

FINISHED TRANSCRIPT

AMERICAN DIABETES ASSOCIATION
KNOW YOUR RIGHTS: SELF-ADVOCACY FOR COLLEGE STUDENTS
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>> Well, it's now 8 p.m. Eastern Time, and I am going to turn the program over to Amanda.

>> AMANDA CEDRONE: I'd like to welcome everyone to the webinar tonight. Thanks for tuning in. My name is Amanda Cedrone, and I work for the College Diabetes Network. I was diagnosed with diabetes in 1990, and I graduated from Northeastern University in 2012.

So we are going to start with an overview of what we are going to be covering tonight regarding your legal rights on campus. The first section will be what you can do from a student perspective to advocate for yourselves. The second will be legal perspective and how you are protected by law. And the last section will be how it all works from an administrative perspective.

We from CDN -- or me -- I will be leading you through the first section. Then we'll pass it off to Katharine Gordon from ADA, and then Sara Nicastro from the administrative perspective.

So we've learned at CDN through our own experiences and from talking with our students that many young adults don't register with disability services on campus. One of the reasons that some of the students we talk to don't register is because they don't like being

associated with the word "disability," and because of that, I'd like to share a new description of that word with you.

We just had a conversation, the CDN team, with a researcher who focuses on disabilities, and she a nice way of describing the word "disability" that I wanted to share with everyone. She said that "disability" simply refers to something that influences how people treat you and their assumptions. It's not the individual; it's the product of their environment.

We are going to move to our first question. So if everyone could just tell us who they are.

Okay. So we have a lot of parents out there.

Then moving on to the next slide, we're going to talk about the disability services office. So the disability services office is the central resource for assistance on campus. This is where you'll register as a student with diabetes and, with the staff help, determine the type of accommodations that you'll need. We've also seen them called auxiliary services at some schools, so keep that in mind if you don't see "disability services" on your school's website. Again, it's important to register as soon as you get to campus. As most of you are probably aware, diabetes can be unpredictable at times, and you never know when (Inaudible) will change your plans for the day, especially in the first few weeks of college when your entire schedule changes.

Your disability services office may be called something different from what's mentioned here. Just know that there will be someone in charge of accommodations at your campus. If you are not sure who it is, try checking in with the health center or student affairs.

And some people look to their 504 plan in high school as a rubric for their accommodations in college, so keep that in mind. And another important thing to remember is that anything you tell disability services will remain confidential. Your privacy is protected by federal law, so don't worry about anyone else learning information about you that you didn't tell them about yourself.

Just keep in mind that privacy isn't an absolute right. While generally it should be protected, in some circumstances, such as mandatory reporting or suicidal ideation, it's not protected. Also, if parents claim students as dependents on IRS forms, schools can disclose records, although some schools are more protective than others of student records.

So moving on to why you should register with disability services. Disability services serves as a safety net for students with diabetes. If you are aren't registered with disability services, you aren't guaranteed any sort of accommodations for any problems that may arise due to your diabetes, even if it's an emergency. Registering for disabilities isn't retroactive. Therefore, if you fail a test because of a low or high blood sugar and you haven't registered, you will have to accept the grade. Keep in mind that

low or high blood sugar can seriously affect your academic performance. Maybe you think you can get a good grade on a test while your blood sugar is 300, but you are paying a lot of money for school, and you should want to do it to the best of your ability. Some professors don't allow food or drink in the classroom, but if you register with didn't services, you can add this as an accommodation.

Accommodations also apply to student housing, for example, where you live, proximity to food services, et cetera.

Now moving on to another question. Has diabetes ever affected your academic performance that you did not disclose to your professor?

Okay. So now we're going to talk about the advantages and the disadvantages of disclosure. As we touched upon, many people delay the decision that they have diabetes because it can be a very personal and emotional thing. We want you to understand both the advantages and disadvantage of disclosing this information to disability services and campus administrators. There are different positives and negatives to disclosing your diabetes in different situations. Right now we're going to focus on campus administrators.

As far as disadvantages, some people find that disclosing can bring up conflicting self-images. Again, for example, they might feel uncomfortable with the word "disability" because most of us don't identify with it. In addition to that, it can be hard for some people to talk about such personal things with strangers or people that they aren't close to. Some people fear that they will be discriminated against because of their diabetes, but please understand that this is not the case and that there are laws in place to protect you from such discrimination.

