

Section 504/chapter 15 Service Agreement

STUDENT NAME:

MEETING DATE:

DATE OF BIRTH:

SCHOOL:

CHRONOLOGICAL AGE:

GRADE:

1. Nature of Concern:

student has ADHD and is a Type I Diabetic

2. Evaluations (by whom and dates completed):

This is the area where your team can insert the documentation showing proof of disability. My school used the sheet the doctor faxed to the school for his medical care while at school

3. Basis for determination of handicap (if any)

student is a Type I Diabetic and has ADHD

4. Nature of the child's disability:

Student has ADHD and is a Type I Diabetic.

5. HOW the handicap/disability affects a major life activity:

This section is a narrative concerning how the disability affects his/her academic performance and ability to participate in school related activities. It also details how it may affect a student's day. The narrative from my student's 504 is as follows.

Student displays above average intellectual ability, with superior higher perceptual reasoning and processing speed skills, with his verbal skills high average and his working memory is average. In comparison to his other scores, student's verbal and memory skills, both areas that depend upon the processing and recall of auditory information, are areas of weakness. Similarly, his lowest academic score in the current evaluation was in oral expression, which again, depends upon expressive language and auditory skills. It is likely that he loses focus in the classroom when there is a lot of discussion, verbal directions and other verbal tasks to process and recall. However, he can excel when there are visual representations to which student can relate. Student displays characteristics of ADHD, evidencing some impulsivity and lack of focus when verbal and auditory expectations were high. His written expression is becoming an area of need.

Student is also a Type I Diabetic. This condition requires that he/she check his/her blood glucose every day before eating, after activity and as needed. His blood glucose varies throughout the day and from day to day. This fluctuation in glucose can cause student to be affected when student is expected to take tests.

When student becomes sick, student may require a longer time to recover due to being Diabetic. As a result, student may miss more school time and get behind in assignments due to his Diabetes. Being a Type I Diabetic can impact student's attendance, his/her level of activity in school, his/her ability to take tests at certain

being Diabetic. As a result, student may miss more school time and get behind in assignments due to his Diabetes. Being a Type I Diabetic can impact student's attendance, his/her level of activity in school, his/her ability to take tests at certain times, and his ability to have all work turned in immediately following an absence.

The IST (Instructional Support Team) /MDE (Multi-disciplinary Evaluation)/section 504 Team has reviewed the files of the above named student and concludes that he/she meets the classification as a protected handicapped individual under Section 504 of the Rehabilitation Act of 1973. In accordance with Section 504 guidelines, the school has agreed to make reasonable accommodations and address the student's individual needs by using the following:

These are items related to ADHD:

1. Encouragement to remain motivated to do well.
2. Repeated directions and questions.
3. Preferential seating to minimize distractions and extra space from other students.
4. Monitor attention to task to refocus and redirect.
5. Maintain a daily verbal "to do" checklist.
6. Reminders to take a closer look for accuracy in reading and provide opportunities for self-reflection on the quality of his work.
7. Nurturing environment without loud reprimands.
8. Provide opportunities to receive instruction in non-traditional seated positions.
9. Check in at the end of the day: refer to checklist.
10. Provide visual presentation of information to supplement.
11. Allow Student to use a sensory release such as a fidget/pencil grip.

These are items related to diabetes management:

12. Allow food to be stored/eaten in the classroom.
13. Allow insulin injection in nurse's office as needed.
14. Allow student to have/eat food in classrooms, on field trips, or other outside school activities.
15. Allow student to have a water bottle or quick access to water.
16. Allow student to test blood sugar level in the classroom or other school areas or to leave the classroom to go to the nurse's office as needed,
17. Allow student access to bathroom.
18. Allow student to be first in lunch/cafeteria line when necessary.
19. Allow student to determine level of participation in strenuous physical activities without penalty.
20. Allow student to keep a cell phone on his/her person to be used ONLY if having a diabetic emergency.
21. Provide storage areas for food or equipment.
22. Provide additional time for academic testing situations or provide an alternative time if student has a diabetic issue during a test.
23. Allow student to test blood sugar level/eat before tests (including standardized tests); allow student to take "off-the-clock" time to test blood sugar levels/eat during timed tests as needed.
24. Allow student extra time for homework completion if absent due to diabetic illness.
25. Provide modified homework or tests if necessary due to diabetic problems.
26. Provide additional academic help (and assign no penalties) after illnesses/absences/missing instruction due to diabetes issues.
27. Provide access to a school nurse and the ability to go to the nurse's office whenever needed. The school will have at least one person available at all times to assist student as needed and without delay.
28. Assure that the nurse, teachers, and other staff are appropriately trained in diabetes care and management and emergency treatment at the beginning of every school year. Other staff to be trained include: all specialists, bus driver, playground and lunchroom aide, principal, and the guidance counselor.
29. Diabetes training will occur whenever student begins a class with a new staff

- lunchroom aide, principal, and the guidance counselor.
29. Diabetes training will occur whenever student begins a class with a new staff member.
 30. Student will be permitted to participate in all school sponsored field trips and extracurricular activities without restriction and with all of the accommodations and modifications, including necessary supervision by identified school personnel, set out in this plan. Student's parent/guardian will not be required to accompany Student on field trips or any other school activity.
 31. Provide counselor or social worker services, if needed.
 32. Allow the carrying of a mini pack for diabetes supplies/food.
 33. Cafeteria to provide carbohydrate counting/nutritional information for all food served to students.
 34. A plan to deal with emergencies will be developed by the school nurse and attached and made a part of this plan.
 35. A system will be set up by the school so that any temporary substitute will be notified and provided appropriate information about student.
 36. Student will be provided with direction as to what to do if an adult in the school denies him the accommodations listed in this plan.
 37. Provide a copy of the JDRF school Advisory Toolkit to all staff members who will be working with student. Point out the forms in the Toolkit with which staff should become familiar. Point out the forms for teachers to include in their substitute teacher folders.
 38. School personnel will keep student's diabetes confidential unless Student decides to openly communicate about it with others.
 39. This plan shall be reviewed and amended, if necessary, at any time requested by the parent or the school, but not less than every three years or when a different school will be attended by student.
 40. Notes will be provided to student if he is absent from class.
 41. A health plan detailing all of the medical needs of Student will be provided.
 42. Parents will communicate all health care plan changes via email or phone.

Date Services Begin:

Date services End:

Comments:

see above accommodations.

The following procedures need to be followed in the event of a medical emergency:

All student testing supplies and snacks will be maintained in the nurse's office. In the event of an emergency, the nurse will be responsible for taking all testing supplies, snacks, bottled water and emergency contact numbers for student with her. The nurse will then seek out student and keep student with her until the emergency has been resolved.

MEDICATION:

Name of physician:

Medication(s):

phone:

