alertness due to chronic or acute health problems, including but not limited to, heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe Asthma, epilepsy, lead poisoning, diabetes, tuberculosis, and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affect a pupil's education performance. The health impairment will not qualify the pupil for the special education if it is temporary in nature." {5.C.C.R.Sec.3030(f).}

Special education is guaranteed under both federal and state law. Federal law applies over any state law if the state law is more restrictive. If a state law is more expansive than the federal law, the state law applies (Community Alliance for Special Education, 2000).

Your child could qualify for special education either because he/she has a learning disability or because of a health impairment. Health impairments like those often seen in students returning to school from a hospitalization or who suffer from chronic medical conditions are categorized under the heading "Other Health Impaired" (OHI). The OHI criteria are met when the child's medical condition adversely affects his/her educational performance. In other words, your child's illness is making it harder for him or her to learn. This includes the impact that treatment and medication may have on his or her ability to attend school and learn.

IEP Process

- Make a written request for assessment
- Give request to school or special education administrator
- School has 15 days to send assessment papers
- Parent signs and returns papers – district has 60 calendar days to assess and hold IEP meeting
- IEP meeting, written plan and placement

Who must attend the IEP meeting?

- General education teacher
- Parent
- Qualified district representative, e.g. program specialist, psychologist, someone who can make financial decisions
- Special education teacher
- Someone who can discuss testing results and help explain what will be needed for success in the classroom

What is the parent's role?

- Attend the IEP
- Give information that will be helpful about your child and how they act and learn
- Ask questions
- Participate in decisions
- Bring along another person or advocate who knows your child

Questions to ask and answer at the IEP meeting

- What special education services will they receive? e.g. Special Day Class (SDC), Resource Specialist Program (RSP)
- What related services will they receive? e.g. Speech & Language, Occupational Therapy, Adaptive Physical Education
- What extra help, people or materials will they receive?
- What will program modifications look like? e.g. extra time, copies of notes, shorter assignments
- Who will help support and advise the school personnel?
- What support and services are needed for the student to be involved in non-academic activities? e.g. physical education, library time, assembly time

- What are the reasons that the student will not be involved in general education at any time?
- Does the student need assistive technology devices and services?
- Does the student need behavior intervention if behavior disrupts learning?
- When will services and modifications begin and how often will they happen? e.g. Individual Speech & Language therapy, group, 2 times per week, 30 minutes each
- What transition services (postsecondary or work) will the student need starting at age 16?

Signing the IEP

You have several options when you sign the IEP:

- You can decide how you want to sign the IEP:
 - I have attended the IEP _____ (does not commit to agreement)
 - I consent to the IEP Plan _____ (agree with plan)
 - I consent to the IEP except for _____ (don't agree with one or more items)

Then:

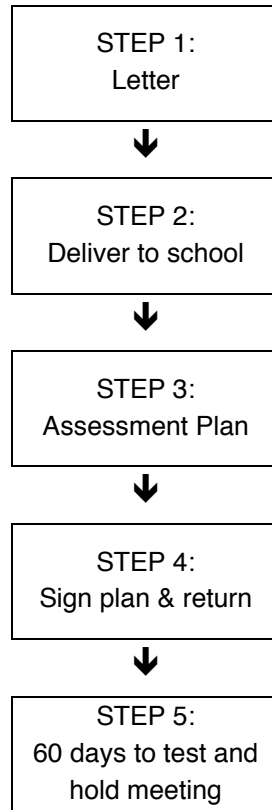
- Need to continue negotiations until there is an agreement
- If no agreement, can drop issue or request fair hearing
- To request a hearing, write to the address below and send a copy to your child's school district:

***Office of Administrative Hearings (OAH)
 Special Education Unit
 2349 Gateway Oaks, Suite 200
 Sacramento, Ca 95833-4231
 Phone: (916) 263-0880
 Fax: (916) 263-0890***

- You can take the IEP home to review with someone and return later to sign it.
- Signing for partial acceptance keeps the child's plan and program active while final decisions are being negotiated.
- If placement cannot be agreed upon, the child remains in the present program (stay-put regulation) unless the parent has reason to believe the placement is unsafe or is unhealthy, etc.

