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# Section 504 Diabetes Seminar

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# Agenda

- ▶ Legal Protections for Students with Disabilities
- ▶ Requirements of Section 504
- ▶ What is Diabetes?
- ▶ Educating Students with Diabetes
- ▶ Practical Suggestions and Important Takeaways
- ▶ Resources



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# Legal Protections for Students with Disabilities

# Rehabilitation Act of 1973

- ▶ The Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.
- ▶ Section 504 of the Rehabilitation Act of 1973 –  
“No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

# Section 504

- ▶ Section 504 in part provides protections for children with disabilities in education.
  - Schools as recipients of federal funds may not discriminate against an individual, including a student, who may otherwise participate in school activities but is inhibited from participating to the same extent as a nondisabled person.
- ▶ Office for Civil Rights (“OCR”) has the responsibility of enforcing Section 504.
  - OCR does not make a habit of reviewing the results of individual placements or other educational decisions. Its main focus is making sure that districts comply with the identification, location and evaluation of children, and with due process requirements.

# Section 504 Definition of Disability

- ▶ *Individual has, or has a record of having, or is regarded as having a physical or mental impairment that significantly limits one or more major life activity.*
- ▶ Physical or Mental Impairment
  - Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, **digestive**, genito-urinary; hemic and lymphatic; skin; and endocrine; or
  - Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

# Section 504 Definition of Disability

- ▶ Major Life Activities
  - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
  - Note: This is a non-exhaustive list!
- ▶ “*Has a record of having an impairment*” means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
- ▶ “*Is regarded as having an impairment*” means:
  - Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
  - Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
  - Has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

# Section 504 v. IDEA

- ▶ A student who does not qualify for services under IDEA may qualify under Section 504.
  - It is unlikely that a student who has a record of or is regarded as having a disability will qualify under IDEA and trigger the requirement for FAPE.
  - Students with temporary disabilities may be protected under Section 504, but will not receive IDEA protection.



# Section 504 v. IDEA

## Eligibility Questions for IDEA:

- Does the student have a disability in an IDEA eligibility category?
- Does the disability interfere with the student's education?
- Does the student **require** special education and related services?

## Eligibility Questions for Section 504:

- Does the student have a physical or mental impairment?
- Does the impairment substantially limit a major life activity?

# Section 504 and ADA-AA

- ▶ Section 504 prohibits disability-based discrimination by service providers that receive federal funds, and Title II of the ADA prohibits discrimination on the basis of disability by state and local governments.
- ▶ The definitions of disability under Section 504 mirror those of the ADA.

# ADA – Amendments Act

- ▶ In January 2009, the ADA Amendments Act (“ADAAA”) took effect.
  - Greatly expanded the meaning and interpretation of “disability” under the Americans with Disabilities Act.
  - The EEOC drafted regulations for the ADAAA, which became effective on May 24, 2011.
- ▶ The ADAAA and the final regulations make it much easier for an individual to establish that he or she has a disability protected by the act.

# ADA – Amendments Act

- ▶ Purpose of Act:
  - Expand class of individuals protected by the ADA
    - The Courts had been construing the ADA narrowly and Congress wanted to put a stop to this.
  - Explicitly removes requirement that mitigating measures be considered when evaluating whether an individual has a disability within the meaning of the ADA.

# ADA – Amendments Act

- ▶ Changes to definition of “major life activities”
  - ADAAA contains a non-exhaustive list of examples of major life activities, including the following:
    - Caring for oneself
    - Performing manual tasks
    - Hearing
    - Eating
    - Learning
    - Reading
    - Speaking
    - Concentrating
    - Thinking

# ADA – Amendments Act

- ▶ Changes to definition of “major life activities”
  - Also includes “operation of major bodily function” as a major life activity.
  - Non-exhaustive list is included to illustrate examples of major bodily functions:
    - Functions of immune system – autoimmune disorders
    - Normal cell growth
    - Digestion – food allergies
    - Neurological – epilepsy
    - Respiratory – asthma
    - Circulatory – sickle cell anemia
    - Reproductive
    - Bowel and bladder functions

