

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM

AUGUST 31, 2011

TO: CAROL COMEAU, SUPERINTENDENT
ED GRAFF, ASSISTANT SUPERINTENDENT, INSTRUCTION
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LINDA GRIFFITH, DIRECTOR SECONDARY SPECIAL EDUCATION
DIANE POAGE, DIRECTOR, RELATED SERVICES
SCHOOL PRINCIPALS



FROM: CINDY ANDERSON, EXECUTIVE DIRECTOR, SPECIAL EDUCATION

SUBJECT: STUDENTS WITH ACUTE OR CHRONIC MEDICAL CONDITIONS ~
VISITING TEACHER, HOMEBOUND SPECIAL EDUCATION SERVICES AND/OR A
504 PLAN

When District personnel become aware of a student who will be absent for more than 3 weeks from school and the absence is related to a medical or mental condition, personnel should consider one of three options:

1. Visiting Teacher services
2. Special Education homebound services
3. 504 plans to insure that the student's condition is not impacting access to school

To determine which services may be appropriate, the following question must be answered first:

Has the school been notified in writing by a doctor or mental health provider that the student is anticipated to miss school in the immediate future for at least 3 weeks?

If the answer is yes

Regular education student

This student may be eligible for VT services – use application process located in the Forms Library regarding this process. The form is found at:
https://home.asdk12.org/forms/uploads/VT_Service.pdf. Once VT is approved, the school building locates a staff member to provide the VT service.

Special education student

The student's access and documentation from healthcare provider should be referred to the IEP team to determine whether the student requires homebound services or changes to the IEP to accommodate the disability. Once a student is identified as requiring homebound services, the case manager should consult with Special Education Supervisor to locate teacher and arrange payment for services.

Student with 504 plan

The student's 504 team should convene to determine whether additional accommodations are required to ensure the student's disability is being sufficiently accommodated. Contact 504 Coordinator, 742-4277, to consult on how to include VT services in the 504 plan.

If the answer is no**Regular education student**

In the absence of appropriate medical documentation, the student will not qualify for VT services. However, if this condition is a chronic condition (i.e. a condition that may cause intermittent absences), a 504 eligibility should be considered by the team.

Special education student

The IEP team should determine whether the student's medical condition requires accommodation so that the condition is not interfering with the student's ability to access special education, related services and the general curriculum.

Student with 504 plan

The student's 504 team should convene to determine whether additional accommodations are required to ensure the student's disability is being sufficiently accommodated. Contact 504 Coordinator, 742-4277, to consult on how to include VT services in 504 plan.

Additional General Considerations

Q. Why would a special education team consider a student's medical or mental health condition if the condition is not associated with the student's disability?

Students eligible for special education services are inherently, by law, eligible for 504 protections¹. Such protection extends to the obligation of the IEP team determining if a secondary disabling condition is interfering with the student's access to special education, related services or the general curriculum.

¹ The U.S. Department of Education, Office of Civil Rights has federal authority to regulate compliance with Section 504. OCR has advised that special education students are automatically eligible for 504 protections and a 504 plan is not required for eligible students.

Example: A student eligible for special education services under the category of Learning Disabled also has diabetes. Were the student not eligible for special education services, the student's condition may require a 504 plan to accommodate the student's condition and insure that the student's access to school and education is not substantially limited by the medical condition. Any accommodations or modifications, including reference to nursing care plan, are included in the student's IEP.

Q. Are there circumstances under which special education eligible students receive homebound services (special education services) and VT services?

A student is provided all academic services (32.5 hrs of special education services and related services per week) would not require VT since his or her entire curriculum is special designed instruction. Likewise, if a special education student receives only part his or her entire education from special education personnel, there is always a possibility that VT services may also be appropriate. Two examples below may prove helpful:

Example One: Student receives 6 hrs weekly of special education services in math. The student has a chronic condition which will mean that the student cannot attend school for at least 6 weeks. The special education team needs to meet to determine whether the student is eligible for special education services in a homebound placement, however, the special education services would support math and not the remainder of the student's general curriculum/courses. A VT may be used to support the remainder of the curriculum as an accommodation on pg 8 of the student's IEP.

Example Two: Student receives 20 hrs weekly of special education services in a self contained classroom setting; this student accesses a regular education class and uses assistance from study skills to complete homework and/or class assignments . The student has a chronic condition which will mean that the student cannot attend school for at least 3 weeks. The special education team needs to meet to determine whether the student is eligible for special education services in a homebound placement. A VT may be used to support the remainder of the curriculum as an accommodation on pg 8 of the student's IEP