Steps to an IEP

What steps do you need to take in order to get help for your child? This guide will help you to understand the IEP process.



Step 1: Write a letter to the school asking for your child to be tested for SPED/IEP (Special Education Services/Individualized Education Plan) because of his/her medical condition.

Step 2: Take the letter to school or district office. Ask to have a copy of the letter with the time/day stamped on it so that you have proof of receipt.

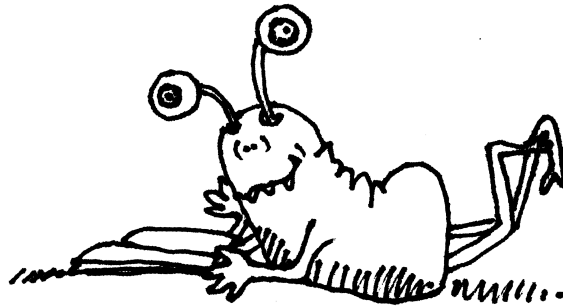
Step 3: Within 15 days, the school must send an assessment plan to you explaining the tests they will give to your child.

Step 4: If you agree, sign and return the plan (keep a copy with the time/day stamp).

Step 5: The district has 60 days to test your child and hold a meeting explaining the results. This will determine whether your child is eligible for an IEP and special services.

17 Tips for Getting Quality Special Education for Your Child

Publication #5180.01, July 2007 (www.disabilityrightsca.org/pubs/)



Before the IEP Meeting

1. Request Needed Assessments in Writing or Get Independent Assessments

Your child can be assessed in any area of suspected disability and for any services needed for him to benefit from school. For example: assessments may be done for reading or math levels; on the modifications needed to fully include your child; for therapy services (OT, PT, speech, mental health) and to identify assistive technology like a communication device. If you disagree with the school district's assessment, you can obtain an independent assessment at public expense. Always request assessments in writing. An assessment plan must come in 15 days. Once you sign the plan, the assessment must be completed and the IEP held in 60 days (with some exceptions).

2. Ask to Obtain Assessment Reports One Week before IEP Meeting

Whether you or the school district requested the assessments, ask the school early on to provide you with copies of the written assessment reports a week before the IEP meeting. This is very important so that you can read the reports, discuss them and plan for the meeting.

3. Plan for the Meeting with a Friend or Advocate

Your child's Regional Center Service Coordinator should be trained in Special Education advocacy and should assist you to plan for the IEP meeting. There are also other local parent advocacy groups including Family Resource Centers. Or buddy up with another family and assist each other to plan for IEPs.

Review any assessment reports with this person, identify your aims for the meeting, think about what your child accomplished last year and what you hope they will learn next year. Identify the special difficulties or strengths of your child that you want to bring to the school's attention. If you are seeking full inclusion or increased integration, identify how your child interacts with non-disabled children outside of school and what makes it successful.

4. Consider Full Inclusion or Increased Integration

The law says that to the maximum extent appropriate, as decided by the IEP team, children with disabilities shall be educated in their neighborhood schools and attend regular classes (with supplemental aids and services). These placements are called "full inclusion." Today many researchers and parents believe all children with disabilities can and should be fully included. You should definitely consider before the IEP meeting whether you want your child fully included or simply want to increase her integration opportunities in classroom and/or extracurricular activities (clubs, field trips, etc.) at her school.

5. Make a List of the Points You Want to Raise at the IEP Meeting

However well you plan, you may get nervous or distracted at a meeting with several professionals. Thus it is good to make a list of points and questions in advance so you won't forget. You can check off points as they are discussed and jot down the answers to your questions.

At the IEP Meeting:

6. Bring a Friend, Advocate and/or a Person Who Knows Your Child

You can invite anyone you want to your child's IEP. It is always a good idea to have someone with you. Regional Center Service Coordinators should be available to attend but you need to schedule the date with them in advance. If there is a day-care operator, grandparent, tutor, behavior specialist or other person who knows your child and her learning style, it can be helpful to bring them to the meeting.

