Diabetes Medical Management Plan (DMMP)

This plan should be completed by the student's personal diabetes health care team, including the parents/guardians. It should be reviewed with relevant school staff and copies should be kept in a place that can be accessed easily by the school nurse, trained diabetes personnel, and other authorized personnel.

Date of plan: _____ This plan is valid for the current school year: _____-_____

Student information

Student's name: _____ Date of birth: _____

Date of diabetes diagnosis:_____ (please select one): Type 1 Type 2 Other:_____

School: _____ School phone number: _____

Grade: _____ Homeroom teacher:_____

School nurse:_____ Phone: _____

Emergency Contact information

Parent/guardian 1: _____

Telephone: Home: _____ Work: _____ Cell: _____

Parent/guardian 2: _____

Telephone: Home: _____ Work: _____ Cell: _____

Student's physician/health care provider:_____

Address: _____Telephone: _____

Other emergency contacts:

Name: _____ Relationship: _____

Telephone: Home: _____ Work: _____ Cell: _____

Checking blood glucose

Brand/model of blood glucose meter: _____

Target range of blood glucose:

Before meals: _____-_____ Other: _____

Check blood glucose level:

❑ Before breakfast	❑ After breakfast	❑ _____ hours after breakfast	❑ _____ hours after lunch	❑ 2 hours after correction dose
❑ Before lunch	❑ After lunch	❑ Before school dismissal	❑ Before PE	❑ After PE
❑ As needed of signs/symptoms of low or high blood glucose	❑ As needed for signs/symptoms of illness	❑ Other		

Preferred site of testing:

- ❑ Side of fingertip
- ❑ Other: _____

Note: The side of the fingertip should always be used to check blood glucose level if hypoglycemia is suspected.

Student's self-care blood glucose checking skills:

- ❑ Independently checks own blood glucose
- ❑ May check blood glucose with supervision
- ❑ Requires a school nurse or trained diabetes personnel to check blood glucose
- ❑ Uses a smartphone or other monitoring technology to track blood glucose values

Continuous glucose monitor (CGM): Yes No Brand/model: _____

Alarms set for: Severe Low: _____ Low: _____ High: _____

Predictive alarm: Low: _____ High: _____ Rate of change: Low: _____ High: _____

Threshold suspend setting: _____

Additional information for student with CGM

- ❑ Confirm CGM results with a blood glucose meter check before taking action on the sensor blood glucose level.
- If the student has signs or symptoms of hypoglycemia, check fingertip blood glucose level regardless of the CGM.
- Insulin injections should be given at least three inches away from the CGM insertion site.
- Do not disconnect from the CGM for sports activities.
- If the adhesive is peeling, reinforce it with approved medical tape.
- If the CGM becomes dislodged, return everything to the parents/guardians. Do not throw any part away.
- Refer to the manufacturer's instructions on how to use the student's device.

Student's Self-care CGM Skills	Independent?	
The student troubleshoots alarms and malfunctions.	❑ Yes	❑ No
The student knows what to do and is able to deal with a HIGH alarm.	❑ Yes	❑ No
The student knows what to do and is able to deal with a LOW alarm.	❑ Yes	❑ No
The student can calibrate the CGM.	❑ Yes	❑ No
The student knows what to do when the CGM indicates a rapid trending rise or fall in the blood glucose level.	❑ Yes	❑ No

The student should be escorted to the nurse if the CGM alarm goes off:

- ❑ Yes
- ❑ No

Hypoglycemia treatment

Student's usual symptoms of hypoglycemia:_____

If exhibiting symptoms of hypoglycemia, OR if blood glucose level is less than _____mg/dL, give a quick-acting glucose product equal to _____ grams of carbohydrate.

Recheck blood glucose in 15 minutes and repeat treatment if blood glucose level is less than _____ mg/dL.

Additional treatment:

_____

_____

If the student is unable to eat or drink, is unconscious or unresponsive, or is having seizure activity or convulsions (jerking movement):

- Position the student on his or her side to prevent choking.
- Give glucagon (select one): 1 mg ½ mg Other (dose) _____
  - Route (select one): Subcutaneous (SC) Intramuscular (IM)
  - Site for glucagon injection (select): Buttocks Arm Thigh Other:_____
- Call 911 (Emergency Medical Services) and the student's parents/guardians.
- Contact the student's health care provider.