# ADA – Amendments Act

- ▶ Changes to the “substantial limitation” definition
  - ADAAA explicitly addressed the heavy burden imposed by the “substantially limited” precedents in its “findings and purposes” section.
  - Congress found case law interpreted this phrase in too restrictive a manner.
    - Now ADAAA instructs courts to construe this requirement more liberally “in favor of broad coverage.”
  - An impairment that is episodic or in remission is now considered a disability if it substantially limits a major life activity when the condition is active.

# Certain Impairments Will Always Be Substantially Limiting

- Deafness
- Blindness
- Intellectual disability
- Partially or completely missing limbs
- Mobility impairments requiring the use of a wheelchair
- Autism
- Cancer
- Cerebral palsy
- Diabetes!
- Epilepsy
- HIV infection
- Multiple Sclerosis
- Muscular Dystrophy
- Major depressive disorder
- Bipolar disorder
- Post-traumatic stress disorder
- Obsessive compulsive disorder
- Schizophrenia

Essentially, if any of these are present, there is a disability and therefore the ADA anti-discrimination rules apply.





# Effect of ADAAA on Section 504

- ▶ School Districts can no longer consider the ameliorating effects of any mitigating measures that the student is using when determining whether a student is eligible to receive accommodations under Section 504. These can include, but are not limited to:
  - **Medication!**
  - Medical equipment and devices
  - Prosthetic limbs
  - Low vision devices
  - Hearing aids
  - Mobility devices
  - Oxygen therapy equipment
  - Use of assistive technology
  - Reasonable accommodations
  - Learned behavioral or adaptive neurological modifications
  - Psychotherapy
  - Behavioral therapy
  - Physical therapy
- ▶ There is an exception for ordinary eyeglasses or contact lenses.



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# Requirements of Section 504



# Requirements of Section 504

- ▶ Child Find
- ▶ Evaluation & Reevaluation
- ▶ FAPE
- ▶ Procedural Safeguards

- ▶ Each district has a duty to identify and locate every qualified student with a disability who resides within the district and who is not receiving a free appropriate public education.
  - It is the district's job to find each child, determine if that child is eligible and start the process – *Isle of Wight County Public Schools*, 56 IDELR 111 (OCR 2010).
  - Districts cannot require a student to complete the RTI process prior to evaluating the student for Section 504 or IDEA eligibility services – *Polk County Public Schools*, 56 IDELR 179 (OCR 2010).
  - Districts have to consider the condition of the student, without considering mitigating circumstances, in order to determine eligibility for a Section 504 plan. – *Tyler Independent School District*, 56 IDELR 24 (OCR 2010).
    - Districts must evaluate a student's eligibility for a Section 504 plan and related aids and services, rather than automatically draft a health care plan.

# Evaluation and Reevaluation

- ▶ An evaluation must be conducted for any student who, because of a known or suspected disability, might need special education or related services.
- ▶ The evaluation must be administered to ensure results will accurately reflect a student's achievement level and not the student's impairments, unless the impairments are the factors that need to be measured.
- ▶ Either way, the evaluation must be aimed at assessing specific and particular areas of educational need.

# Evaluation and Reevaluation

- ▶ Evaluations must also be completed before any action is taken with respect to placement, and reevaluations must be completed “periodically” for each student.
- ▶ “Evaluation” = gathering of data or information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social/cultural background, and adaptive behavior.

# Evaluation and Reevaluation

- ▶ Sources of Evaluation Data:
  - ▶ Student grades
  - ▶ Disciplinary records
  - ▶ Health information
  - ▶ Language surveys
  - ▶ Parent information
  - ▶ Standardized test scores
  - ▶ Teacher comments

# Evaluation and Reevaluation

- ▶ If any formal testing is done, the tests must be properly selected and administered by a person who is trained in the manner prescribed by the producer of the test.
- ▶ Who must be involved in the evaluations and placement determinations?
  - Individuals who are knowledgeable about the child, the meaning of any evaluation data and placement options.
  - Parents are not specifically listed as required members of the group, but they should be invited!



