



**Presenter Credentials:** RN

Thank you for presenting your student at ECHO Idaho's K12 School Nurses session. Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, and process guidelines remain the guiding principles to your practice. After reviewing the case presentation and discussion of this student's case among the ECHO Community of Practice, the following suggestions have been made:

**Student Grade Level:** 3<sup>rd</sup> - 5<sup>th</sup> Grade

**Case Summary:**

Student was recently diagnosed with leukemia and is currently on chemotherapy. School did 504 meeting on the phone with family. Family was confused throughout meeting, but it did help them feel supported by the school. Family does not speak English. The 504 plan was set up with all accommodations recommended by clinic (e.g., no penalty for absences, can keep water bottle at desk, student can wear a hat, etc.). Parent seeing the 504 plan helped it make better sense. Family worried about student getting ill at school. Family barriers include finances and limited transportation. Student will be taking bus, so shorter days as tolerated. Teacher checks in with family. Clinic staff came to the school and did a lesson for classmates about childhood leukemia.

**Primary Question(s):**

How do we explain/clarify what a 504 plan is to families? Do we need to include the exhaustive list of accommodations in the 504 plan? What are some tips for caring for a student with leukemia? Are there resources for a family that are in Spanish? Should I have an emergency plan for the port-a-cath at school (e.g., accidental tugging)?

**Recommendations:**

- **If parents are uncomfortable with the term "disability," then have a conversation around that:**
  - Inform parents about the legal definition of disability. It's important for parents to understand that a 504 plan is based on a legal definition of disability, and this label may have post-school implications.
  - When discussing 504 plans with parents, emphasize that accommodations are about providing "access" to help the student engage and succeed, rather than labeling it as a "disability." For example, you could say that the student has a medical diagnosis that impacts daily living activities and/or access to learning.
- **Tailor accommodations to the school setting:**
  - Parents have the right to decline a 504 plan, but schools are still responsible for providing accommodations to ensure the student's access, if a disability is known.
  - Accommodations, if any, should be based on an assessment of the individual kid's actual needs, not the diagnosis.
    - While certain health-related accommodations (e.g., medication timing) are non-negotiable, other accommodations can be adjusted to suit the school's environment.
    - Many accommodations, such as access to water or wearing a hat, might not need to be formally written into a 504 if they are already common practice in the school.
    - Accommodations should allow students to access the same academic content as their peers, ensuring the rigor of the coursework remains consistent.
  - Collect data to determine if a 504 plan is necessary. If the student is doing well without specific accommodations, reconvene to evaluate the need for a formal plan.



- **Resources and language accessibility:**
  - If available, consider working with the school's community/resource center
  - Idaho Parents Unlimited (IPUL) – Resource for children with medical diagnosis - <https://ipulidaho.org/>
  - Las Señoras Idaho – Treasure Valley Resource that functions similar to IPUL, but for Spanish speaking families
  - For Spanish-speaking families, the school district must provide documents in Spanish and offer interpreter services.
- **Port-a-cath considerations:**
  - The most common problem with a port-a-cath is infection. If the child has a fever, you can follow your school's current protocols.
  - Trauma to the port-a-cath is rare, so an emergency plan is not necessary.
- **Other 504 considerations:**
  - After high school, 504 plans do not automatically continue, unless the student self-identifies and provides documentation to post-secondary institutions or employers.

**Consider presenting follow-up for this student case or any other student cases at a future ECHO Clinic session.**

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