Hyperglycemia treatment

Student's usual symptoms of hyperlycemia (list below): _____

_____

- Check (select): Urine Blood for ketones every _____ hours when blood glucose levels are above ____mg/dL.
- For blood glucose greater than _____mg/dL AND at least _____ hours since last insulin dose, give correction dose of insulin (see correction dose orders).
- Notify parents/guardians if blood glucose is over _____ mg/dL.
- For insulin pump users: see **Additional Information for Student with Insulin Pump.**
- Allow unrestricted access to the bathroom.
- Give extra water and/or non-sugar-containing drinks (not fruit juices): _____ ounces per hour.

Additional treatment for ketones: _____

- Follow physical activity and sports orders. (See **Physical Activity and Sports**)

If the student has symptoms of a hyperglycemia emergency, call 911 (Emergency Medical Services) and contact the student's parents/guardians and health care provider. Symptoms of a hyperglycemia emergency include: dry mouth, extreme thirst, nausea and vomiting, severe abdominal pain, heavy breathing or shortness of breath, chest pain, increasing sleepiness or lethargy, or depressed level of consciousness.

Insulin therapy

Insulin delivery device:

❑ Syringe	❑ Insulin Pen	❑ Insulin Pump

Type of insulin therapy at school:

❑ Adjustable (basal-bolus) insulin	❑ Fixed insulin therapy	❑ No insulin

Adjustable (Basal-bolus) Insulin Therapy

- **Carbohydrate Coverage/Correction Dose:** Name of insulin: _____
- **Carbohydrate Coverage:**

Insulin-to-carbohydrate ratio:

Lunch: 1 unit of insulin per_____ grams of carbohydrate

Breakfast: 1 unit of insulin per_____ grams of carbohydrate

Snack: 1 unit of insulin per_____ grams of carbohydrate

Correction Dose: Blood glucose correction factor (insulin sensitivity factor) = _____ Target blood glucose = _____mg/dL

Correction dose sliding scale (use instead of calculation above to determine insulin correction dose):

Blood glucose _____ to _____ mg/dL, give _____ units Blood glucose _____ to _____ mg/dL, give _____ units

Blood glucose _____ to _____ mg/dL, give _____ units Blood glucose _____ to _____ mg/dL, give _____ units

When to give insulin:

Breakfast

- ❑ Carbohydrate coverage only
- ❑ Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.
- ❑ Other: _____

Lunch

- ❑ Carbohydrate coverage only
- ❑ Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.
- ❑ Other: _____

Snack

- ❑ No coverage for snack
- ❑ Carbohydrate coverage only
- ❑ Correction dose only: For blood glucose greater than _____ mg/dL AND at least _____ hours since last insulin dose.
- ❑ Other: _____

Insulin therapy (continued)

Fixed Insulin Therapy Name of insulin: _____

- ❑ _____ Units of insulin given pre-breakfast daily
- ❑ _____ Units of insulin given pre-lunch daily
- ❑ _____ Units of insulin given pre-snack daily
- ❑ Other: _____

Parents/Guardians Authorization to Adjust Insulin Dose (please circle)

Yes No Parents/guardians authorization should be obtained before administering a correction dose.

Yes No Parents/guardians are authorized to increase or decrease correction dose scale

Yes No Parents/guardians are authorized to increase or decrease insulin-to-carbohydrate ratio

Yes No Parents/guardians are authorized to increase or decrease fixed insulin dose

Student's self-care insulin administration skills:

- ❑ Independently calculates and gives own injections.
- ❑ May calculate/give own injections with supervision.
- ❑ Requires school nurse or trained diabetes personnel to calculate dose and student can give own injection with supervision.
- ❑ Requires school nurse or trained diabetes personnel to calculate dose and give the injection.