# Evaluation and Reevaluation

- ▶ **Parental Consent:**
  - Consent is required before the initial evaluation.
    - No specification as to how to obtain parental consent, but clearly OCR accepts written consent.
  - Districts may initiate a Section 504 hearing in order to challenge a parent's refusal to consent.
    - Note: Section 504 does not require districts to take this action and OCR guidance refers districts to IDEA regulations, which no longer permit districts to try to override parental refusal to consent.
  - While Section 504 does not require consent for reevaluations, reasonable efforts should be taken to obtain consent.

# Evaluation and Reevaluation

- ▶ Independent evaluations:
  - Unlike IDEA, Section 504 does not include a parental right to seek an independent evaluation at the public's expense.
  - If a parent does get an independent evaluation, it should be considered by the Section 504 team.

- ▶ Public schools must provide FAPE to each qualified disabled student within its jurisdiction, regardless of the nature or severity of the person's disability.
- ▶ When making placement decisions, districts must:
  - Look at many different sources for evaluating the best placement for each particular child;
  - Establish procedures to make sure any information obtained from all sources is documented and carefully considered;
  - Ensure a placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
  - Ensure the student is in his or her Least Restrictive Environment (LRE) – 34 C.F.R. § 104.34

- ▶ Districts have two choices for providing FAPE to transfer students with a Section 504 plan.
- ▶ After the plan and any relevant documentation are examined by personnel who are knowledgeable about the meaning of the evaluation and about the placement options, the district must either:
  - 1) Implement the plan, if it is appropriate; or
  - 2) If the plan is inappropriate, initiate a Section 504 evaluation.
    - ▶ Note: district can use the previous plan while waiting to complete the evaluation.

- ▶ Like IDEA, all of the placement and program decisions have to be based upon each student's particular needs.
  - Must make placement decisions on the basis of individual needs and not on what is easiest or available!

# Procedural Safeguards

- ▶ 34 C.F.R. Section 104.36
  - A recipient that operates a public elementary or secondary education program or activity shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes:
    - 1) Notice;
    - 2) An opportunity for the parents or guardians of the person to examine relevant records;
    - 3) An impartial hearing with an opportunity for participation by the person's parents or guardians and representation by counsel; and
    - 4) A review procedure.
  - Note: Compliance with the procedural safeguards of IDEA will meet this requirement.

# Types of Notice

- ▶ General non-discrimination notice
- ▶ Annual Child Find and Section 504 Duties Notification
- ▶ Procedural Safeguard Notices
  - Notice of Section 504 conferences;
  - Notice of Section 504 evaluation and re-evaluation decisions;
  - Notice of Section 504 evaluation results and eligibility decisions;
  - Notice of Section 504 program decisions (accommodations, modifications, services, placement, etc.);
  - Notice of any significant change in placement, including, but not limited to, disciplinary exclusions of more than 10 days;
  - Notice of termination of Section 504 eligibility services; and
  - Notice of procedural safeguards, including, but not limited to, information about the right to a due process hearing.

# Examination of Records

- ▶ Parents have the right, under Section 504, to examine “relevant records.”
- ▶ Unfortunately, there is no definition provided for the term “relevant records,” and unlike *IDEA*, the law does not refer to *FERPA* for a definition.
- ▶ Some cases have provided guidance.
  - Any information that is gained or documents generated by a district that are connected with its investigation of a Section 504 complaint are relevant records – *Frederick County Public Schools*, 46 IDELR 230 (OCR 2006).