The advantages of disclosing your diabetes to campus administrators are that it will allow you to receive the accommodations you need to succeed in school; that it provides protection to you through the Americans with Disabilities Act, and it can improve your self-image because you are advocating for yourself.

Now we're going to talk about when and how to disclose. So different schools are different. At a lot of them, the first couple of weeks of school are usually when you're required to register with disability services if you want accommodation. Once you get to campus, you should call your campus disability service staff and get the exact deadline to register so you don't miss it. And it's really important not to miss this window, as you may not be able to register when it's over. In addition, some professors want you to disclose that you've registered for disability services and that you have diabetes in the first two weeks of class so that they're aware of anything that may come up over the course of the semester.

Check in with your professors sooner rather than later. We're suggesting after one of the first few classes to mention it to them.

And when it comes to registering for disabilities, you will be given some forms to fill out, and they'll walk you through the process from there in the office. But if you are letting a professor know about your diabetes, you may want to give him or her a quick run-down on what type 1 diabetes is and what may come up during the semester. That way if something does come up, you already have a personal relationship with them and they know what to expect.

The CDN team is currently updating our website, and when we are done, we will have a type 1 cheat sheet that students can print out and give to their professors, and we will be sure to let you all know when that's up.

We have another question. Do you feel comfortable disclosing your diabetes to staff and faculty at school?

Now we're going to talk about diabetes emergencies on campus and how you can protect yourself when these happen. Earlier we mentioned some of the situations in which it would be helpful to have accommodations from disability services, such as high or low blood sugars. So they're just a part of life with diabetes sometimes, as you all know. But now we want to talk about the more extreme emergencies.

Often when you move to college, you have to build a new support system, and that's really exciting because it means you're meeting all sorts of new friends, but it can also be daunting for people. It's really important to find friends that you trust who are willing to help you in an emergency and that you can count on, and that can be your resident assistant, a faculty advisor from your CDN chapter, your roommate, or even friends of the family that live close by.

Something else to keep in mind is that if you drink on weekends, you should know the effect that it has on your body and, again, have some sort of safety net. Alcohol causes low blood sugar in people with diabetes, and it may not happen right away. So if you are drinking, make sure a friend that you are out with is aware of what may happen later on. On that note, you should always have a medical alert ID on, and that way no matter what emergency arises, emergency personnel will know you have diabetes.

Now Katharine will be discussing the legal portion of this webinar.

(Beeping)

>> Katharine, please press star 7.

>> KATHARINE GORDON: Hi. This is Katharine. Sorry about that. And I am one of the -- I am the Director of the Legal Advocate Program here at the American Diabetes Association, and some of my work has focused on college and diabetes. And so what I'm going to do is talk about federal laws, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act in particular, some differences between

K-12 and higher education, admissions issues, questions about --

>> Something happened to our shower door.

>> KATHARINE GORDON: I'm sorry about that. And also, the other thing as well is that --

>> The conference has been muted.

>> Excuse me. Katharine, I muted the line, so will you please press star 7.

>> KATHARINE GORDON: Hi. I'm sorry about that. Let's get going here.

And also, accommodations aren't just something of the classroom, but they also are something that can go outside in internships or in sports or in a wide variety of things. We'll also be talking about how you can resolve problems if they occur.

So first of all, some of the key laws are the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. And as Amanda mentioned, these are -- sometimes disabilities is a difficult term for us to understand, but the reason behind these laws was that people were realizing that people who had impairments of certain kinds weren't getting a fair shake, were being judged by people who, out of their stereotypes, fear, and ignorance, were holding people back. So that's really what these laws are about.

So in terms of what these laws are, they protect people who have a disability, and diabetes is considered to be a disability. It impacts your -- it impacts your endocrine function, it can impact your ability to eat, to take care of yourself, and it's pretty widely recognized that diabetes is a disability under the law.

Also, it protects people from a wide range of treatment. Sometimes it's outright harassment, and sometimes it's accommodations, or sometimes it's being excluded from a program or activity. Accommodations are really not about giving somebody a leg up but really leveling the playing field.

