



PULMONARY HYPERTENSION  
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# School Accommodation Ideas

These tips may or may not be appropriate for your situation. Feel free to use any of these ideas to assist your child at school.

## Individual Education Plan

An Individual Education Plan (IEP) is a legal document filed in the student's records to ensure a child's needs are accommodated. In many provinces, a student must be formally assessed before an IEP can be developed. Talk to your child's principal about the process to create an IEP. You can ask to meet with your child's principal or teachers to discuss and review the IEP.

Connect with your child's school team each year to ensure your child's needs are met.

## Accommodation ideas

### Moving around the school

- Your child may need to navigate the halls at their own pace, leaving early (a few minutes before the bell) or arriving late to class.
- A scooter, balance bike, or similar manual or electric mobility aid may allow your child to keep up with their peers in the schoolyard, on school trips, and in the community.

### Classroom and locker placement

- Meet with your school's guidance staff to ensure your child's locker and classrooms are strategically located (such as near entry/exits, main office, library, gym, bathrooms, music room, etc.) to minimize travel distances between classes and to their locker.
- If the building has no elevators, request classrooms on the ground floor to avoid stair climbing, which may contribute to shortness of breath and/or fatigue.
- Avoid portable classrooms, which can be far from the main school building.

### In the classroom

- Ensure proper seating and desk height to optimize energy conservation.
- Smaller students may need to sit closer to the front of the classroom.
- Students should be able to see the board from their desk.



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- Desk placement may need to accommodate oxygen or other medical equipment (e.g., be closer to an electrical outlet).
- For classrooms without air conditioning, ask for your child to have access to a fan and/or a place to cool down.

## Rest station

- Request a space in the classroom where your child can rest comfortably throughout the day.

## Textbooks

- Ask for a second copy of your child's textbooks to keep at home so they do not have to carry them to and from school daily.

## Gym class

- Schedule a meeting with Physical Education teachers and coaches to discuss accommodations. Activities and game roles can be altered to be inclusive and focus on strengths and energy conservation.
- Ensure teachers know your child's signs of distress.
- Encourage your child to tell their teacher how they feel and when they need a break.
- Avoid activities that involve possible sudden impact to the chest (dodgeball, baseball, etc.).
- Avoid sudden lifting of heavy weights (weightlifting, pushing a heavy object, etc.).
- Consider roles within athletic teams to ensure continued involvement and conserve energy: team manager, scorekeeper, equipment manager, etc.

## Music class

- Some children may not tolerate playing woodwind or brass instruments. Drums, piano, guitar, cello, or xylophone may be good substitutes.

## Recess and extracurricular activities

- Arrange for your child to remain indoors during hot/humid or extremely cold days.
- Indoor school activities and extracurriculars might include art clubs, craft clubs, helping in the library, tutoring younger students, music clubs, book clubs, chess and other boardgame clubs, robotics and programming clubs, science clubs, theatre tech, student government, film club, yearbook club, debating, or being a lunch monitor.

For more information and resources for families of children with pulmonary hypertension, visit [www.phacanada.ca/pediatrics](http://www.phacanada.ca/pediatrics)