# Impartial Hearings

- ▶ The hearing should be done in a timely manner, but “timely” does not mean immediately.
  - When a parent requested a due process hearing in late December, the hearing officer was selected in late January, the pre-hearing conference was held in March, and a decision was rendered in July, the timeline did not reflect an unreasonable delay in convening the hearing under the circumstances. – *Madison Metro School District*, 20 IDELR 283 (OCR 1993).
- ▶ There is no need to allow the cross-examination of witnesses or the presence of a court reporter. If there is some type of transcript, the district does not have to provide it to the parents. – *Houston Independent School District*, 25 IDELR 163 (OCR 1996), and *Miami Dade County School District*, 52 IDELR 53 (OCR 2008).

# Impartial Hearings

- ▶ Unless a state bars IDEA hearing officers from adjudicating Section 504 issues, districts may use these officers for Section 504 issues – *Letter to Anonymous*, 18 IDELR 230 (OCR 1991).
- ▶ As long as the attorney is not a district employee, a member of the district's school board, or an employee of a district that shares a contractual relationship with the district for the provision of special education services to children with disabilities, an experienced school district attorney can be an impartial hearing officer – *Griffith Public Schools*, 40 IDELR 105 (OCR 2003).



# Review and Appeal Procedures

- ▶ Since Section 504 does not specify what is required to be part of the review/appeal procedure, information has to be gleaned from OCR and the courts.
- ▶ Essentially this is an appeal to the hearing decision.
- ▶ When there was no evidence that an individual who was assigned to review a hearing decision had any professional, personal, or family affiliations with the district or that they benefited from stating an opinion sustaining a hearing officer's decision, there was no Section 504 violation – *Pennsylvania Department of Education*, 19 IDELR 1105 (OCR 06/04/93).

# Student Discipline Procedural Safeguards

- ▶ If a student with a disability will be removed from a program long term for a discipline issue, there must be a review of the relationship between that student's misconduct and his or her disability.
- ▶ If the disability played a part in the misconduct, the student cannot be removed on a long-term basis.



# Student Discipline Procedural Safeguards

- ▶ There must be a manifestation determination prior to the 10<sup>th</sup> day of suspension. – *Springfield (MA) Public Schools*, 54 IDELR 102 (OCR 07/06/09)
- ▶ What if it is determined the behavior is not a manifestation of the student's disability?
  - ▶ Unlike IDEA, the district does not have to provide post-expulsion services to the student.
- ▶ Note: Section 504 due process procedures do not apply to students with disabilities who are being disciplined for engaging in illegal drug or alcohol use at the school.

# Grievance Procedures

- ▶ Districts must adopt grievance procedures that incorporate appropriate due process standards and provide for prompt and equitable resolution of complaints of any prohibited act under Section 504. – 34 C.F.R. 104.7

# Grievance Procedures

- ▶ What must be included in the procedures?
  - 1) Must distribute notice of procedures, including where complaints may be filed;
  - 2) Must indicate that the procedure applies to complaints by employees, students, and third parties;
  - 3) Must provide for an adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence;
  - 4) Must provide for a reasonably prompt time frame for the major stages of the complaint process;

# Grievance Procedures

- ▶ What must be included, cont.
  - 5) Must provide for notice to be given to the parties regarding the outcome of the complaint;
  - 6) Procedures must provide an assurance that the school will take steps to prevent any recurrence of harassment and correct discriminatory effects of the harassment on the complainant and others, if appropriate;
  - 7) Must include a provision advising that retaliation against any individual who files a complaint or participates in the grievance procedure is prohibited;
  - 8) Complainant must be given notice of the right to end the informal process at any time and begin the formal stage of the complaint process.



# Grievance Procedures

- ▶ **Availability of Grievance Procedures:**
  - Parents, students, employees, and third parties must be able to easily discover grievance procedures.
  - Procedures must be readily available at the building level to all who are interested.
- ▶ **Implementation**
  - A district cannot have informal procedures that do not follow the written procedures. Whatever the district decides to publish as its procedures must be followed. – *Berlin (NH) Public Schools*, 54 IDELR 205 (OCR 2009).
- ▶ **Response to Complaints:**
  - Districts must respond to verbal complaints and cannot require that complaints be submitted in writing.