And now I wanted to talk a little bit about some of the defenses that you may run into if you are not getting what you need. Sometimes schools will just outright say that the law doesn't really apply to them. That's generally going to not be true. For Title II of the Americans with Disabilities Act, public schools are always covered. Title III, private schools, they're always covered. If they are a private school doesn't mean that they get out of their obligations. And also, religious schools, while they are not covered under Title II or Title III, if they receive federal funding -- which almost everybody does -- almost every single school does -- then under Section 504, they have the same obligations and responsibilities to give you a fair chance at school.

One thing that I have seen as a problem is sometimes a disabilities services center may not think that you qualify because you don't need academic accommodations or you may be the top of your class. However, it's important to realize that no matter your academic

performance, as a person with disabilities, you do qualify for protections.

Another thing that may occur is that sometimes professors are given a lot of power and are given a lot of opportunity to decide what can be done in a classroom. However, it's important to recognize that, really, the professor does not have complete control. The professor might not like it that you have a drink in the classroom. The professor might not like it that you need to have a test scheduled at a different time. But that really is not something substantive. If you -- if a professor says you need to do these tests and these papers, yes, you will need to do that. But if a professor says that he wants you to take a class makeup session at this time, you might have some ability to get accommodations for that.

Another thing as well is -- we hear is undue burden, and that's similar -- it's a very high standard. It's, for example, not an undue burden for you to be able to have a test scheduled at a different day in a different classroom, for example.

And now I wanted to talk about K-12 education and higher education. I think that many of you in your K-12 experience have worked a lot with your schools to get the care and accommodations you needed, and that went from a continuum of what you needed as a kindergartner was very different than what you needed as a high school senior. And so we see sort of a progression from a lot of care to independence, and at the college end, postgraduate level, it will very much be independent, so that's one thing to keep in mind.

Another issue is in K-12, public schools have an absolute obligation to provide you with a free appropriate public education. You have to be allowed in your local school. You have to be given an education whether or not the school would like to or not. Whereas, in college, it's really an issue of you having equal access. So you should be able to take any class, you should be able to get the accommodations you need. You should be able to be treated fairly. But there's not the same obligation on the part of the school to provide you with something special that is required under K-12.

Another big issue is that it's the school's responsibility to identify children who may have a disability of whatever type in K-12. However, it's really the reverse in college. It really has to be the student who decides to disclose and decides to ask for assistance or help. This is what Amanda was talking about regarding disclosure. Because now it's really on you.

Another big difference is that the types of accommodations are generally not going to be as formal. There isn't, for example, an official college 504 plan or college IEP plan. However, nonetheless, the 504 plan and IEP are going to be very, very useful tools to bring with you so that the college can understand what are the things that you might need.

Another huge issue as well is who is going to be doing the

communicating. In the K-12 setting, it certainly will be the parents. However, in the college setting, it will be the students who will be taking the lead on their -- on determining what they may need as a result of their diabetes, as they will with almost any other aspect of their college career.

And I wanted to talk now a little bit about admissions because I know that there are a lot of parents here, and so we wanted to talk about this because you may be thinking about what will happen when your child goes out of state next year or your child decides what would be the best place to go.

One of the things that's important to emphasize is you do not have an obligation to disclose that you have diabetes, and it's actually illegal for schools to ask at the admissions stage. And this is primarily because we want to make sure that a school is being honest about its reasoning. We don't want a school to just decide, oh, you have diabetes, let's not admit you. We want to make sure that -- and they might say, oh, well, you didn't have good enough grades or you were -- you didn't meet certain other requirements. We want to isolate it to show that there was discrimination if it occurs.

An example of this, which is something that I have seen and I have worked with, is, for example, a police academy program at a community college retracts admission after a medical exam. That would be an example where, at that level, you can see that there was discrimination.

But there are several things that you can do. One of the things that you can do is you can do research before admission. You can check to see whether there's a CDN chapter. There are about 40 CDN chapters across the country. You can also do a wide variety of Web research. You can also ask your healthcare team if they know of place that is provide very good environments for people with diabetes, and as well, any connections that you have to the diabetes community, whether it be a blog, a website, a support group, a step-out team, any of those could be very good resources for you to find a school that would meet your needs in all varieties, your academic needs, your athletic needs, and your diabetes needs.

