

SPECIAL EDUCATION DISTRICT OF LAKE COUNTY

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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: _____ type 1 type 2 Other _____

School: _____ School Phone Number: _____

Grade: _____ Homeroom Teacher: _____

School Nurse: _____ Phone: _____

CONTACT INFORMATION

Parent/Guardian 1: _____

Address: _____

Telephone: Home _____ Work _____ Cell: _____

Email Address: _____

Parent/Guardian 2: _____

Address: _____

Telephone: Home _____ Work _____ Cell: _____

Email Address: _____

Student's Physician/Health Care Provider: _____

Address: _____

Telephone: _____ Emergency Number: _____

Email Address: _____

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: 90-130 mg/dL Other: _____

Check blood glucose level:

- Before breakfast After breakfast ___ Hours after breakfast 2 hours after a correction dose
 Before lunch After lunch ___ Hours after lunch Before dismissal
 Mid-morning Before PE After PE Other: _____
 As needed for signs/symptoms of low or high blood glucose As needed for signs/symptoms of illness

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 school nurse or trained diabetes personnel to check blood glucose
- Uses a smartphone or other monitoring technology to track blood glucose value

Continuous Glucose Monitor (CGM): Yes No Brand/model: _____

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

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

Threshold suspend setting: _____

CGM may be used for insulin calculations if glucose is between _____ mg/dL Yes No

CGM may be used for hypoglycemia management Yes No

CGM may be used for hyperglycemia management Yes No

ADDITIONAL INFORMATION FOR STUDENT WITH 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 parts 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	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The student knows what to do and is able to deal with HIGH alarm.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The student knows what to do and is able to deal with a LOW alarm.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The student can calibrate the CGM.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The student knows what to do when the CGM indicates a rapid trending rise or fall in the blood glucose level.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The student should be escorted to the nurse if the CGM alarm goes off: Yes No

Other instructions for the school health team:

HYPOGLYCEMIA TREATMENT

Student's usual symptoms of hypoglycemia (list below):

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 10-15 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 movements):

- Position the student on his or her side to prevent choking.
- Administer glucagon Name of glucagon used: _____

Injection:

1 mg ½ mg Other: _____

- Route: Subcutaneous (SC) Intramuscular (IM)
- Site for glucagon injection: Buttocks Arm Thigh Other: _____

Nasal route:

3 mg

- Route: Intranasal (IN)
- Site: Nose
- Call 911 (Emergency Medical Services) and the student's parents/guardian.
- Contact student's health care provider.
- If on insulin pump, stop by placing mode in suspend or disconnect. Always send pump with EMS to hospital.

HYPERGLYCEMIA TREATMENT

Student's usual symptoms of hyperglycemia (list below):

- Check 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 orders below).
- Notify parents/guardian 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 parent/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 Insulin Therapy

Fixed Insulin Therapy

No insulin

Adjustable (Basal-bolus) Insulin Therapy

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

• **Carbohydrate Coverage:**

Insulin-to-Carbohydrate Ratio:

Breakfast: 1 unit of insulin per ____ grams of carbohydrate

Lunch: 1 unit of insulin per _____ grams of carbohydrate

Snack: 1 unit of insulin per _____ grams of carbohydrate

Carbohydrate Dose Calculation Example

$$\frac{\text{Total Grams of Carbohydrate to Be Eaten}}{\text{Insulin-to-Carbohydrate Ratio}} = \text{_____ Units of Insulin}$$

Correction Dose: Blood Glucose Correction Factor (insulin sensitivity factor) = _____
Target blood glucose = _____ mg/dL

Correction Dose Calculation Example

$$\frac{\text{Current Blood Glucose} - \text{Target Blood Glucose}}{\text{Correction Factor}} = \text{_____ Units of Insulin}$$

Correction dose 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

See the worksheet examples in **Advanced Insulin Management: Using insulin-to-Carb Ratios and Correction Factors** for instructions on how to compute the insulin dose using a student's insulin-to-carb ratio and insulin correction factor.

INSULIN THERAPY

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
- Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and ___ hours since last insulin dose.
- Correction dose only: For blood glucose greater than ___ mg/dL AND at least ___ hours since last insulin dose.
- Other: _____

Fixed Insulin Therapy Name of Insulin: _____

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

Basal Insulin Therapy Name of Insulin: _____

- To be given during school hours:
- Pre-breakfast dose: _____ units
- Pre-lunch dose: _____ units
- Pre-dinner dose: _____ units

Other diabetes medications:

Name: _____ Dose: _____ Route: _____ Times Given: _____

Name: _____ Dose: _____ Route: _____ Times Given: _____

Name: _____ Dose: _____ Route: _____ Times Given: _____

Parent/Guardian Authorization to Adjust Insulin Dose:

- Yes No Parents/guardian authorization should be obtained before administering a correction dose.
- Yes No Parents/guardian are authorized to increase or decrease correction dose scale within the following range: +/- _____ units of insulin.
- Yes No Parents/guardian are authorized to increase or decrease insulin-to carbohydrate ratio within the following range: _____ units per prescribed grams of carbohydrate, +/- _____ grams of carbohydrate.
- Yes No Parents/guardian are authorized to increase or decrease fixed insulin dose within the following range: +/- _____ units of insulin.

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/guardian.
- 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.

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	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Calculates correct amount of insulin for carbohydrates consumed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Administers correction bolus	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Calculates and sets basal profiles	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Calculates and sets temporary basal rate	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Changes batteries	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Disconnects pump	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reconnects pump to infusion set	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Prepares reservoir, pod and/or tubing	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Inserts infusion set	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Troubleshoots alarms and malfunctions	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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):

Parent/guardian substitution of food for meals, snacks, and special events/parties permitted.

Special event/party food permitted: Parents/guardian's 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.

(See **Administer Insulin** for additional information for students on insulin pumps.)

DISASTER/EMERGENCY AND DRILL PLAN

To prepare for an unplanned disaster, emergency (72 hours) or drill, obtain emergency supply kit from parents/guardians. School nurse or other designated personnel should take student's diabetes supplies and medications to student's destination to make available to student for the duration of the unplanned disaster, emergency or drill.

- Continue to follow orders contained in the DMMP.
- Additional insulin orders as follows (e.g., dinner and nighttime: _____

- Other: _____

SIGNATURES

This Diabetes Medical Management Plan has been approved by:

Student's Physician/Health Care Provider Date

I, _____ give permission to the school nurse or another qualified health
Parent / Guardian
care professional or trained diabetes personnel of _____
School
to perform and carry out the diabetes care tasks as outlined in _____'s
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.

Acknowledged and received by:

Student's Parent/Guardian Date

Student's Parent/Guardian Date

School Nurse/Other Qualified Health Care Personnel Date