# Other Things to Keep In Mind...

- ▶ Districts must periodically review their policies and procedures concerning Section 504 in order to ensure the polices are accurate and complete.
- ▶ Staff training on these procedures is a must and districts need to make sure that all training is done with materials that are the most up to date.

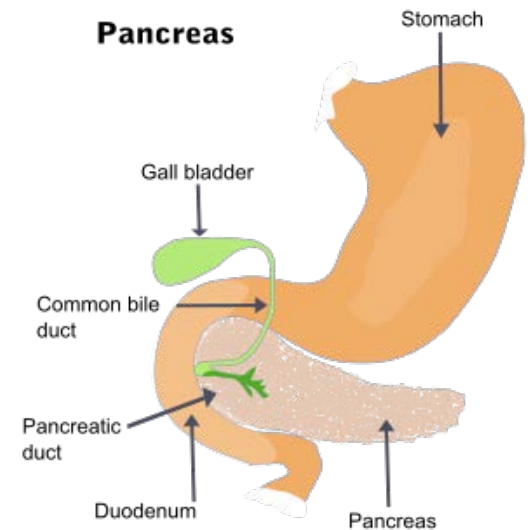


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# What is Diabetes?

# What is Diabetes?

- ▶ Group of metabolic diseases characterized by hyperglycemia (high blood sugar) resulting from defects in insulin secretion, insulin action or both
- ▶ Cells need glucose (from carbohydrates) to make energy
- ▶ Insulin is the key to getting glucose into the cell



# Types of Diabetes

- ▶ Type 1 (Insulin Dependent Diabetes Mellitus or IDDM)
  - Juvenile onset
  - Requires insulin replacement
- ▶ Type 2
  - Typically adult onset
  - Usually controlled by diet, exercise and oral medication
- ▶ Gestational Diabetes

# Major Problem Caused by Diabetes: Hyperglycemia

## Causes:

- ▶ Too much food
- ▶ Too little insulin
- ▶ Decreased activity
- ▶ Illness
- ▶ Stress

## Onset:

- ▶ Starts slowly
- ▶ Can be LIFE THREATENING

## Symptoms:

- ▶ Extreme thirst
- ▶ Frequent urination
- ▶ Hungry
- ▶ Blurry vision
- ▶ Fatigue
- ▶ Nausea, vomiting
- ▶ Lack of concentration
- ▶ Rapid heart rate
- ▶ Difficulty breathing
- ▶ Confusion
- ▶ Loss of consciousness

# Major Problem Caused by Diabetes: Hypoglycemia

## Causes:

- ▶ Too little food
- ▶ Too much insulin
- ▶ Extra activity

## Onset:

- ▶ Sudden
- ▶ May pass out if not treated
- ▶ Can be LIFE THREATENING

## Symptoms:

- ▶ Hungry
- ▶ Headache
- ▶ Shaky
- ▶ Blurry vision
- ▶ Irritable
- ▶ Sweaty
- ▶ Anxious
- ▶ Weak
- ▶ Loss of consciousness
- ▶ Seizure
- ▶ Inability to swallow



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# Educating Students with Diabetes



# Students with Diabetes

- ▶ Diabetes is protected as a disability under Section 504
- ▶ Diabetes causes blood glucose levels to be too high or too low, which affects ability to learn and seriously endangers a student's health

# Impact of Diabetes on Students in School

- ▶ Abnormal blood glucose levels impact student's ability to concentrate and learn
- ▶ Frequent time out of class due to diabetes care and blood sugar management
- ▶ Student's participation in tests and assessments delayed until optimal blood glucose range achieved
- ▶ Impact on peer relationships
- ▶ Impact on student's participation in parties and celebrations