And the other thing is you can always ask any of the questions you have or concerns you have about diabetes after admission. So once you get your admissions letter, you can call up the health center, you can call up the disability services office, and you can figure out exactly what would be the best place for you to go and to know exactly what you'll see when you come to college.

And I wanted to now talk about a very fun subject, standardized exams. Standardized exams also provide you legal protections under the Americans with Disabilities Act. And I wanted to talk first about two different kinds. Some are going to be state licensing agencies. This will be generally after you've been in college a while. But examples might be a medical board, a nursing exam, a bar

exam. Those are all cases where you have protections and you have rights to accommodations.

Again, ADA Title III are private organizations, these will be exams that most of you have probably taken or, in fact, may be attempting to take in the near future or are studying for. So that includes the SAT, AP, GREs, LSAT, MCAT, GMAT, a wide variety of exams.

One of the things that's incredibly important to do, though, is to make sure that you can bring in the supplies you need, including CGMs, including diabetes pumps, including insulin pens, including syringes, including food, because sometimes there are very, very strict policies on what can be brought into an exam, and I have seen situations in which a person has not said that they need accommodations and then are at the door told you can't bring in your diabetes pump. While that is a problem and we can work to address that, the best thing to do is to check well in advance and make sure that everything is cleared.

Another thing about accommodations that you may see is that it's quite unlikely to get extra time on your exam to actually take more time answering the questions. So if you were to say I need time and a half, that would be an unlikely accommodation for any of these agencies to provide. However, time for extra breaks is something that makes a lot of sense and is a very, very common accommodation for people with disabilities.

Another thing that is important to recognize is that there's been a very good change in the regulations for standardized tests, which really are explaining that the testing agencies need to take into account your past history. One of the things that occurred a lot was that the organizations would try to say that the person didn't have a disability or didn't have a right to certain accommodations, even though you might have a 12-year history of receiving accommodations. And so recently, the Department of Education and Department of Justice changed specifically the regulations which specifically say you need to take into account these. So it says when considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations as well as such modifications, accommodations, related aids and services provided in response to an IEP or 504 plan.

So while you may not have an IEP or 504 plan at college, they still remain a very, very important thing to keep with you and to keep good records of.

So now I am going to move into a different realm, which would be outside of the classroom, which would be clinical courses, internships, and jobs. And there may be other courses as well. These are all real examples that I have encountered. So a clinical course might be a nursing student wants to carry glucose tabs with

her, but her instructor says no, she is not allowed to. That's against policy. This would be an example where a nursing student would want to go to her disability services office and ask for help and ask for help explaining that she has the right to those reasonable accommodations.

Sometimes there may be rules that don't make sense, and those are rules that you can sometimes challenge.

Another area can be internships. Another example that we've seen would be a student who wants a private place to test blood glucose. Again, that's an area where you do have rights. You particularly do if the school is providing support or funding for the program, like let's say a school sets up a certain number of students with a teaching internship program. The school needs to make sure that it's not supporting an organization that is being discriminatory. So that's an example where, again, you could state that you do need reasonable accommodations.

Another thing that may arise would be jobs where, again, an on-campus recruiter for police department may ask if you have diabetes. There again, that might be a violation of the Americans with Disabilities Act because you're not allowed to ask potential employees about their health conditions before you give them a job offer.

Another example that I saw, a person had a question while registering, was in one school, they say that people with diabetes can't take SCUBA diving classes. You know, that's a thing where that isn't accurate, and that's a thing that you can fight against because, in fact, there are many people who have diabetes are very accomplished SCUBA divers and even SCUBA diver instructors

So I wanted to just ask if anybody had had difficulties with an internship or a job or a class because of your diabetes. And if you'd like to put down anything that's happened to you, that would be great.

Okay. So we're really seeing a big range where people have had a wide variety of things occurring. Some people haven't gotten the accommodations they've needed. Some people have been harassed. And there are many other ways in which a person may not get the treatment that they need at work. So we can see kind of a mix here.

Another area that I'm going to talk about is athletics, and athletics is an area where you also have protection because, essentially, the Americans with Disabilities Act and 504 is all about equal participation. These are real examples, unfortunately. In one case, there was a student who had won a scholarship to be at her university, but in the next year she had a different coach, and the coach felt that people who had diabetes were not good athletes, just period, and the coach just decided to not play her. That was a case where we were able to work with the student, and she was able to be transferred to another school, where she was able to play and had a fantastic time the rest of her time. But again, an area where

issues can come up.