Additional information for student with insulin pump

Brand/model of pump: _____ Type of insulin in pump: _____

Basal rates during school: Time: _____ Basal rate: _____ Time: _____ Basal rate: _____

Time: _____ Basal rate: _____ Time: _____ Basal rate: _____

Time: _____ Basal rate: _____

Other pump instructions:

_____

_____

Type of infusion set:

_____

Appropriate infusion site(s): _____

- ❑ For blood glucose greater than _____ mg/dL that has not decreased within _____ hours after correction, consider pump failure or infusion site failure. Notify parents/guardians.
- ❑ For infusion site failure: Insert new infusion set and/or replace reservoir, or give insulin by syringe or pen.
- ❑ For suspected pump failure: Suspend or remove pump and give insulin by syringe or pen.

Insulin pump (continued)

Physical Activity

May disconnect from pump for sports activities:

- ❑ Yes, for _____ hours
- ❑ No

Set a temporary basal rate:

- ❑ Yes, _____% temporary basal for _____ hours
- ❑ No

Suspend pump use:

- ❑ Yes, for _____ hours
- ❑ No

Student's Self-care Pump Skills	Independent?	
Counts carbohydrates	Yes	No
Calculates correct amount of insulin for carbohydrates consumed	Yes	No
Administers correction bolus	Yes	No
Calculates and sets basal profiles	Yes	No
Calculates and sets temporary basal rate	Yes	No
Changes batteries	Yes	No
Disconnects pump	Yes	No
Reconnects pump to infusion set	Yes	No
Prepares reservoir, pod, and/or tubing	Yes	No
Inserts infusion set	Yes	No
Troubleshoots alarms and malfunctions	Yes	No

Other diabetes medications

Name: _____ Dose: _____ Route: _____ Times given: _____

Name: _____ Dose: _____ Route: _____ Times given: _____

Meal plan

Meal/Snack	Time	Carbohydrate Content (grams)
Breakfast		_____ to _____
Mid-morning snack		_____ to _____
Lunch		_____ to _____
Mid-afternoon snack		_____ to _____

Other times to give snacks and content/amount: _____

_____

Instructions for when food is provided to the class (e.g., as part of a class party or food sampling event):

_____

Special event/party food permitted (please select)**:** Parents'/Guardians' discretion Student discretion

Student's self-care nutrition skills:

- ❏ Independently counts carbohydrates
- ❏ May count carbohydrates with supervision
- ❏ Requires school nurse/trained diabetes personnel to count carbohydrates

Physical activity and sports

- ❏ A quick-acting source of glucose such as glucose tabs and/or sugar-containing juice must be available at the site of physical education activities and sports.

Student should eat ____15 grams ____30 grams of carbohydrate ____other: _____

¨ before ¨ every 30 minutes during ¨ every 60 minutes during ¨ after vigorous physical activity ¨ other: _____

If most recent blood glucose is less than _____mg/dL, student can participate in physical activity when blood glucose is corrected and above _____mg/dL.

Avoid physical activity when blood glucose is greater than _____mg/dL or if urine/blood ketones are moderate to large.

Signatures

This Diabetes Medical Management Plan has been approved by:

_____

Student's Physician/Health Care Provider
Date

I, (parent/guardian) _____ give permission to the school nurse or another qualified health care professional or trained diabetes personnel of (school) _____to perform and carry out the diabetes care tasks as outlined in (student)_____ Diabetes Medical Management Plan. I also consent to the release of the information contained in this Diabetes Medical Management Plan to all school staff members and other adults who have responsibility for my child and who may need to know this information to maintain my child's health and safety. I also give permission to the school nurse or another qualified health care professional to contact my child's physician/health care provider.

Student's Parent/Guardian Signature: _____

Date

Acknowledged and received by: _____

Date

_____

School Nurse/Other Qualified Health Care Personnel Date

Schumann Elementary Health Office	Phone: (952) 449-8487	**Fax: (952) 449-8499**
Orono Intermediate School Health Office	Phone: (952) 449-8473	**Fax: (952) 449-8479**
Orono Middle School Health Office	Phone: (952) 449-8461	**Fax: (952) 449-8453**
Orono High School Health Office	Phone: (952) 449-8417	**Fax: (952) 449-8449**