# Students with Diabetes

- ▶ Based on OCR guidance, two documents are integral in providing FAPE to students with diabetes
  - Diabetes Medical Management Plan (DMMP): Prepared by student's doctor describing the specific kind of care the student is to receive at school.
  - Section 504 Plan: The who, what, when, where and how of the diabetes care outlined in the DMMP and any academic accommodations.
- ▶ DMMP provisions should be incorporated into the Section 504 Plan
- ▶ Think of the plans as two halves of the same whole– rather than two separate plans



# Diabetes Medical Management Plan (DMMP)

- ▶ In general, DMMPs address the following:
  - Daily insulin dosages
  - Times blood sugar is checked
  - When and how much child should eat during snacks & meals
  - Behavioral symptoms of high and low blood sugar
  - Specific actions to be taken during high and low readings (give food, insulin, etc.)
  - Student's level of self-care (i.e. independently checks blood glucose, checks with supervision or checks only with trained personnel)

# Section 504 Plan

- ▶ Individualized to meet the needs, abilities and medical condition of each student (diabetes affects students differently)
- ▶ Developed together by school personnel and the student's parents
- ▶ Objective of plan is to provide special education and/or related aids to maintain blood glucose within the student's target range and to respond appropriately to levels outside that range

# Section 504 Plan

- ▶ Each 504 plan should generally address the following common elements:
  - Where & when blood glucose monitoring and treatment will take place
  - Identity of trained diabetes personnel (TDP)
  - Location of the student's diabetes management supplies
  - Need for free access to restroom and water
  - Nutritional needs, including provisions for meals and snacks

# Section 504 Plan

- Full participation in all school-sponsored activities and field trips, with coverage provided by trained diabetes personnel
- Alternative times and arrangements for academic exams if the student is experiencing hypoglycemia and hyperglycemia
- Permission for absences without penalty for health care appointments and prolonged illness
- Maintenance of confidentiality and the student's right to privacy

# Provision of Care

- ▶ Stipulate how many staff members will receive training to be Trained Diabetes Personnel (TDP)
- ▶ Provide that a school nurse or TDP will be available at the site where the student is at all times to provide diabetes care.
  - Including during school hours, extracurricular activities and school sponsored field trips!
- ▶ State with specificity type of diabetes care that will be provided.
  - In general: glucose monitoring, ketone checks, and responding to hyperglycemia and hypoglycemia
  - Differences in care between pump users and insulin injectors– specify!



# Role of the Nurse

- ▶ Serve as liaison between school, parents and diabetes medical team
- ▶ Lead team in developing Individualized Healthcare Plan (IHP), Emergency Action Plan (EAP), and other emergency planning (i.e. “shelter in place” or evacuation planning)
- ▶ Conduct or facilitate training and periodic observation/review for unlicensed school personnel responsible for diabetes tasks
- ▶ If not responsible for daily care, nurse should routinely monitor student’s diabetes management



# Trained Diabetes Personnel (TDP)

- ▶ TDP are those staff members trained to perform diabetes care tasks
  - Monitoring blood glucose
  - Administering insulin and glucagon
  - Treating hypoglycemia and hyperglycemia
- ▶ All school personnel should be trained on how to recognize and respond to signs and symptoms of diabetes and know who to contact for help in case of emergency

# Self-Care and Location of Supplies: Suggested Provisions

- ▶ State tasks which the student can perform without help or supervision
  - Provide that the student is permitted to perform such “self-care” at any time and in any location at the school.
    - Including field trips, sites of extracurricular activities, and on school buses
- ▶ State tasks with which the student needs assistance or supervision (from a teacher or other untrained school personnel).
- ▶ State tasks which the student needs assistance from a school nurse or TDP.
- ▶ State with specificity the supplies/equipment student is permitted to carry at all times.
  - Include location where additional supplies/equipment will be kept.



# Snacks and Meals: Suggested Provisions

- ▶ Coordinate a meal and snack schedule between the student and school nurse/primary TDP.
- ▶ Allow student to eat snacks whenever/wherever necessary.
- ▶ Ensure that the student takes snacks and meals at the specified times each day.
- ▶ Stipulate that parents will supply snacks and provide carbohydrate content information for all snacks brought from home.