Another issue that we've seen is there might be an issue with medical IDs. We sometimes see, especially in cross-country, track, and a few other sports, a policy that may say no jewelry. Well, in this kind of case, you can fight against that because is it really going to really change the entire way that cross-country is run if you have your medical ID bracelet? It certainly won't. So that's an issue where you can say you have a right to that.

Another example might be a student misses practice because she has DKA and the coach doesn't play her in her next game, but she plays the next. Here, if the student were to complain about that, I think it would not go very far because regular attendance before a game is something that is essential to coaching and is essential to athletics. However, if this same thing happened and she had DKA and missed one game and then the coach said that because of this you're no longer welcome on the team, then that would be a case of discrimination. And one of the things that is important to recognize is I think we are so used to thinking about accommodations in the academic setting, and we are so used to thinking about diabetes and college in terms of accommodations and not about unfair treatment or harassment, and it's important to recognize that if you are not being treated fairly because of your diabetes, just like a person who may not be treated fairly because of their gender or their race or their national origin, you also have a right to fair treatment under civil rights laws.

Now I am going to turn it over to Sara.

>> SARA NICASTRO: Hi, everyone. My name is Sara Nicastro, and I have a Masters of Education in college student affairs, so basically, that means that I work with college students everywhere but as a faculty member teaching academic courses in the classroom.

I was actually filling out my application for my graduate program in college student affairs while in the hospital after being diagnosed with type 1 diabetes in 2003. So in the past 12 years, I've worked in new student orientation, in academic advising, in career counseling, and also in disability services.

As I mentioned, I knew I wanted to work with college students, but after I was diagnosed and learned more about type 1 diabetes, I realized how much work there was that we could do to help college students with type 1.

As a college administrator, as far as receiving accommodations and having a happy, pleasant, successful college experience, the first thing I'd like to say is you'll often find that, as administrators, we like to be in charge of our space. So whether that means a classroom or their academic department or the student activity or anything like that, they -- or we -- like to feel that we are in charge. So it typically provides a better situation if

they have information about your accommodations and your requests before there's a problem. We picked our jobs because we like to help students. That's why I picked it as a career. That's why my colleagues picked it as a career. We love helping students transition into being adults, and we want them to succeed. But we need the information to make that happen. So that would be my overall advice as far as communicating with administrators.

I notice that about half of the people who are in this webinar are parents, and you may have heard yourself referred to as helicopter parents. This generation is usually called the millennial generation, and then their parents are mocked for being helicopter parents. And if you haven't heard that term, it's because as opposed to previous generations, they're seen as more involved in every aspect of their child's life, and they are said to hover like helicopters. This can, obviously, be more apparent for parents of children with diabetes.

You'll often hear that this is a negative thing, and I am here to tell you that that is not necessarily true. So I say take pride in being a helicopter parent as long as you're hovering with the same message as those college administrators. We welcome your assistance. But if you are going to hover, hover to help us. So get involved with the school, learn about the policies, find out how you can help.

So if registration time is coming up and you are aware of that because you've seen that on your student's college website, hover with that message of have you registered for classes, that type of thing.

Where it becomes a problem is when parents try to work around their students or without their student to be involved. And that's a problem for a couple different reasons. The first reason is because the staff, faculty, and administrators at the college are trying to train your students to become adults and to be able to make their own decisions and to be interdependent with the other people in their life but to be able to sort of do things on their own. So if their parents are continuing to swoop in and help them, we're taking a step back in that.

Then the second reason is often because of FERPA, which I see a question in the chat about what is FERPA, and that's the Family Educational Rights and Privacy Act, and that's what the school is allowed to share about students with other people who attend the college. It does limit the amount of information administrators can give to the parent, depending on whether the school tends to be strictly interpreting FERPA. Often schools will have FERPA waivers where a student can waive certain FERPA rights to their parents or to other people. So that's a few things to be aware of as parents if you're communicating with administrators at the college.