7. Don't Be Afraid to Ask Questions, Make Sure You Understand Any "Jargon"

Schools are required to explain all findings and recommendations in easily understandable language. District staff use the same terms every day, and may forget that the world doesn't know what they mean. Some parents don't ask questions because they feel it makes them appear unintelligent or unsophisticated. The fact is that the most intelligent and sophisticated parents often ask the most questions.

8. Discuss Present Level of Your Child's Performance

Discuss reports, assessments, yours and the teacher's observations of your child's performance, and record his abilities and issues.

9. Develop Annual Goals and either Short-term Objectives or a Schedule of Progress Reports to Monitor Your Child's Progress.

Review progress on prior annual goals, then formulate new annual goals. If your child will be assessed using alternate achievement standards (such as the CAPA [California Alternate Performance Assessment], rather than the school district's general education standards (such as the STAR program), the IEP must break the annual goal down into short-term objectives which are reviewed at designated points during the year to make sure the child is progressing toward the annual goal. If your child will be assessed using the standard achievement testing program, his IEP will not include short-term objectives. Rather, his IEP must include a schedule for your receipt of periodic progress reports on your child's progress toward achieving the annual IEP goals. Make sure the short-term objectives are clear and have dates assigned to them for review of progress. Make sure the schedule for your receipt of the periodic progress reports is clear in the IEP and then make sure you receive and review those reports and ask for another IEP to discuss any progress deficiencies or discrepancies. If you are interested in your child having greater integration with non-disabled peers, you should request goals that involve interaction with non-disabled students, such as: "Molly will initiate a conversation or positive interaction with a non-disabled student at least ___ times each school day."

10. Identify Full Inclusion or Integration Opportunities and the Support Needed for Success

The district must provide supplementary aids and services to accommodate the special education needs of students with disabilities in integrated settings, including for example: a trained aide, use of a tape recorder, an inclusion specialist to help the regular education teacher modify curriculum, or a behavioral plan to address disruptive behaviors.

11. Describe the Placement for Your Child and Identify Specifically the Support and Related Services Needed

All related services, such as speech therapy, should be identified including frequency and duration, for example: twice a week for one hour. The parameters of the placement should be stated clearly, for example: "Karen will be fully included in second grade with a full time aide and five hours a week of a full inclusion specialist" or "John will attend a special day class for communicatively handicapped students with mainstreaming for science, chorus and all regular school activities." You do not have the right to require the district to provide its services from a particular persons in a particular classroom. Specific placement options, however, should be discussed at the IEP.

12. Sign the IEP Only If You Are Satisfied

You do not need to sign the IEP at the meeting -- you can take it home to discuss with others and think about it. You can consent to only part of the IEP so those services you agree with can begin. If you sign the IEP and soon afterward change your mind, you can try to withdraw your consent by writing to the special education administrator. Revoking your consent, however, will not undo something that occurred after you gave consent but before you withdrew it. If you and the district disagree on a proposed IEP, the last agreed upon IEP remains in effect while your dispute is resolved at a future meeting or through a mediation or due process hearing.

After the IEP Meeting:

13. Meet Your Child's Teacher(s) at the Beginning of the Year -- Be a Classroom Volunteer If Possible and/or Participate in School Activities

Parents have different amounts of time and money. Analyze your situation and then contact the teacher or school to determine how you could be of assistance. If you work during the day, you may be able to help prepare materials in the evening in your home. Not only will you become more familiar with the school and its staff, but your child will feel special.

14. Support Your Child in Developing Friendships with Her Classmates

Assist your child to call friends outside of school and to make play-dates. Having friendships with non-disabled and disabled children will help your child be part of his/her community.

15. Monitor Your Child's Progress

You may want to arrange for a regular communication system with your child's teacher such as a notebook that goes back and forth to school. Note projected target dates for your child to master particular skills, such as the dates assigned to the short-term objectives or the schedule for the periodic progress reports which you are entitled to receive for students whose IEPs do not include short-term objectives. A notebook that goes back and forth to school will help you to determine whether supplementary aids and services and related services are actually being provided.