# Exercise and Physical Activity: Suggested Provisions

- ▶ State that student is permitted to participate fully in all activities (including athletics and field trips).
- ▶ State that student's blood glucose meter, a quick-acting source of glucose, and water are always available at the site of any activities.

# Water and Bathroom Access: Suggested Provisions

- ▶ Allow student to use the bathroom whenever necessary, without restriction
- ▶ Allow student to have immediate access to water
  - May keep a water bottle in possession/at desk
  - Unrestricted use of water fountain

# Tests and Classroom Work: Suggested Provisions

- ▶ Permit student to take breaks during a test or other class activity without penalty
- ▶ Permit student to make up anything missed
- ▶ Permit student to re-take tests
- ▶ Stipulate that student will not be penalized for absences for required medical appointments and for illness



# Communication: Suggested Provisions

- ▶ Ensure that student's diabetes will be kept confidential.
  - To the extent the student wishes
- ▶ Staff should encourage the student to take care of him/herself.
- ▶ Provide that reasonable notice will be given to parents if planned activities change.
- ▶ Ensure that written instructions will be given to substitute teachers and substitute nurses regarding the student's diabetes care.





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# Practical Suggestions And Takeaways

# Food for Thought . . .

- ▶ Should your district always have trained diabetes staff in a building?
- ▶ What if staff refuse to provide treatment?
- ▶ What about participation in extracurricular activities and field trips?
- ▶ What if a parent refuses to place a student on a 504 plan?
- ▶ What are next steps when a parent submits a “completed plan” before your district has a chance to even evaluate the student?



# Takeaways

- ▶ Know when students need a 504 Plan
- ▶ Train your staff – make sure you have proper coverage throughout the student's day
- ▶ Update your plans when necessary



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# Resources

# Resources for School Staff

- ▶ Helping the Student with Diabetes Succeed: A Guide for School Personnel (2010)
  - Available free at [www.yourdiabetesinfo.org](http://www.yourdiabetesinfo.org)
    - Has Action checklists for administrators, nurses, TDPs, teachers, food service managers, PE teacher, coaches and athletic directors, transportation manager, bus driver, school psychologist, counselors, parents/guardian, and student
    - Has a sample Diabetes Medical Management Plan (DMMP)
  - New Mexico Supplementary Materials (2009) available online  
<http://www.nmschoolhealthmanual.org/resources/forms.htm> Section IV.

# More Resources

- ▶ American Diabetes Association
  - [www.diabetes.org](http://www.diabetes.org) (under “Advocate” tab)
  - “Safe At School” program
    - Classroom lesson plans for student
    - Video modules and PowerPoint presentations for staff training
    - Training suggestions for various “levels” of staff responsibility
  - Has sample written plans (DMMP, Emergency care plan, 504, etc.)

# Carbohydrate Resources

- ▶ Calorie King book, website and app (iPhone only) [www.calorieking.com](http://www.calorieking.com)
- ▶ Manufacturer and restaurant websites
- ▶ Nutrition labels on the packaging
  - Beware of multi-unit packs– Carbohydrate counts are not listed on each individual package
- ▶ Diabetes Carbohydrate & Fat Gram Guide, 4<sup>th</sup> edition
  - available for purchase at [www.diabetes.org](http://www.diabetes.org)

# Training Resources for Nurses and Others

- ▶ Local hospitals may offer periodic or contracted training for nurses and unlicensed school staff
- ▶ National Association of School Nurses:
  - H.A.N.D.S program (Helping Administer to the Needs of the Student with Diabetes in School).
    - Contact the state school nurse association for additional information
  - Online Diabetes Management Module (1.0 CE)
    - Update on Insulin and Intro to Carbohydrate Counting
- ▶ Ohio Department of Health: Diabetes Prevention and Control Program
- ▶ Insulin Pump Manufacturers





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# Questions?

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