Regarding that as well, in the privacy and sharing of information, I think College Diabetes Network touched on this a little bit earlier in the presentation, but the school may also have a student waive part of their FERPA rights to certain documentation so they can share accommodations with those who are providing support services. So this would include professionals like the people who are in charge of residence halls or dining services or anyone else involved in situations that may require accommodations. But this is done on a need-to-know basis. So it's only if they need to be aware of the accommodations that are being provided. And everyone isn't entitled to all the information that is on file in the disability services office. So most often they will just be given the accommodation information, and I will talk about what that will look like in a second.

That can then -- the faculty member, for example, can confirm with the office, the disability service office, that the accommodations are recommended based on what's on file. So they don't get to know what's on file, but they can confirm that those are the recommended accommodations.

It could happen -- and I have very, very, very rarely seen this -- that a professor would need more information on the nature of the disability. So that would be whether it's a medical disability or a learning disability or a different type of disability to ensure that the appropriate accommodations take place. So again, this would not be Sally has type 1 diabetes, but in general, type 1 diabetes is a medical disability. So it's highly, highly, highly unlikely that an administrator would ever need any type of report of that nature, and I've never seen it provided without that student filling out a separate waiver of rights if that information is disclosed. So it is typically on a continuum, but most -- most -- most likely it is just providing a letter of accommodations.

So how does a student get accommodations? So once you have located the office that manages accommodations for your institution, you need to provide them with medical documentation. So this should include your diagnosis, the clarification of diabetes as a disability, which the Americans with Disabilities Act clarifies it as such, so part of that Act says a physical impairment that limits a major life activity and specifically includes endocrine function as a major life activity. So by definition, having diabetes is a disability that is covered.

So the most important part of this form is that it needs to include requests for specific accommodations and connecting that to why diabetes requires that accommodation.

So this is an example of an accommodation letter. And if you want to see some samples, medical documentation, accommodation letters, you can find them on the American Diabetes Association website, and you can see the link there.

0 So you will take that letter to the disability services office, at which point there would be a meeting with whoever is in charge of accommodations at your institution, and a letter will be drafted to give to professors. Typically, your school will have a system to get that in place, so often you can choose whether you would like to hand deliver those letters or have the accommodations sent directly to the professor. Most schools during new faculty orientation will have some sort of training session on accommodations for faculty where they are reminded to keep that accommodation information confidential.

Students will often choose to give the accommodation letter to their professors at the end of the first class session, or they may choose to visit a professor during office hours to discuss accommodations, especially if you think it's helpful to familiarize them with your diabetes technology. I know that I wear a pump and a CGM, and those things can beep. So if I wanted to -- that wouldn't be written in the accommodation letter, but I might want to let them know that that might happen and make them aware of that.

I would remind you to be careful about doing this between classes. Just like a college student may have another class that they're trying to run off to, the professor might be headed to their next class as well. I would also suggest during one of the classes I had someone interrupted going over the syllabus to let me know about their accommodations, which means they also let the entire rest of the classroom know about their accommodations, and that conversation, both for the privacy of that student and for the class structure, would probably have been better handled outside of class. So it's always a good idea to take care of those things privately and to remember to be aware of that faculty member's time.

If you would like to see some sample accommodation letters, you can also find that on the American Diabetes Association website, and you can see the link listed there. Each college institution typically has a form, as you can see, this is a form letter, but it would have forms that the person in charge of accommodations would mark off and let the faculty member know what those accommodations are.

So some common accommodations that you would see is the ability to check blood glucose in the classroom. The ability to have a personal refrigerator for medical supplies in a residence hall room. Priority housing registration. This can be important if you need access to certain things, like a kitchen or closeness to -- for on larger campuses, closeness to the medical center or whatever. Using housing registration is done on a priority basis on class level and a few other things, and so you may need to get priority housing registration to get in a place that works with your diabetes.

Rescheduling of exams if experiencing an out-of-range blood sugar, so having that written ahead of time. As College Diabetes

Network mentioned earlier, if you fail that exam because you have a high blood sugar, you can't go backwards. So it's, you know, having that written into your accommodation can be a positive thing for you.

If it's a long exam, you may have it written as an accommodation to offer breaks between separate sections of the exam so that you can check your blood glucose.