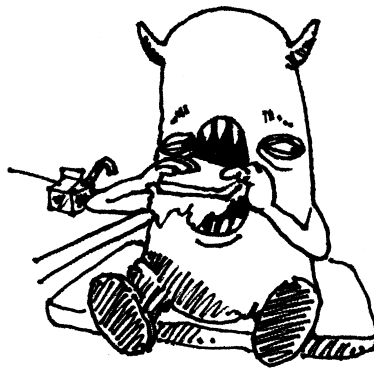
If Things Don't Work Out:

16. You Can File a Compliance Complaint If the School District Does Not Follow the Rules or Fails to Provide Services Required in a Signed IEP

A compliance complaint is filed when you believe the district has violated a part of special education law or procedure. The complaint is investigated by the district or the state Department of Education and a written determination of whether the district was/is "out-of-compliance" is made.

17. You Can File for a Due Process Hearing If You and the School District Cannot Agree on the Special Education Services Appropriate for Your Child

When you and the district disagree about your child's eligibility, placement, program needs, integration or related services, either of you may request a due process hearing. At the hearing both parties present evidence to an independent hearing officer (hired by the state). The hearing officer will decide on the facts and the law and issue a written decision.



By: Ellen S. Goldblatt, Senior Attorney, Disability Rights California
1330 Broadway, Suite 500, Oakland, CA 94612, ph. (510) 267-1200

SAMPLE LETTER REQUESTING IEP ASSESSMENT

Use this template to request assessment from your school district

_____ [Principal's Name]
_____ [School Name]
_____ [School Address]
_____ [Date]

Dear [principal's name]:

I am writing to request an assessment for my child, [Full Name], for possible enrollment in special education services. [First Name] is a _____ grade student at [School Name] and is followed at the Lucile Packard Children's Hospital at Stanford for his/her medical needs. He/She has a diagnosis of [Diagnosis]. As a result of my child's medical condition, I have concerns about his/her needs to ensure optimal educational success. I would like my child to be evaluated in the following areas:

[Psychological (Intellectual Testing and/or Social Emotional)
Academic Achievement
Speech and Language
Occupational Therapy
Audiological
Vision]

I am looking forward to receiving an assessment plan within 15 days of receipt of this letter. I hope that the evaluation process can be completed promptly and that we can have an Individualized Education Program (IEP) meeting to discuss the result of the evaluation and make any necessary accommodations. Please ensure that I get copies of the assessment reports at least one week prior to the IEP meeting.

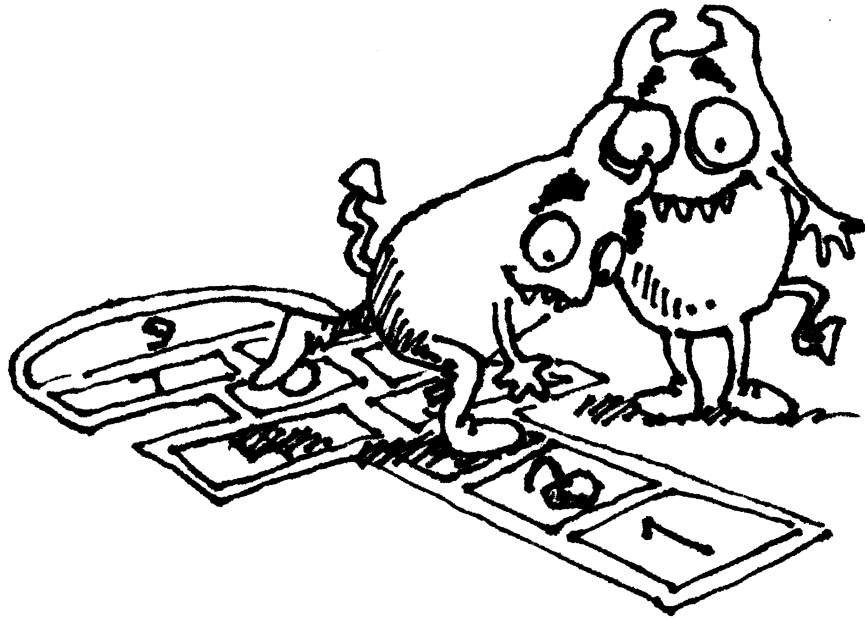
I can be reached at the following number/s:

_____ (Home)

_____ (Work)

If I can be of further assistance to you in providing additional information or documentation, please do not hesitate to call me.

