

Special Procedures and Considerations

(Playground, Gym, Field Trips, Sun Safety, Fire Drills)

Emergency Situations & Drills:

- Discuss each scenario with your classroom teacher to understand school procedures.
- Choose a partner from the class to support your student during emergency situations using guide technique.
- Walk the routes in advance for fire drills and school evacuations rather than relying on verbal instructions alone.
- Include a sun hat and sunscreen in classroom/schoolwide emergency kit.

Playground:

- Tour the playground in its entirety, pointing out in which direction the student's classroom, restrooms, school office and lunch room are located.
- When touring the school grounds at the beginning of the school year, request that your student has an opportunity to play on the play structure by himself or herself to become familiar with the structure's layout.
- When the school year starts, support the student in a conversation with friends about where they might meet up or "hang out" during recess times.
- Watch for signs that the student is lost or unable to find friends to interact with during playground time.
- Consider additional points in the "Facts Regarding Children with Albinism for Physical Education and Recreation Professionals" document.
- Look for potential points of low visibility such as metal poles or door openings; work with the TVI and team members to make accommodations such as using neon duct tape to create a visual aid for areas of low contrast.

Gym:

- Inform the classroom teacher that special considerations should be made for sun safety and visual needs regarding participation in PE classes.
- Provide copies of the document, "Facts Regarding Children with Albinism for Physical Education and Recreation Professionals" to the physical education teachers working with your student.

Field Trips:

- When making field trip reservations, encourage your classroom teacher to inform the destination that there is a student with a visual impairment in the group.
 - This may allow the group to be seated towards the front of a large auditorium. The classroom teacher can also request a seat in the front of the audience seating for your student and a classroom friend in addition to the TVI/chaperone.

- If the destination limits the number of chaperones, this information could allow for an additional adult in the group, i.e. paraprofessional or parent of the student with a visual impairment.
 - NOTE: IEP Accommodation – An accommodation can be written into your student’s IEP that states one of the student’s parents / guardians be invited to all field trips to assist with visual needs.
- Consider additional points in the “Facts Regarding Children with Albinism for Physical Education and Recreation Professionals” document.

Sun Safety:

- Discuss school policies regarding safe use and storage of sunscreen.
 - Allow time in the event that student must travel to the nurse or other location to apply sunscreen.
 - Plan for communicating when sunscreen needs to be replenished.
 - Inform staff as to the appropriate application intervals for your student.
- Request that there be a consistent storage area in the classroom for hats, sunglasses, and sunscreen. This allows for independent access to sun protection items throughout the day for the student.
 - Keep an extra hat and pair of sunglasses at school in case of loss or damage.

Additional Considerations:

- Always keep an extra set of eyeglasses, sunglasses and extra hat in your student’s backpack.
- Have your student or classroom teacher send home empty sunscreen bottles from school as a cue that more sunscreen is needed in the school supply basket.