A lot of courses have very strict attendance policy, attendance policy where you might be dropped from the course if you miss a certain amount of classes, and so you can have attendance accommodations written into your accommodation plan. And much like housing registration, often class registration can be something that's done by class standing and by GPA and other things like that, so it may be written into your accommodation plan that you would need priority class registration. Typically it would be if you needed to make sure there was time for meals or if you know that -- if your doctor writes that you have a particular struggle with dawn phenomenon or something like that, they can assist you in getting priority course registration so your course registration fits with your diabetes.

Some things that are not typically seen in higher education that are often in K-12, that would be training of others in diabetes care. It's unlikely that someone would be officially trained, which is, as an administrator, why I think it's important to build relationships with those around you, and as you build relationships with others that are going through that college experience, you can begin to introduce them to emergency care. So you might let them know where your supplies are, or you may, as you develop that relationship with your roommate, perhaps show them glucasol.

It may be helpful to explain your diabetes to a person in charge of a residence hall. Often that person's title would be Residence Director or Area Coordinator or something like that.

As Katharine mentioned a few moments ago, we really don't necessarily, based off diabetes alone, need extra time on exams. So it's unlikely that you would see time and a half or anything like that on exams. It's more often written that you would need exam breaks. So it might be written that the exam is proctored and given elsewhere so that breaks can be accomplished, which might be difficult to do in a traditional classroom.

It's unlikely that you would see an exemption from a course requirement. So colleges must provide an equal opportunity for all students, but they can't fundamentally alter the nature of a program. So you may have an accommodation that would help you meet a course requirement, but it's unlikely that that requirement would be waived entirely.

So at the last college I worked at, part of the gen ed curriculum was a physical education course. So you might have an accommodation that describes your participation in the physical education course, but you would not be waived entirely from taking that physical

education course.

And I -- the thing that I want -- if you remember nothing else from what I've said during my session, the most important thing that I want to stress is that accommodations aren't retroactive. So I spend a lot of time with other people with diabetes, and they say how lucky they are that they've never needed accommodations. But that luck won't help them at all if they actually do need them. So it's better to have them on record, on file with the disability services office, and never have to rely on them than to get in a situation where you wish something could have been done. So I think everyone with diabetes who is headed off to college or in college should absolutely get accommodations and protect your rights and your college experience.

And now I'm going to transfer it back over to Katharine, I believe.

>> KATHARINE GORDON: Yes. Well, thank you, Sara, and I wanted to now just talk a little bit about some of the ways we can resolve problems. One of the reasons we structured the webinar as we did is we wanted to focus that the real area where you can get what you need and make full use of your college experience is to work at the very beginning in education and negotiation and in understanding that a lot of times you may run into misunderstandings due to lack of knowledge or because of lack of knowing what resources are. So very, very much so, education and negotiation are the key to solving problems at the college level in a very, very profound way. So we wanted to very much emphasize that. But we also want to let you know that sometimes there are cases of discrimination that cannot be fixed just through education, through a discussion with your professor, and that's where I wanted to just let you know that there are many other avenues. If you feel that your rights have been violated, you can contact the Office of Civil Rights of the Department of Education. You can contact the Department of Justice or state agencies. Or even a lawsuit in federal or state court. These issues will be pretty rare, but they may be possible. Sometimes the law doesn't cover it, and that's where sometimes we need to change the law. With the initial passage of the Americans with Disabilities Act and a further law change to make it more clear that people with disabilities were fully protected.

So this is just our mantra is educate, negotiate, litigate, legislate. It's an it's escalation of trying to resolve a problem. The reason we use it is because I think it's the best way and most effective so people can be treated fairly.

And I wanted to let you know that if you are having any problems, we've seen some questions that you've given us which we will try to respond to, but if you are having any problems, please don't hesitate to call 1-800-DIABETES, and you can talk with myself or one of the other legal advocates who are also attorneys. We generally cannot represent you, but we can give you a lot of detailed free information

and assistance, and in some cases, we can connect you to attorneys when it may be appropriate. As I said before the case of the -- of the college student in the athletic situation, by having a fantastic volunteer attorney, we were able to get a very good result for her.