Sincerely,



The 504 Plan

What is a 504 Plan?

Section 504 of the Rehabilitation Act of 1973 protects the rights of people who have handicaps in programs that receive money from the Federal Government. Because public schools get federal funding, they are required by law to address the education of students with special needs.

For all 504 Education Plans, medical documentation of your child's disability is required. The plan is reviewed on a yearly basis and can be revisited any time if you or your child's teacher asks.

What disabilities are covered under Section 504?

Disabilities under Section 504 are defined as follows: The person

1. has a mental or physical impairment which substantially limits one or more of such persons major life activities such as caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, or working;
2. has a record of such impairment; and
3. is regarded as having such an impairment.

What are the responsibilities of the school district?

- Identify and locate un-served handicapped children.
- Provide a "free appropriate public education" to handicapped students.
- Provide regular or special education services to meet the individual needs of the handicapped student to equal the services for non-disabled peers.
- Educate the handicapped student with non-handicapped peers as much as possible for their needs.
- When it is determined that a child needs special education or related services the school must supply the appropriate services.

What accommodations can be covered under a 504 plan?

Each child's needs are determined individually. Deciding what needs are appropriate for your child are done by the school district depending on the nature of your child's condition. The goal is to give your child the same opportunities when compared to the non-disabled. Accommodations that may be used, but are not limited to, include:

- Flexible class schedule
- Modified testing arrangements
- Note-taker
- Tape recorder
- Extra time between classes
- Modified physical education program

How do you apply for a 504 plan?

Parents requesting a 504 plan for their child must put that request in writing and give it to school personnel. The school will schedule a meeting with the parent, discuss the situation, and set up the plan. If your child has medical problems, ask for the school nurse to be included in the meeting. They can write an individual health plan to meet your child's medical needs.

If you disagree with the school's evaluation, you can request a due process hearing or file a complaint with the Office for Civil Rights. The school district is not required to pay for an outside independent evaluation.

SAMPLE LETTER REQUESTING 504 PLAN ASSESSMENT

Use this template to request assessment from your school district

_____	[Principal's Name]
_____	[School Name]
_____	[School Address]
_____	[Date]

Dear [principal's name]:

I am writing to request an evaluation for my child, [Full Name], for services or accommodations under Section 504 of the Rehabilitation Act of 1973. [First Name] is a _____ grade student at [School Name] and is followed at the Lucile Packard Children's Hospital at Stanford for his/her medical needs. He/She has a diagnosis of [Diagnosis]. As a result of my child's medical condition, I have concerns about his/her needs to ensure optimal educational success.

Please call me at your earliest convenience to set up a meeting to discuss the options for my child. I can be reached at the following number/s:

_____ (Home)

_____ (Work)

_____ (Other)

If I can be of further assistance to you in providing additional information or documentation, please do not hesitate to call me.

Sincerely,



Accommodations Checklist

The following checklist of possible accommodations and modifications may be helpful for your child. This is not an exhaustive list, and your child may not need all modifications.

Checklist from Arlington County Public Schools, Arlington Virginia

MODIFYING THE PRESENTATION OF MATERIAL

Break assignment into segments of shorter tasks.	
Use concrete examples of concepts before teaching the abstract.	
Relate information to the student's experiential base.	
Reduce the number of concepts presented at one time.	
Provide an overview of the lesson before beginning.	
Monitor the student's comprehension of language used during instruction.	
Schedule frequent, short conferences with the student to check for comprehension.	
Provide consistent review of any lesson before introducing new information.	
Allow student to obtain and report information by utilizing cassette recorders, dictation, typewriters/computers, interviews, calculators, and fact sheets.	
Highlight important concepts to be learned in text of material.	
Monitor the rate at which material is presented.	
Give additional presentations by varying the methods using repetition, simpler explanations, more examples, and modeling.	
Require verbal responses to indicate comprehension.	
Give frequent reminders of homework assignments.	
Provide clear, concise directions and concrete examples for homework assignments.	
Assign tasks at an appropriate reading level.	
Allow for the oral administration of tests.	
Check assignment sheet for accuracy.	