Now, I also wanted to ask you something that you can do because we need help in many, many ways to have people with diabetes being treated fairly. One example of that is that many of you have benefited from K-12 laws, safe at school laws, where it's been changed so that you can get the diabetes care you need when you are a kindergartner, when you are a first grader, when you are a high schooler. One of the things we are doing is campaigns in many states to try to have better state laws for kids in K-12. So there are many, many ways you can be an advocate. I ask you to text ACTNOW to 69866 if you would like to learn how you can be a voice for the rights of everybody with diabetes.

And now I am going to turn it back over to Sara for just a little bit.

>> SARA NICASTRO: And I -- this is Sara. I don't have an organization, I don't have a nonprofit, but I am a person living with diabetes, and I have a website, and it's momentsofwonderful.com, and on that site, I just share my experiences, being an adult living with type 1 diabetes who was diagnosed during college. There's a couple other links on that site to connect you to the rest of the diabetes online community. I know that living with type 1 sometimes feels like you are all alone. It's easy to hide your diabetes. Unless someone spots my pump, they don't know that I'm any different than anyone else walking around the college campus or walking around the job. So connecting to the diabetes online community has been so valuable to me, and so as a student with diabetes, a parent, anyone else listening to this webinar, please, if that's something you are comfortable with, connect with the online diabetes community.

A project I feel so strongly in is the You Can Do This Project. What that is is simply people with diabetes supporting and encouraging each other, being a light in someone else's darkness. So as you head off to college or as your student heads off to college, you may be particularly worried about something. There is an entire category on the You Can Do This Project website, and you can see the link there, of people who have recorded videos about their college experience, sharing what their successes were, what their challenges were, and the whole point of the project is to remind you that you can do this and you can be successful and sharing ways that we've done that together. So please check out that project.

And now I am going to pass it to College Diabetes Network.

>> So I know that there were a few questions throughout the webinar tonight. We are the College Diabetes Network, and you can go to our website at collegediabetesnetwork.org. We connect students with diabetes on campuses across the country. We have about 40 chapters

right now, and we also provide students with the information and resources that they need to succeed, both in preparing to go away to school and once they get there. Among the many resources we provide is scholarship information for students with diabetes. I know that there were a few questions about that, so that's available on our website. We also have a student blog and information about all the different campus chapters that we have. And I know that there are a lot of parents out there tonight. We also provide information and resources for parents whose students are making the transition from high school to college and whose students are already in college. So definitely check us out and reach out to us with any questions that you may have.

And we also wanted to remind everybody that there's a brief survey at the end of this, so if you could fill that out, we would really appreciate it.

>> And we wanted to just really thank you all for participating in the webinar, and again, you can be in contact with us at any point, and I realize that we don't have a lot of time for questions, but I wanted to just try to answer a few, and I also wanted to recognize that Novo Nordisk has been very supportive in a lot of legal advocacy efforts.

So one of the questions that I saw was that do you have to register for accommodations at any particular point? You don't have to register at any particular point, like a particular cut-off deadline, but as Sara emphasized, retroactive accommodations probably won't be possible. There was one question regarding if you were three semesters in. Again, if you need to have accommodations in your fourth semester, you certainly can ask for that.

One question on high blood alcohol and diabetes. Usually you occasionally can show blood alcohol if you have hyperglycemia, high blood glucose, but never low, so that's very, very rarely an issue where there's a medical reason for the blood alcohol content.

And I think we're about ready to go, and I wanted to just see whether or not, Sara, if you have any last things to add.

>> SARA NICASTRO: I'm just looking through the question list to see if there's anything that we can answer in two minutes. I know a couple people said do you have to file accommodations every semester? You don't have to file accommodations every semester, but the office often will have you check in and see that those accommodations are still appropriate for the courses you are taking at that time.

Someone said when do you work on priority housing registration? If you are a student or if the person that asked that question is an incoming student, that is -- the housing registration for their first semester is typically done during the summer, so you would want to be in contact with the -- if your student has been admitted to the university, get in contact with that Housing Department and the

Disability Services Office if you feel like you're going to need accommodations for that very first housing assignment.

Those are the only ones that are within my professional experience and that are listed as questions in the chat.

>> And I will just say again that if you have any questions or more specific questions, feel free, again, to call 1-800-DIABETES and ask how you can talk with a legal advocate. We'll have you fill out a form, and then within a short period of time, you'll have the opportunity to speak with one of us. So don't worry if your question wasn't answered tonight. We're always available for questions.

And thank you so much.

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