MODIFYING THE ENVIRONMENT

Use study carrels.	
Seat student in an area free of distractions.	
Use preferential seating.	
Allow the student to select his/her seating.	
Help keep the student's work area free of unnecessary materials.	
Use checklists to help the student get organized.	
Frequently check the organization of the student's notebook.	
Monitor the student's use of his/her assignment sheet.	
Check the assignment sheet for accuracy.	
Provide opportunities for movement.	

MODIFYING TIME DEMANDS

Increase time allowed for completion of tests or assignments.	
Reduce the amount of work or length of tests.	
Prioritize assignments and/or steps to completing assignments for the student.	
Space short work periods with breaks or change of tasks.	
Consistently follow a specific routine.	
Alternate quiet and active tasks.	
Set time limits for specific task completion.	

MODIFYING THE MATERIALS

Visual Motor Integration and Written Expression Problems

Allow for spelling errors.	
Allow student to use either cursive or manuscript.	
Set realistic and mutually agreed upon expectations for neatness.	
Let student type, record, or give answers orally instead of writing.	
Avoid pressures of speed and accuracy.	
Provide copies of notes.	
Reduce the amount of copying from text and board.	
Accept key word responses instead of complete sentences.	

Visual Processing Problems

Highlight information to be learned.	
Keep written assignments and work space free from extraneous and/or irrelevant distracters.	
Avoid purple dittos.	
Provide clear and well-defined worksheets.	
Go over visual task with students and make sure student has a clear understanding of all parts of the assignment from the beginning.	
Avoid having student copy from the board.	
Student verbalize instructions before beginning task.	
Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding or underlining.	

Language Processing Problems

Give written directions to supplement verbal directions.	
Slow the rate of presentations.	
Paraphrase information.	
Keep statements short and to the point.	
Avoid use of abstract language such as metaphors, idioms, and puns.	
Keep sentence structures simple.	
Encourage feedback from student to check for understanding.	
Familiarize student with any new vocabulary before beginning the lesson.	
Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.	
Alert student's attention before expressing key points.	
Ensure the readability levels of the textbooks are commensurate with the student's language level.	
Utilize visual aids such as charts and graphs.	
Utilize manipulative, hands-on activities whenever possible.	
Always demonstrate how new material relates to previously learned information.	
Cue student by calling his/her name before asking questions.	

Organizational Problems

Provide an established daily routine.	
Provide clear rules and consistently enforce them.	
Contract with student and use rewards for completion of contract.	
Check the student's notebook to insure the use of dividers, assignment sheet, and calendar.	
Provide due date on written assignments.	
Provide a specific place for turning in completed assignments.	

USE OF GROUPS AND PEERS

Utilize cooperative learning strategies when appropriate.	
Assign a peer helper to check understanding of directions.	
Assign a peer helper to read important directions and essential information.	
Assign a peer tutor to record material dictated by the student.	

HELPING FOCUS ATTENTION

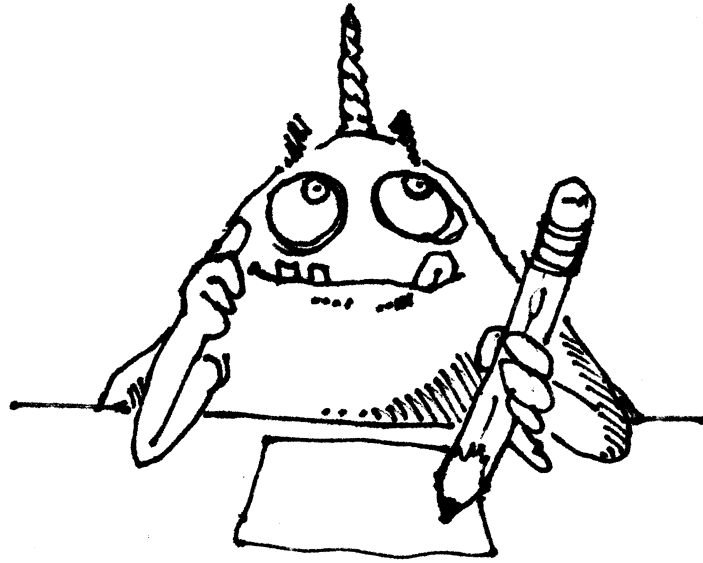
Establish relevancy and purpose for learning by relating to previous experience.	
Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback of correct answers.	
Seat student close to teacher.	
Make a positive, personal comment every time the student shows any evidence of interest.	
Make frequent checks for assignment progress/completion.	
Give advance warning of when a transition is going to take place.	
Use physical proximity and touch to help student refocus.	

ASSISTING THE RELUCTANT STARTER

Give a personal cue to begin work.	
Give work in smaller units.	
Provide immediate re-enforcers and feedback.	
Make sure the appropriate books and material are open to the correct pages.	
Introduce the assignment in sequential steps.	
Check for student understanding of instructions.	
Check on progress often in the first few minutes of work.	
Provide time suggestions for each task.	
Provide a checklist for long, detailed tasks.	

DEALING WITH INAPPROPRIATE BEHAVIOR

Provide clear and concise classroom expectations and consequences.	
Consistently enforce rules.	
Avoid the use of confrontational techniques.	
Provide student with alternatives.	
Designate a "cooling off" location within the classroom.	
Assign activities which require some movement.	
Use praise generously.	
Avoid power struggles.	
Ignore attention getting behavior for a short time.	
Avoid criticizing the student.	
Communicate frequently with parents.	
Monitor levels of tolerance and be mindful of signs of frustration.	
Speak privately, without the audience of peers, to student about inappropriate behavior.	



Home and Hospital Instruction

What is Home/Hospital Instruction?

The purpose of home and hospital instruction is to make sure that students with a temporary disability or illness continue to receive school instruction when they cannot attend school. This can take place in the home or hospital located within the school district.

Parents must write a letter to the district requesting a home/hospital teacher to be sent to their home. Within 5 days of receiving this letter the school district must decide whether or not a teacher is needed. Teaching should begin no later than 5 days after approval of the letter.

A school teacher will be sent to the home, hospital or mutually agreed upon place to meet with the student. Each school district must provide 5 hours of home/hospital teaching per week until the student can return to school. An adult must be present when the teacher is there.

The goal of home and hospital instruction is to make sure the student keeps up at the level of performance they were working at before becoming disabled. This is to make sure that students can successfully resume school with their peers when they are physically able.

Home and Hospital Instruction is written into the California Educational Code, EC Section 48208 and 48206.3.

SAMPLE LETTER REQUESTING HOME/HOSPITAL INSTRUCTION

Use this template to request services from your school district

_____	[Principal’s Name]
_____	[School Name]
_____	[School Address]
_____	[Date]

Dear [Name]:

My son/daughter, _____ [Full Name] _____, is currently a patient at the Lucile Packard Children’s Hospital. _____ [First Name] _____ has a diagnosis of _____ [Diagnosis] _____ that has required hospitalization. S/he will be discharged on _____ [Date] _____.

Because of his/her medical condition _____ [Specifics if needed] _____, he/she will not be able to return to school until _____ [Date] _____ at the earliest. Home instruction will be required during this time. Please send me any paperwork required for this service.

If I can be of further assistance, please do not hesitate to call me. I can be reached at the following number/s:

_____ (Home)

_____ (Work)

If you need additional information or documentation, contact the LPCH Hospital School at 650/497-8230.

Sincerely,

Glossary of Acronyms

ADD -	Attention Deficit Disorder
ADHD -	Attention Deficit Hyperactivity Disorder
APE -	Adaptive Physical Education
CAPA -	California Alternate Performance Assessment
FAPE -	Free Appropriate Public Education
IDEA -	The Individuals with Disabilities Education Act
IEP -	Individualized Education Program
ITP -	Individualized Transition Plan
LRE -	Least Restrictive Environment
OCR -	Office for Civil Rights
OHI -	Other Health Impairment
OT/PT -	Occupational Therapy/Physical Therapy
RSP -	Resource Specialist Program
SDC -	Special Day Class
SPED -	Special Education
SST -	Student Study Team
STAR -	Standardized Testing and Reporting

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For more information, contact:

The HEAL School Reentry Program
650-725-2381
or
The LPCH Hospital School
650-497-8230

